

Use of Pupil Premium Funding 2018-2019

Copthorne CE Junior School

Our school has been allocated additional funding through the Pupil Premium Grant. This document outlines what the Pupil Premium is and how it has been used to support both individuals and groups of pupils at our school. The impact of the outcomes of individual interventions has also been evaluated.

What is the Pupil Premium?

The Pupil Premium is additional funding that schools receive to meet the needs of pupils who are socially disadvantaged and at risk of underachievement and helps to support their learning so that they reach their true academic potential.

How is the Pupil Premium allocated to the school?

The amount we receive is determined by:

- __ The number of pupils who have been known to be eligible, or are currently eligible, for free school meals (FSM) or who have been in the past 6 years (ever6).
- __ Pupils who are looked after Children (LAC).
- __ Pupils who were adopted from care, are under a special guardianship order, a child arrangements order or a residence order.
- __ Pupils who are Service Children.

Who decides how the funding is used?

The school decides on how the funding should be spent and ensures that it is used for the purposes intended. Schools are held accountable for how they use the funding.

How do we identify pupils?

Like all children in school, those who are considered to be vulnerable or socially disadvantaged are assessed and supported so that their needs are addressed as part of the provision we make through the Pupil Premium. We also recognise that not all pupils who receive free school meals (FSM) or who are looked after Children (LAC) will be socially disadvantaged. Equally, not all pupils who are socially disadvantaged are registered FSM or LAC. Therefore our Pupil Premium funding is allocated for individuals and groups of pupils identified as:

- Socially disadvantaged and/or eligible as FSM/LAC.
- Vulnerable and at risk of underachievement - having been identified with specific learning, or complex needs.
- Subject to a child in need plan or child protection plan.

How do we provide for our pupils?

The attainment of our disadvantaged pupils can be raised through a variety of interventions. The following range of provision has been employed, as appropriate, for these pupils:

- Providing additional support in and out of the classroom, including an additional teaching to allow the class teacher to have an opportunity to work with Pupil Premium Learners in a small group or one to one.
- Facilitating access to the whole curriculum e.g. school trips
- Ensuring the children are correctly equipped (including school uniform)
- Focused subject-specific support, 1 to 1, or in small groups using evidence-based programmes
- Providing further, stimulating learning opportunities including working with the Learning Mentor
- Offering alternative intervention, possibly using outside agencies to diagnose and support emotional needs that are considered to be essential for positive learning

- Funding for our in-house early morning learning club which runs before school
- Funding for free school meals where children are in need but not eligible

As a school we have decided not to cover outside school clubs, non-school activities (for example Brownies), disco tickets, school photos etc. If you are any in doubt please contact the school office.

How do we know if we are using the Pupil Premium effectively?

The progress and attainment of all pupils and groups of pupils is monitored rigorously through the school's extensive tracking and monitoring systems. Pupil Progress Review Meetings are held every term to discuss progress and make suggestions for further solutions for any lack of progress. The progress that pupils make will vary according to the innate abilities of each child but should a concern arise, the provision made for that child will be reviewed by the class teacher, including additional intervention and provision of resources.

Pupil Progress reviews closely track children receiving interventions through pupil premium funding they also ensure the impact of those interventions are monitored alongside value for money. The tables attached to this report show how the Pupil Premium has been used and includes information about pupil attainment.

What has had a positive impact on learners?

A number of our pupils have received more than one intervention at any one time, or over a period of time, with positive effect. A priority throughout the school is to ensure that pupils have access to high quality teaching and a positive learning environment. Highly trained Teaching Assistants enable the school to provide a range of focused group and one-to-one activities in reading, writing, phonics, maths, speech and language, social and motor skills, all designed to enhance learning. These are some of the interventions that we run in school.

