



Pupil Premium Policy

March 2017

Approved by GB: March 2017

Next review due: March 2020

SCHOOL VISION

Churchfields Junior School is committed to ensuring that all children have equality of access to resources in an Inclusive environment. We are committed to all children succeeding at the highest possible levels and believe that the pupil premium should be directed to supporting us to achieve this vision.

OBJECTIVES IN SPENDING PPG:

The Pupil Premium Grant (PPG) is allocated to schools on the basis of the number of students on roll known to be eligible for Free School Meals currently or who have claimed within the last five years, as well as pupils who have been adopted or Looked After by the Local Authority for more than 6 months.

At Churchfields Junior School, we are committed to ensuring all our children make the best possible progress. We track the achievement of every child (both academic and extra-curricular opportunities) on a regular basis and do all we can to make sure each child achieves their potential.

We have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin or family income or background.

Research has shown that children who have been on/ are on Free School Meals (FSM) do not attain as highly as other children in school. The government provides this grant so that we can allocate additional support to ensure that they do. The support can be in a short burst or over a longer term such as a term, two terms, a year or more. It may take the form of individual or small group teaching and may be an evidence based intervention. It can be additional resources, enrichment or access to opportunities that enhance learning and or aspiration.

At Churchfields Junior we strive to ensure that all children make at least good progress relative to their starting points and are ready for the next stage in their education. We aim for each child to progress by 4APS each year in reading, writing and Mathematics. We monitor progress through analysis of assessment information and half termly progress meetings.

PRINCIPLES

- We ensure that teaching and learning opportunities meet the needs of all children.
- We create a culture of high expectations; build belief and aspirations in all children.
- Staff support children to develop 'growth mindsets.'
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed. Staff adopt a 'solution-focused' approach to overcoming barriers.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We will continue to monitor the impact that the pupil premium has on the progress of the groups targeted.

PROVISION

We use research (such as Sutton Trust Toolkit) to support us each year in determining the most effective strategies.

The range of provision the Governors may consider making for this group could include:

- Parent workshops and targeted parent meetings.
- Strategies and meetings to improve attendance and punctuality.
- Time for staff to analyse data, identify barriers and actions to overcome barriers.
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 learning support.
- Individual computer based learning.
- Small groups to boost self-confidence, self-esteem and removing emotional barriers to learning.
- Additional teaching and learning opportunities provided through specialist teachers, trained LSA's or external agencies.
- Children acting as 'leaders' across the school in a variety of roles.
- Development of sporting and musical ability through intra and inter school competitions and activities.
- All our work through the pupil premium will be aimed at accelerating progress to greater than the expected and moving all children to at least age related expectations.
- Pupil premium resources may also be used to target able children on FSM to achieve working at greater depth.
- Pupil premium resources may be used to ensure that pupils participate in residential visits aimed at raising standards of achievement and additional provision at the end of the school day.

REPORTING

- It will be the responsibility of the Deputy Headteacher, to produce regular reports for the Governors' curriculum committee on:
 - the progress made towards narrowing the gap, for disadvantaged pupils
 - an outline of provision
 - An evaluation of the cost effectiveness, in terms of progress made.
- It will be the responsibility of the Chairperson of the Finance and Personnel Committee to report this information to the Full Governing Body in the usual way.
- The Governors of the school will ensure that there is an annual statement to parents on the school website, outlining how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for disadvantaged pupils.

ANALYSIS OF IMPACT OF SPENDING

The impact of the pupil premium spending has had the following impact on our pupils to date:-

