

Use of Pupil Premium 2017/18

Background

The Pupil premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM), Service children and children who have been 'Looked After' continuously for more than 6 months. It also includes pupils eligible for FSM at any point in the last 6 years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, we will be held accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we were required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium and the extra support that they receive. Although the funding is allocated per financial year, the following information is about our planned spending for the school year 2017-18.

Our School

In 2017-18 Riders Junior School are due to receive approximately £237,060 for Pupil Premium. Other funding was added to this from the school budget to ensure that we could support as many pupils as possible; giving a range of experiences and opportunities as well as raising attainment and accelerating progress, based on areas identified as the main barriers to educational achievement for eligible pupils. **Updated Pupil Premium increased funding to £249,416 (based on census)**

Main barriers to educational achievement

Many of the children at Riders, including but not exclusively those that are entitled to Pupil Premium funding, have limited opportunities. We therefore aim to enrich the children's school experience and ensure that our pupils have access to as many educational and social opportunities as possible; not restricting their opportunities due to lack of funds in the home.

Many of our learners and families are 'Hard to Reach'. We aim to create a community-led environment whereby parents feel comfortable to come in to school; ask for support and help if needed; support their children in their learning and recognise the importance of education.

Our vulnerable learners are identified as pupils not on the SEN register but not achieving at Age Related Expectations. Many of these children are entitled to Pupil Premium funding and targeted support through teaching and learning strategies as well as interventions is necessary to remove barriers for these

End of Key Stage 2 2017				
	Whole cohort	Pupils eligible for PP	Non PP	PP minus SEN
% achieving Expected Standard in Reading	48%	57%	43%	75%
% achieving Greater Depth in Reading	6%	15%	3%	25%
% achieving Expected Standard in Writing	66%	67%	70%	83%
% achieving Greater Depth in Writing	10%	5%	13%	8%
% achieving Expected Standard in Maths	38%	33%	43%	50%
% achieving Greater Depth in Maths	2%	5%	0%	8%
% achieving Expected Standard in Reading, Writing and Maths	32%	30%	33%	42%
% achieving Greater Depth in Reading, Writing and Maths	0%	0%	0%	0%
% achieving Expected Standard in Grammar, Spelling and punctuation	62%	52%	67%	75%
% achieving greater Depth in Grammar, Spelling and punctuation	8%	15%	3%	25%

Attainment – End of Year 3 2017 (new Yr4)				
	Whole cohort	Pupils eligible for PP	Non PP	PP minus SEN
% achieving ARE in Reading	66%	53%	80%	74%
% achieving Greater Depth in Reading	6%	4%	7%	6%
% achieving ARE in Writing	56%	47%	68%	65%
% achieving Greater Depth in Writing	1%	2%	0%	3%
% achieving ARE in Maths	47%	49%	56%	65%
% achieving Greater Depth in Maths	6%	6%	5%	9%
% achieving ARE in Reading, Writing and Maths	43%	40%	46%	56%
% achieving Greater Depth in Reading, Writing and Maths	0%	0%	0%	0%

pupils.
Some of these

interventions are not directly linked to learning but are through support with attendance, social and emotional needs or other environmental factors.

Attainment – End of Year 4 2017 (New Yr5)				
	<i>Whole cohort</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>PP minus SEN</i>
% achieving ARE in Reading	64%	50%	76%	88%
% achieving Greater Depth in Reading	6%	6%	5%	12%
% achieving ARE in Writing	48%	41%	54%	65%
% achieving Greater Depth in Writing	3%	3%	3%	6%
% achieving ARE in Maths	52%	41%	62%	65%
% achieving Greater Depth in Maths	3%	3%	3%	6%
% achieving ARE in Reading, Writing and Maths	39%	31%	46%	53%
% achieving Greater Depth in Reading, Writing and Maths	0%	0%	0%	0%

