

Use of Pupil Premium Funding 2016-2017

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:

- Facilitating access to the whole curriculum e.g. school trips
- Ensuring the children are correctly equipped

- Providing additional support in and out of the classroom, including an additional supply teaching to allow the class teacher to have an opportunity to work with Pupil Premium Learners in a small group or one to one.
- 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 breakfast club
- Funding for our in-house 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 other school clubs, non-school activities, 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
- Maths booster sessions
- Writing booster sessions
- Jump Ahead motor skills programme

Number of children eligible for Free School Meals and Pupil Premium funding (as at April 2016)

	Total	Total %	Girls	Boys	Year 3	Year 4	Year 5	Year 6
Pupil Premium	32	13.34%	18	14	5	11	10	6

Funding received (Apr 2016-Apr2017)

	Amount	Total
Amount of funding per pupil - Free School meals (13 pupils)	£1,320	£17,160
Amount of funding per pupil - Ever 6 (13 pupils)	£1,320	£17,160
Amount of funding for Looked After Children (LAC) who: • have been looked after • are adopted • leave care under a Special Guardianship Order or a Residency Order	£1,900	£3,800
Amount for Service Children	£300	£0
Total received		£38,120

The school has received funding for 28 children in this financial year. This is based on the number of eligible pupils present in school on the January 2016 Census. Other pupils joined the school (four) during the financial year who are eligible and we have supported them.

How funding has been spent

Item	Cost	Impact
Laptops for vulnerable children to use for learning	£748.00	Children who struggle with recording written information have been well supported.
Work packs for children who travel	£186.00	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 mean they do some age related work to prevent them from falling too far behind.
Learning Mentor and Learning Support Assistant salaries to support children in class and through 1:1 sessions	£31,091	Confidence and self-esteem levels have risen. Children report feeling that they are making progress. Progress levels are good (see data below).
School uniform	£30.00	Children are clothed
Free school meals for those in need but do not qualify for Pupil Premium	£679.00	Children are fed well and so ready to learn.
CPOMS software for recording information on vulnerable children	£645.00	Staff are fully aware of children's needs and communicate effectively.
Residential school trips for those children who would otherwise not afford to attend	£1896.00	Children have equal opportunities as their peers and feel included.
Breakfast Club supplies and salaries	£2295.00	Children are fed well and so ready to learn. Children build relationships with key members of staff and have a good transition into school.
In house learning club	£550.00	Children have equal opportunities to their peers.
TOTAL	£38,120.00	

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.

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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)

Year 3 (2)	Year 4 (4)
50% (1)	80% (4)
Year 5 (11)	Year 6 (10)
66.7% (7.3)	87% (8.7)

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

Year 3 (2)	Year 4 (4)	Year 5 (11)	Year 6 (10)
50% (1)	60% (3)	73% (8)	80% (8)

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

Year 3 (2)	Year 4 (4)	Year 5 (11)	Year 6 (10)
50% (1)	50% (2)	73% (8)	70% (7)

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

Year 3 (2)	Year 4 (5)	Year 5 (11)	Year 6 (10)
0% (0)	40% (2)	73% (8)	50% (5)

2017/18 Plan to spend Pupil Premium budget [Click Here](#)

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

Table to show SATs results (2017) for those children eligible for Pupil Premium funding

Cohort total = 60 children Children eligible = 10 children

	<u>Expected Standards</u>		<u>Greater Depth</u>	
	Pupil Premium at Copthorne	National	Pupil Premium at Copthorne	National
Maths	40%	75%	10%	23%
Reading	70%	71%	0%	25%
Writing	60%	76%	10%	18%
SPAG	80%	77%	40%	31%

Table to show SATs results (2016) for those children eligible for Pupil Premium funding

Cohort total = 60 children Children eligible = 6 children

	<u>Expected Standards</u>		<u>Greater Depth</u>	
	Pupil Premium at Copthorne	National	Pupil Premium at Copthorne	National
Maths	50%	75%	0%	20%
Reading	50%	71%	17%	23%

Writing	67%	79%	0%	18%
SPAG	67%	78%	33%	27%