| Record of PPG spending by item/project 2016/17 | | | |
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| Item/project | Cost | Objective | Intended Outcome |
| Music specialist provision – individual instrumental lessons | £10,523.50 | Due to the exceedingly high cost of 1:1 music tuition, the school has undertaken to fund the cost of additional music tuition to ensure that all pupils have access to private music lessons rather than just those who can afford it. We actively try to get as many Pupil Premium pupils as possible to take up an instrument. | The benefits of music tuition, linked with engagement and increased self-esteem, go hand in hand with academic achievement. Success will be evidenced by all pupils wishing to partake in 1:1 music tuition having the opportunity to and not being restricted by financial issues. Aiming for pupils to continue music lessons at secondary school. |
| Music specialist provision – Year 3 recorder lessons | £3000 | An opportunity for all pupils to learn how to read music, play an instrument and perform to an audience. | We create a culture of high expectations; build belief and musical aspirations in all children. |
| Breakfast provided for all Pupil Premium Pupils | £8000 | Offer fully fund places at breakfast club for Pupil Premium Pupils to provide sustenance to ensure that all pupils are sufficiently nourished and ready to learn. | 100% of pupils have the energy and focus to maintain high levels of concentration until lunch time. |
| DHT leadership time | £4414.12 | Our Deputy Headteacher uses data to drive interventions and enrichment activities to ensure that all pupils have access to additional services where needed. Part of this is to identify gaps and ensure targeted support is in place. In conjunction with the AHT, plan for a wide range of intervention programmes (some of which are listed below). After each term, the impact of interventions are analysed and we adapt, change or stop interventions according to the evidence. Case studies are used to evaluate the support of pastoral and academic interventions. | Robust assessment and gap analysis ensure interventions are focused for pupils entitled to Pupil Premium funding. Leading to in 4 out of the 5 last years, Pupil Premium attainment was significantly higher than Pupil Premium National Average attainment. On average, attainment of Pupil Premium pupils at Churchfields Junior was ½ an academic year higher than PP pupils nationally. Except in maths in 2013, 97 to 100% of Pupil Premium Pupils have in the last 2 years made expected progress (well above NA for this group). A gap of 18 weeks between Pupil Premium pupils and non PP pupils, better than the national average gap of 24 weeks. |
| Maths small group booster | £12,301.18 | Pupils that have been identified as not being on track to make in maths are provided with short term, weekly boosters during the course of the academic year. This will be in small groups with the AHT. This is highly focused on specific areas that were highlighted as weaknesses through diagnostic assessments. This is carefully timetabled on a rota basis to ensure no area of the curriculum is significantly missed. | Pupil's mathematics improves significantly over the course of the year to become at least in line with or exceeding national average. The gap between PP and non-PP pupils will be noticeably reduced over time. The data for mathematics shows accelerated progress in 2016-2017. |

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| Reading recovery | £4481.68 | All pupils that did not pass the phonics test in Churchfields Infants' or have a low reading level are given additional 1:1 reading support. | Attainment and progress in English improves and narrow the gap between Pupil Premium and Non Pupil Premium Pupils. |
| English small group boosters in Years 5 and 6 | £8150 | A focused weekly reading comprehension and grammar, punctuation and spelling booster in small groups, depending on current levels, are delivered by a trained teacher outside of core subject lessons. This is carefully timetabled on a rota basis to ensure no area of the curriculum is significantly missed. Aiming for all pupils to make at least expected progress and increase the amount of pupils making greater than expected progress in GPS. | Narrowed the gap between English and Mathematics progress of Pupil Premium pupils across their four years at Churchfields Junior. |
| School trips and visits – Learning outside the classroom | £1820 | Pupils experience the opportunities of enrichment that the school trips provide. | These learning experiences will assist pupils in raising their achievement due to the enrichment of the breadth of wider cultural opportunities they encounter within each topic. |
| Rhos-y-Gwaliau | £6240 | A residential outdoor education course which has a positive life-long impact on all participants. By involving pupils in outdoor and adventurous activities, challenging learning situations can be used to develop qualities such as self-knowledge and self-esteem whilst creating an awareness of the environment and the needs of others. | Improved engagement in school and attainment. In 2015-2016 pupils who did not attend Rhos-y-Gwaliau attained lower and made less progress compared to pupils who did attend. |
| Family Support Funding, including uniforms, homework books etc... | £2344 | Depending on specific needs, families are to be supported with key functions to support them in the stable upbringing of pupils. This may include items such as uniform, PE kits, homework books, resources and opportunities for learning. At the Head Teachers discretion – families will be given support to aid learning. | All pupils will have their basic needs met – there will be no noticeable visible differences whilst in school between pupils. |
| Extra-curricular clubs | £6750 | An extensive range of clubs to provide additional experiences to improve pupil's self-confidence and educational outcomes. This is by invitation only for pupils that meet specific criteria. | Pupils will be exposed to a range of sporting, artistic, academic and skill based after school clubs they would not normally have access to. This enrichment and boost to self-confidence will assist in raising achievement. |
| Intra and inter school sporting competitions and | £3200 | All pupils whatever their background get the opportunity to receive specialist coaching and involvement in a whole range of sporting teams. | We create a culture of sporting excellence; build belief and sporting aspirations in all children. |
| Specialist artist in residence weekly lesson | £5712 | Provide specialist art teaching every week to all Pupil Premium pupils. To provide high quality provision to enhance engagement and participation. | Pupil engagement is high due to high quality experiences and role models. Outcomes are also high due to the level of input provided. |