

## Northolmes Junior School – Pupil Premium planning and evaluation outline 2017/18

### Pupil Premium Funding

The pupil premium is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is thought to be the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and those who are not eligible, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The allocation of Pupil Premium is based on the number of pupils who have been registered for free school meals at any point in the last six years (FSM(Ever 6)).

Schools also receive pupil premium funding for children of service personnel or those who fall into one of the following categories:

- The pupil has been looked after for 1 day or more
- The pupil has been adopted from care
- The pupil has left care under:
  - a special guardianship order
  - a residence order
  - a child arrangement order

We are committed to ensuring that Pupil Premium funding is used to:

- Raise attainment and promote social skills
- Narrow or close the gap between the achievement of the identified pupils and their peers
- Raise pupil attainment through the provision and implementation of a variety of educational support programmes
- Focus on and address the underlying inequalities between the identified pupils and their peers with regard to pupil well-being and academic development.

	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
<b>Number of children entitled to FSM (Ever 6)</b>	35	31	29	29	34
<b>Number of service children</b>	0	0	0	0	0
<b>Number of children in other categories</b>	0	0	0	0	0
<b>Total Pupil Premium Income</b>	£27,900	£39,674	£39,085	£38,280	£44,880

Current attainment	Pupil receiving pupil premium - Northolmes	Pupils receiving pupil premium - National
% achieving in reading, writing and maths		61%
% attaining at expected (ARE) attainment in reading	70%	71%
% attaining at expected (ARE) attainment in writing	63%	76%
% attaining at expected (ARE) attainment in maths	67%	75%

### Barriers to future attainment

#### In-school barriers

The ability to concentrate is lower for some pupil premium pupils than for other pupils. This slows reading, writing and maths progress in other years.

Former low attendance at previous schools which has resulted in gaps in learning and progress which is not on track.

Children with specific learning difficulties. These children have specific cognitive difficulties. They need interventions to raise attainment and resources to support them in class.

Mental health difficulties in our children have been increasing. These originate from a range of sources e.g. learning difficulties, home situations, anxiety and medical conditions. All difficulties decrease children's self-esteem, confidence and ability to socially interact and learn.

#### External barriers

Attendance

Parental support for school – attendance at parent information meetings, parents reading regularly with their children and ensuring homework is completed

Financial support – some parents do not have the funds for additional activities such as residential trips or music lessons.

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#### Existing judgement

- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising, including in English and mathematics.
- Disadvantaged pupils make the same or better progress than other pupils.

#### Performance indicators

We will know we have been successful if the percentage of disadvantaged pupils meeting Age Related Expectations has increased at the end of each academic year; narrowing/ closing the gap between their attainment and those of children who are not classified as disadvantaged.

Desired outcome	Amount allocated to intervention or action (£)	New or continued activity?	Chosen action/approach	The rationale for this approach?	How we will ensure it is implemented well	Actual impact What did the action or activity achieve? (As a result of this...) What would you change or improve next time?	
Accelerated progress resulting in higher expected attainment as a result of	Partly funded 0.4 of a teacher	Continued	Additional teacher hours to enable 1:1 or small group interventions.	Where barriers to learning impact children's academic progress	Half termly progress check against baseline assessments.		