Attainment – End of Year 5 2017 (New Yr6)				
	<i>Whole cohort</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>PP minus SEN</i>
% achieving ARE in Reading	57%	42%	67%	70%
% achieving Greater Depth in Reading	11%	15%	7%	25%
% achieving ARE in Writing	41%	36%	44%	60%
% achieving Greater Depth in Writing	12%	18%	7%	30%
% achieving ARE in Maths	54%	39%	65%	65%
% achieving Greater Depth in Maths	17%	12%	21%	20%
% achieving ARE in Reading, Writing and Maths	34%	30%	33%	50%
% achieving Greater Depth in Reading, Writing and Maths	8 %	12%	5%	20%

Attendance (September 2016-July 2017)				
	<i>Whole School</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>National average</i>
JUNIORS	94.37%	93.53%	95.32%	96.1%

Activities selected	What this does	Targeted Pupils	Cost	Impact (measured at the end of the summer term)
Employment of a Home School Link Worker	The HSLW works closely with vulnerable children and families; supporting attendance, safeguarding concerns and challenging family circumstances.	Whole school	£30,165	The HSLWs have worked with approximately 184 parents from the Junior school. The work has included support when children are on Child Protection or CIN plans; liaising with outside agencies; running parenting courses (attended by 18 parents), organising courses facilitated by outside agencies (attended by over 20 parents); collecting children in the morning to support improving attendance; dealing with safeguarding concerns; running trips for families in the holidays and running coffee mornings throughout the year. Their work engages many of our 'hard to reach' parents; builds positive relationships and supports some of our most vulnerable families.
Employment of 2 ELSAs (Emotional Literacy Support Assistants)	The ELSAs support individuals finding it challenging to access the curriculum. This work takes place in class and as individual/small group work outside of the classroom; building children's social skills and self-regulation.	Targeted children in all year groups.	£41,091	We have an ELSA based in Year 3/4 and one in Year 5/6. Individual pupils have been supported to access the classroom and therefore the curriculum. Support is available for pupils to have 1:1 and/or group sessions to support social skills/emotional well-being. ELSAs have worked with 53 pupils during the year.
Employment of a 'Numbers Count' teacher.	'Numbers Count' is delivered by a specially trained teacher to children who find mathematics extremely difficult and may not reach Age Expectation at the end of Key Stage 2. It helps them to get back on track and catch up with their peers.	4 pupils at a time in various year groups.	£25,795 salary on costs and registration fee/training (Actual spend approximately £15,000 due to teacher leaving in Feb)	6 children accessed 'Numbers Count' during the year; on a one to one basis. All pupils made accelerated progress in Number and place value (data available)

Curriculum related trips and residential visits.	The school covers the cost of travel to curriculum related trips, reducing cost for parents and therefore ensuring that these visits can take place and no one is disadvantaged. We also subsidise the residential visit to Stubbington for Year 4 pupils.	Whole School	£17,000	Every Year group had at least one curriculum related trip for which the school funded the transport. The money budgeted also covered the cost when parents were unable to make a voluntary contribution towards the cost of the trip. 45 children attended the Stubbington residential.
Employment of counsellor	2 counsellors are employed to work one to one with some of our most vulnerable pupils, as well as some of our parents.	Pupils from across the school	£12,058 (Actual spend approximately £8100 due to one counsellor leaving in April)	Between September and April, one counsellor worked with 8 children from the Junior School. During the whole academic year, one counsellor worked with 15 children from the Junior School. This has had a significant impact on the health and well-being of these pupils/families.
School uniform support for vulnerable families	Working closely with families, we recognise that many children are disadvantaged and vulnerable. We often buy items of uniform for families of children who are on child protection plans and/or are experiencing high levels of need. We also provide a free school jumper for every new child.	Children from across the whole school	£2500	Every child that joined us mid-year (over 20 children) received a voucher for a new jumper. Uniform and other clothing was also purchased for 11 vulnerable families during the year. The majority of children come to school in a school jumper and therefore feel part of the school community.
Breakfast Club	The breakfast club runs every morning. It provides before school child care for working parents, as well as supporting many of our pupils with attendance, social or emotional needs.	Children from across the school	£15,000	Between 20 and 25 Junior children attend breakfast club each day.
Funded places at Breakfast Club	The school has a breakfast club. Based on need on a case by case basis, funded places are offered to vulnerable families. For example pupils on child protection plans; families with external agencies involved or pupils experiencing high levels of anxiety in the mornings.	Whole school	£5000	During the year, different children/families have benefitted from funded places at breakfast club for all or part of a week. 12 children in the junior school have benefitted at some point. This has improved individual attendance and supported parents with morning anxiety/separation issues; as well as supporting financially.

