



The Pupil Premium – 2018-2019

The Pupil Premium is an allocation of funding from central government to support children who may be vulnerable to under-achievement. The amount received by each school is dependent on the number of children who are eligible for free school meals (FSM) or who have been eligible for FSM during the last 6 years (known as Ever 6). 'Children in Care' (CIC) who have been looked after by a local authority at any stage in their lives also qualify for a pupil premium grant. All schools are required to demonstrate how they are using the Pupil Premium and the impact it is having.

Aim

- To ensure that children from disadvantaged backgrounds are able to make the same progress as, or better progress than, their peers in order to reach their full potential.

Principles

At Shears Green Junior School, we organise teaching and learning in order to best meet the needs of all of our children.

- ☐ We arrange appropriate provision for children from vulnerable groups and for those who may be disadvantaged, to ensure that their needs are accurately assessed and met.
- ☐ We recognise that not all children who receive pupil premium grant will be disadvantaged and we also recognise that not all children who are disadvantaged will receive the pupil premium grant. We follow the government's guidelines to allocate Pupil Premium support to those children who receive, or have received, free school meals, or who are in care.
- ☐ We aim to include parents (as well as attainment analysis and input from staff in school) to decide how the Pupil Premium could be best spent for each child.
- ☐ It may be the case that not all children receiving pupil premium grant will receive targeted support at any one time.

Reporting

The progress of children receiving Pupil Premium funding is closely tracked by teachers, the senior leadership team and reported to governors every term. Pupil Outcomes at the end of KS2 in 2018 and 2019: (source: ASP

Attainment

2018 and 2019 – KS2 Results		School (All Groups)	National (all groups)	Disadvantaged Pupils (National Disadvantaged)	Non Disadvantaged (National Non- disadvantaged)
Reading, Writing, Maths Combined 2018	At or above age related	61%	64%	57%	63%(70%)
	Greater Depth	11%	10%	4% (4%)	13%(12%)
Reading, Writing, Maths Combined 2019	At or above age related	74%	65%	54% (71%)	81% (71%)
	Greater Depth	6%	11%	0% (13%)	8% (13%)
Reading 2018	At or above age related	71%	75%	68% (64%)	73% (80%)
	Greater Depth	20%	28%	7% (18%)	24% (33%)
Reading 2019	At or above age related	82%	73%	75% (62%)	84% (78%)
	Greater Depth	20%	27%	11% (17%)	23% (31%)
English Grammar, Punctuation and Spelling 2018	At or above age related	69%	78%	68% (67%)	69% (82%)
	Greater Depth	15%	34%	7%(24%)	18% (39%)
English Grammar, Punctuation and Spelling 2019	At or above age related	81%	78%	64% (67%)	86% (83%)
	Greater Depth	35%	36%	21% (24%)	39% (41%)
Mathematics 2018	At or above age related	75%	76%	68% (64%)	77% (81%)
	Greater Depth	24%	24%	11% (14%)	27% (28%)
Mathematics 2019	At or above age related	88%	79%	79% (67%)	91% (84%)
	Greater Depth	26%	27%	18% (16%)	29% (32%)
Writing (Teacher Assessed 2018)	At or above age related	78%	78%	71% (67%)	80% (82%)
	Greater Depth	21%	20%	11% (11%)	24% (24%)
Writing (Teacher Assessed 2019)	At or above age related	83%	78%	61% (68%)	90% (83%)
	Greater Depth	19%	20%	18% (11%)	19% (24%)

Progress

Progress	School (All Groups)	National (all groups)	Disadvantaged Pupils (National Disadvantaged)	Non Disadvantaged (National Non-disadvantaged)
Reading 2018	-2.65	0.03	-2.44 (-0.59)	-2.72 (0.31)
Reading 2019	-1.12	0.03	0.26 (-0.62)	-1.54 (0.32)
Mathematics 2018	-1.22	0.03	-1.00 (-0.58)	-1.29 (0.31)
Mathematics 2019	-0.77	0.03	0.02(-0.71)	-1.02 (0.37)
Writing (Teacher Assessed 2018)	-1.24	0.03	-0.98 (-0.44)	-1.32 (0.24)
Writing (Teacher Assessed 2019)	-1.45	0.03	-1.18(-0.5)	-1.54 (0.27)

2019

Reading Progress by Prior Attainment - 2019

Average progress in reading by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	1	1	65	23	53	4
Number of pupils with adjusted scores	0	0	1	0	1	0
Progress score	-1.43	-1.43	-0.96	0.51	-1.30	-0.81
National average	0.02	0.65	0.03	0.33	0.03	0.25
Difference	-1.46	-2.08	-0.99	0.18	-1.33	-1.06
Confidence interval	-13.5 to 10.7	-13.5 to 10.7	-2.5 to 0.5	-2.0 to 3.0	-3.0 to 0.4	-6.9 to 5.2