targeting gaps in learning for each child.	MS 0.2 KS 0.2  £19,682		Children who receive this intervention work on specific academic targets as specified by their teacher. These targets are derived from each child's understanding of the national curriculum objectives.	interventions are put in place to target gaps in learning.  These may be adapted to ensure children with specific needs are able to concentrate and make accelerated progress.	Attainment and progress checked Oct/Feb/June.		
Accelerated progress resulting in higher expected attainment as a result of targeting gaps in learning for each child.  Pupils will know what they need to do to get better at in reading/writing/maths.	Fully funded 9 hours a week £12000 (LD)	Continued	Focussed small group teaching for children:  Below national expectations in Reading/Writing or Maths.  Not on track for to make expected progress in Reading/Writing or Maths  Children who receive this intervention work on specific academic targets as specified by their teacher. These targets are derived from each child's understanding of the national curriculum objectives.	Children's barriers to learning are identified and teaching is adapted to address their needs e.g. audio books if parent unavailable to read at home, computer apps for children motivated by IT ...	Attendance levels at School previously...  Half termly progress check against baseline assessments.  Attainment and progress checked Oct/Feb/June.		
Accelerated progress resulting in higher expected attainment as a result of targeting gaps in learning for each child.  Pupils will know what they need to do to get better at in reading/writing/maths.	Fully funded 1 day a week £5000	Continued	Teacher led additional booster programme - Focussed small group teaching for children:  Below national expectations in Reading/Writing or Maths.  Not on track for to make expected progress in Reading/Writing or Maths  Year 6 children who receive this intervention work on specific academic targets as specified by their teacher. These targets are derived from each child's understanding of the national curriculum objectives.	Where barriers to learning impact children's academic progress interventions are put in place to target gaps in learning.  These may be adapted to ensure children with specific needs are able to concentrate and make accelerated progress.	Results from SATs		

Improvement in pupil's confidence or self-esteem or resilience in reading/writing/maths.	Fully funded 3 hours a week £1600	Continued	Learning mentor:  6 week programmes to support and enable learning behaviour e.g to raise self-esteem, advice on anger management strategies or working with others  6 week group programme to enable emotional resilience	Specific programmes are put in place to support barriers to learning and mental health difficulties: self-esteem, anger management, social skills...	Attendance levels at School previously... Half termly progress check against baseline assessments. Behaviour and lateness logs.		
Purchase of additional resources for pupil premium + SEN children	Part funded £500	Continued	To target barriers to learning.	Additional resources are put in place to enable 'quality first teaching'.	Scrutinies and observations will show adaptations are enabling greater progress in learning		
Purchase of additional resources for pupil premium children	Part funded £500	May 2017	To target barriers to learning.	Additional resources are put in place to enable 'quality first teaching'.	Scrutinies and observations will show adaptations are enabling greater progress in learning		
Purchase of additional resources for pupil premium children taking part in nurture project.	Part funded £500	May 2017	To target barriers to learning.	Resources for pupils at break times – targeting those with mental health, self-esteem, anger management and social skill difficulties	Scrutinies and observations will show adaptations are enabling greater progress in learning		
Pupil premium children will be able to participate in extra-curricular activities Incl. music tuition and hire of instruments, participation in Residential trips and extra-curricular clubs.  This will increase their cultural awareness and confidence.	After school clubs £400  Music lessons £950  Uniform £100  Residential visits £855 % of activity paid – board and lodging	Continued	To ensure inclusion for curriculum activities eg allow participation in Residential Trips and to provide funding for extracurricular clubs giving PP learners equality of access to all experiences  Music - Eligible children: 4 children	Opportunities for some of our pupil premium children need targeting as parents do not have sufficient funds to provide for extracurricular activities.	Attendance levels at extra-curricular activity(termly).  Attendance levels at school(termly).  Teacher's verbal report on participation in class or school activities (termly).  Attainment & progress checked Oct/Feb/June.		
Homework club provision  Provision for homework completion – an adult is available and resources are provided to enable homework to be completed.	Fully funded £750	Continued	Weekly club which varies in size from 5 to 10 children. This provided an opportunity for children to complete homework with school resources and a member of staff present.	Opportunities for some of our pupil premium children need targeting as parents do not have sufficient funds, time or subject knowledge to support children's homework.	Checks are kept on the children that use the club; ensuring it is predominately pupil premium children.		
Nurture group	Fully funded 7.5 hrs per week	Continued	A nurture group led by our learning mentor was trialled	Learning mentor runs discrete activities at break	Checks are kept on the children that use the club;		