Use of HLTAs to carry out targeted Speech and Language, Maths and English interventions.	Based on previous assessments carried out by the Speech and Language Therapist, an HLTA has been trained in delivering Speech and Language intervention groups for targeted children. Maths and English interventions are being carried out in Year 6 by an HLTA in order to accelerate progress for these children.	Whole school	Approximately half the salary of 2 HLTAs £23,500	One HLTA carried out targeted Speech and Language interventions based on programs identified by the Speech and Language therapist. These children received regular and personalised interventions and made progress against the targets set. One HLTA supported groups of pupils in Year 6 in order to accelerate progress. The groups were flexible based on the needs identified during lessons and various areas of the Maths and English curriculum.
Employment of additional TAs.	The equivalent of 2 full time TAs are employed to support pupils who require extra emotional support to be able to access the classroom. These children are not already entitled to SEN funding.	Various year groups	£25,552	TAs were targeted to support individual children requiring extra support in order to access the classroom and the curriculum. All of these pupils now have additional funding through SENSas or EHCPs.
Staff CPD	An INSET day in October will launch a coaching programme for staff (outside training provider). Cover will then be required in order for teachers to be released to work alongside each other in the classroom. This peer to peer support will continue to improve the quality of teaching and learning.	All teaching staff involved so whole school	£750 INSET £5,000 allocated for cover for coaching (HLTA)	The coaching programme was not rolled out as planned in a 'peer to peer' format due to the identified need for more specialist coaching. The funding was therefore used to support the work of the Lead Practitioner and LA teaching and Learning Advisor.
Employment of a Lead Practitioner	A Lead Practitioner has been employed to support raising standards across the school. Time is allocated 2 days a week for the Lead Practitioner to support professional development including working alongside teaching staff; providing effective feedback, support with planning and mentoring.	Targeted support in specific year groups, identified according to need.	£10,824	The Lead Practitioner worked alongside teachers; supporting with planning and providing coaching in the classroom in order to raise the standard of teaching and learning in specific areas. This included work with NQTs- both of whom exceeded the expected standard by the end of the school year.
Peripatetic Music lessons	A music teacher is employed through Hampshire Music Service to provide a small group of children with violin and woodwind lessons. This provides these children with an opportunity that they would not have without funding	8 children from across the school.	£4668 Actual spend approx. £780	Due to long term absence of the teacher, these lessons did not take place from October half term onwards.

Development of a sensory room	Money is being added to a grant received for our Nurture provision in order to set up and resource a sensory room in the Junior school. The specially designed room will combine a range of stimuli to help individuals develop and engage their senses. These can include lights, colours, sounds, sensory soft play objects and aromas; all within a safe environment that allows the person using it to explore and interact without risk.	Children with specific sensory needs as well as other pupils who will benefit from a calm space.	£2000 Plus an additional £500 for sensory resources purchased throughout the year.	The sensory room is used by approximately 15 children regularly as part of their Individual Behaviour Management Plans or as part of the provision in place to support their emotional needs. It provides a calming space as well as acting as a reward for some children. Resources have been added to it throughout the year and the Inclusion Co-ordinator has carried out training in sensory development for staff.
Maths Clubs	An outside provider will be offering after school Maths clubs in 6 week blocks in the Spring and Summer terms. Places at these clubs will be paid for by the school for targeted pupils who would benefit from extra Maths learning in order to improve confidence, enjoyment of maths and therefore attainment.	Targeted pupils from across the school. (budgeting for approximately 24 children per 6 week block- run twice per term)	£4000- only ran twice	The Maths club ran twice in the Spring term. Targeted children were invited to attend. 33 children accessed the club in total although only 25 attended all sessions available. Of the 33 who attended, 57% were at ARE in Maths at the end of the year.
Library books	In order to continue to develop our reading provision and the children's love of reading, we need to continually update books in the library. This also gives teachers the opportunity to continually refresh the books in their classroom libraries. Many of our children do not have books at home so it is important that our library is the best that it can be with up to date, good quality books.	Children across the school.	£4500	Books have continually been added to the library based on topics being covered and texts being read in English. Teachers are encouraged to take a selection of books for their class libraries.
AR books	The 'Accelerated Reader' initiative is being relaunched in order to ensure that as many children as possible can access books and be successful. In order for the children have a wide choice of books, we need to add to the books available, in particular non-fiction books.	Children across the school.	£5000	The AR books are now well stocked and provide a range of books at all levels for the children to access.
CPD- 'Teaching the hard to teach' course	This is a professional development opportunity run by Hampshire. The course is multi- sessional; its aim being 'securing effective individualised learning for	Successful and appropriate strategies will be shared and	Training £500 Cover in order to attend training £1440	The course and follow-up work has impacted on the development of the work around learning behaviours. It has enabled us to have a whole- school approach to the learning