- Learning mentor one-one sessions and small group work to remove barriers to learning
- Phonics programme
- Writing booster sessions
- Jump Ahead motor skills programme

Funding received (Apr 2018- March 2019)

Amount per pupil eligible for Pupil Premium Funding
£1320
Amount per pupil eligible for Pupil Premium Funding due to being a child who is looked after or adopted
£2300

Allocation for Pupil Premium (FSM) children (x 5 children)
£6,600
Allocation for Pupil Premium children due to being looked after or adopted (x 2 children)
£4,600
Ever 6 pupils £17,460 (x 14 children)
Total £28,660

Number of Eligible Children (2017-18 academic year)

	Total	Girls	Boys	Year 3	Year 4	Year 5	Year 6
Pupil Premium / Ever 6	28	17	11	2	5	11	10

Number of Eligible Children (2018-19 academic year)

	Total	Girls	Boys	Year 3	Year 4	Year 5	Year 6
Pupil Premium/ Ever 6	16	7	9	3	5	3	5

Actual Expenditure

How funding has been spent

Research by the Education Endowment Foundation and other organisations such as the National Education Trust suggest that the most effective use of the funding is to invest in strategies that ensure children in receipt of Pupil Premium funding receive quality first teaching and effective marking and feedback. This is why a significant proportion of our funding was spent on classroom support and strategies for feedback.

Item	Cost	Impact
Learning Mentor and Learning Support Assistant and breakfast club salaries to support children in class and through 1:1 sessions	£25,729	Pupil Premium pupils in need of emotional support had a key adult to support them. Confidence and self-esteem levels have risen. Children report feeling that they are more confident and making progress. There is evidence that pupils are using strategies to regulate their emotions. Adult support in classroom has allowed teachers to provide targeted support to allow for the majority of children eligible for PP to achieve.
Breakfast Club supplies	£205	Children are fed well and so ready to learn. Children have built relationships with key members of staff and have a good transition into school. They also have the opportunity to socialise with other pupils. It has provided a calm start to the day.
Free school meals for those in need but do not qualify for Pupil Premium	£792	Children are fed well and so ready to learn.
Residential school trips for those children who would otherwise not afford to attend	£1077	Children have had equal opportunity to access the outdoor adventure aspect of the curriculum, as well as developing skills of independence, problem solving, team work etc. Children feel included in all of school life. Pupils have participated in residential trips

CPOMS software for recording information on vulnerable children	£645	Staff are fully aware of children's needs and communicate effectively.
School uniform	£57	Children have been clothed appropriately for the conditions and smartly so ready to learn.
Work packs for children who travel	£155	Children have been able to access the book the class have been reading to keep up to date when they are away. The workbooks they have meanT they do some age related work to prevent them from falling too far behind.
TOTAL	£28,660	

How well are children in receipt of Pupil Premium funding achieving?

Number of children who receive Pupil Premium Funding who made expected or better **progress** in combined subjects (Reading, Writing and Maths)
September 2018 - July 2019

5 points or more progress (Target Tracker)

Year 3	Year 4	Year 5	Year 6
0%	60%	66%	60%

4 points or more progress (Target Tracker)

Year 3	Year 4	Year 5	Year 6
66%	100%	100%	100%

Number of children who receive Pupil Premium Funding who met age related expectations for reading

Year 3	Year 4	Year 5	Year 6
0%	60%	66%	40%

Number of children who receive Pupil Premium Funding who met age related expectations for writing

Year 3	Year 4	Year 5	Year 6
0%	80%	66%	40%

Number of children who receive Pupil Premium Funding who met age related expectations for maths

Year 3	Year 4	Year 5	Year 6
33%	80%	66%	40%

End of Year 6 Academic Results for Children in receipt of Pupil Premium

Table to show SATs test results (2019) for those children eligible for Pupil Premium funding

Cohort total = 60 children Children eligible = 5 children

	<u>Expected Standards</u>			<u>Greater Depth</u>		
	Pupil Premium	All pupils	National	Pupil Premium	All pupils	National
Maths	40%	67%	76%	0%	18%	24%
Reading	40%	72%	75%	0%	22%	28%
Writing	40%	64%	78%	0%	12%	20%