Writing Progress

Average progress in writing by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	1	1	65	23	53	4
Number of pupils with adjusted scores	0	0	2	1	0	0
Progress score	-0.88	-0.88	-1.73	-1.94	-1.12	3.15
National average	0.02	0.71	0.04	0.29	0.02	0.18
Difference	-0.90	-1.59	-1.77	-2.23	-1.13	2.97
Confidence interval	-12.0 to 10.3	-12.0 to 10.3	-3.1 to -0.3	-4.3 to 0.4	-2.6 to 0.4	-2.4 to 8.7

Mathematics Progress

Average progress in maths by prior attainment

Prior attainment	Low		Middle		High	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	1	1	65	23	53	4
Number of pupils with adjusted scores	0	0	0	0	0	0
Progress score	-1.72	-1.72	-0.57	-0.05	-1.01	0.86
National average	0.03	0.90	0.04	0.42	0.02	0.23
Difference	-1.74	-2.61	-0.61	-0.47	-1.03	0.63
Confidence interval	-12.3 to 8.8	-12.3 to 8.8	-1.9 to 0.7	-2.3 to 2.1	-2.5 to 0.4	-4.4 to 6.1

Writing is a priority for our disadvantaged children at the higher levels where they were significantly outperformed by their peers and this gap widened from 2018 to 2019. However, the percentage of disadvantaged children achieving working at greater depth in writing was almost the same as their non-disadvantaged peers at Shears Green

- The percentage of disadvantaged children who attained age expected levels in all three subjects combined remained static from 2018.
- Challenging the disadvantaged children to exceed expected attainment continues to be a priority.
- The school has made progress to improve the attainment of disadvantaged pupils from their generally lower starting points in Key stage 1 as can be seen by the tables above which compare the Key stage 1 results for disadvantaged and non-disadvantaged children. As can be seen, disadvantaged pupils had better rates of progress across R, W and M. These rates still remain below the national average.

Pupil Premium Funding

– 2019/2020 Total Grant: £137,280

This year, the Pupil Premium Grant has been allocated as follows:

- Funding Teresa, our school counsellor, for one day a week to provide support for children's social and emotional needs especially in times of crisis.
- Partially funding Educational Psychology support to enable children's specific learning needs to be addressed.
- Partially funding SALT to improve pupils' speech and language skills.
- Partially funding Reading Plus to give all pupils greater access to high quality texts.
- Additional SEN support as it is evident that a much higher proportion of disadvantaged children also have Special Educational Needs. Indeed the children with more complex needs such as those with an EHCP are much more likely to also be pupil premium.
- Partially funding a Learning Mentor to support children's emotional, social and learning needs as well as providing lunchtime and playtime support for our more vulnerable pupils, many of whom are pupil premium.
- Funding designated Speech Therapist who works with all children in the school, but once again disadvantaged pupils are a major part of her caseload.
- Partially funding our full-time Family Support Worker who works with our most vulnerable families to support attendance, behaviour and other issues
- Funding an additional teacher (part-time) to support groups in Year 6.
- Enabling children to access enrichment opportunities (including Year 6 residential trip and after school sports clubs).
- Providing free places for our pupil premium children at breakfast club and homework in order to ensure the best possible start to the school day as well as opportunities for supported learning after school.

Interventions

We have allocated our teaching assistants to work with children throughout the school to meet their learning needs as assessed by their teachers. The interventions include some in-class support and small group or 1:1 sessions during the afternoons. The TAs follow evidence-based intervention programmes aimed primarily at improving the children's maths and English. These programmes are overseen by class teachers and are tailored to directly support the individual child's progress and address specific gaps in their learning (phonics for example). We have allocated our four Higher Level Teaching Assistants to work specifically with disadvantaged pupils of all abilities throughout the school; they assess children's learning needs and take steps to support them. The learning is specifically tailored to the needs of the children including challenging the more able. An additional part-time teacher supported primarily disadvantaged pupils in small groups, reading and maths skills.

Additionally, the school trialled then purchased Reading Plus to support all pupils, but particularly disadvantaged pupils access high-quality differentiated texts at home (as well as school.)

For further information:

<https://www.gov.uk/government/publications/the-pupil-premium-an-update>

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

<https://www.compare-school-performance.service.gov.uk/school/118436/shears-green-junior-school/primary/results-by-pupil-characteristics?accordionstate=0>