	disadvantaged pupils who are often hard-to-reach and, therefore, hard-to-teach.’ One teacher will attend the sessions with a working party being set up to discuss and trial strategies before they are more widely shared with staff.	implemented across the school.	Cover in order for staff to meet, share good practice and evaluate their work £2160 plus resources £400	behaviour work, with all staff being involved in the development work. Resources have been purchased to support the work with the children.
Targeted time for member of the admin team to work on attendance	In order to improve attendance, a member of the admin team has responsibility for monitoring absence. This role includes informing relevant staff if vulnerable pupils are absent; making phone calls to parents; writing letters; monitoring absence; managing holiday and absence requests; organising attendance rewards and incentives and liaising with the LA Court officer regarding Attendance Legal panel referrals and Fixed Penalty notices.	Children across the school.	£5380	Attendance still remains below the national average for the whole school and is lower for PP children. Attendance has improved for individual children and families through strategies made possible by the admin support. Referrals to the Attendance Legal Panel and Fixed Penalty Notices have increased. More positive strategies are also now in place to reward good and improved behaviour regularly.
Purchasing work stations	Several of our pupils (all PP) would benefit from a specific ‘work station’ to work at. They aid concentration and managing distractions as well as enabling the children to have a specific space allocated to them- this often helps children with additional needs.	Individual children in Years 5 and 6 to start with. (already extended to children in Years 3 and 4)	£189 each. Initial purchase of 14 £2646	Targeted children have benefited from having a designated space to work, whether within or just outside the classroom environment. It has supported pupils with managing their ability to access the curriculum; providing a safe and personalised space.
Sport sessions to encourage teamwork and co-operation.	A group of pupils has been identified by the teaching staff to take part in additional Sport sessions once a week during the school day. These sessions will be run by a sport coach who will support development of team skills, problem solving and co-operation.	Group identified by teachers	One afternoon per week. £1500	Various pupils from across the school benefited from this additional sport session. The sport coach reported an increase in children’s ability to work as a team; improved ability to respond appropriately to losing and increased ability to support and encourage team mates.

Employment of an extra teacher in Year 5.	Extra groups in Year 5; led by a teacher employed through a supply agency. In the mornings she will be working with 12 children. These children have been identified as requiring higher levels of nurture and/or benefitting from smaller teaching groups. As well as these children benefitting from smaller groups, it will allow for greater adult intervention in the remaining 3 classes. In the afternoons the teacher will run booster groups, including one for more able pupils.	Children from across Year 5- End of February until July	£17,250	<p>12 children were initially identified for the morning sessions although the group reduced to 8 pupils over time due to turbulence and individual needs of the pupils. Initial data showed 20% on track in maths, this rose to 40%; 40% on track in reading which rose to 50%. (Additional domain data available). There was a reduction in behaviour incidents for 3 of the pupils.</p> <p>Class teachers reported an increase in confidence for the pupils; significantly for 3 of the pupils.</p> <p>The afternoon sessions allowed pupils to work at greater depth in reading and maths.</p>
			Total: £249,538	