Provision improves achievement through our learning mentor nurturing children; providing an adult to talk to and an environment that is calm and quiet.	£3339		this year. Children can use quiet play resources and have pastoral support during lunch breaks. This is aimed at our pupil premium and vulnerable children who don't like taking part in boisterous games although all children can take part.	times – targeting those with mental health, self-esteem, anger management and social skill difficulties	ensuring it is predominately pupil premium children.  The behaviour incidents during break times of all children are logged. This is monitored so the learning mentor supports vulnerable children.		
Mental Health programme  Peer mediators trained by learning mentor so they support children during breaktimes.  This is to improve pupil's confidence or self-esteem or resilience – linking school mental health interventions.	Peer mediators 2 ½ hour + nurture group time above (every week) £3091	Starting September 2017	Linked interventions targeting children's mental health. Peer mediators are trained to support children. Any issues are then discussed with learning mentors who then share information with staff and signpost children to supportive interventions.	Mental Health programme aimed at identifying and supporting children with difficulties with social skills.	Internal tracking of identified needs and impact initiative has had over the duration of the intervention.		
Mental Health programme  Change for Life session improves healthy eating, emotional wellbeing, fitness and social skills.	£1520 1 hour a week  FW	Starting September 2017	Linked interventions targeting children's mental health. An addition session of change for life is being run to enable children, incl pupil premium children to benefit from weekly sessions that target healthy eating, emotional well being, fitness and social skills	Mental Health programme aimed at identifying and supporting children with difficulties with social skills, healthy eating, emotional well bring and fitness.	Internal tracking of identified needs and impact initiative has had over the duration of the intervention.		
Mental Health programme  Optimism programme delivered through PHSE lessons highlights children who are having difficulties with emotional resilience, gives them coping strategies and signposts them to our mental health support interventions.	£1520 An hour a week	Starting September 2017	Linked interventions targeting children's mental health. Pupil premium children who are highlighted as having difficulties with resilience (optimism) through our PHSE programme receive an additional programme to support them.	Mental Health programme aimed at identifying and supporting children with difficulties with resilience.	Internal tracking of identified needs and impact initiative has had over the duration of the intervention.		
Nurture area To enable an all-weather area to be developed.	£10000 + funds from NSA	TBA	Purchase of resources to develop nurture area.	Learning mentor able to run discrete activities at break times – targeting those with mental health, self-esteem, anger management and social skill difficulties	Nurture group can be used throughout the year.		
Home school advisor	£12000 9 hrs a week	Started June 2017	Employment of an advisor who can liaise with home and school to support the	External barriers to learning are targeted by our home-school link worker	Attendance levels at School previously...		

Specific barriers to learning to be identified for each pupil. Barriers to learning linked to working with parents to target children's needs together e.g. attendance.  These will be individually targeted by a professional working with the parents.			learning of pupil premium children.	developing a working relationship with identified parents; offering support and guidance.	Half termly progress check against baseline assessments. Behaviour and lateness logs.		
Ipad for home school advisor  To enable apps to be used for interventions. Teacher to trial and pupils to use.	£600	May 2017	Ipad for home school advisor to trial and prepare interventions	Barriers to learning such as concentration are being targeted through developing learning on ipads.	Use of ipad for interventions will be monitored.		
High attainment interventions  Accelerated progress resulting in higher expected attainment as a result of targeting gaps in learning for each child.	£3800 Half a day a week week	Continued	Focussed small group teaching for children to ensure they meet greater than expected expectations/GDS  Not on track for to make GDS in Reading/Writing or Maths  Children who receive this intervention work on specific academic targets as specified by their teacher. These targets are derived from each child's understanding of the national curriculum objectives.	Where barriers to learning impact children's academic progress interventions are put in place to target gaps in learning.  These may be adapted to ensure children with specific needs are able to concentrate and make accelerated progress.	Attendance levels at School previously...  Half termly progress check against baseline assessments.  Attainment and progress checked Oct/Feb/June.		
Total allocated	£44,880 PPG Funding £33,827 brought forward Total allocated to date £78,707 £Total: £78,707						

Highlighting used if there is a change to the allocation mid-year.

This document covers the financial year 2017-18