

Woodfield Junior School

Pupil premium grant report 2017/2018

In the academic year 2017/2018, there were 22.01% (81 children) out of the total 374 children eligible for Pupil Premium funding. This was higher than the national average and the total amount of grant awarded for the year was £108,240

Rationale

Pupil premium is additional funding for publically funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. Schools receive funding for each pupil registered as eligible for free school meals (FSM) in the last 6 years (Ever 6) and children who have been looked after (LAC) continuously for more than 6 months.

Impact of pupil premium

The following trends emerge when considering pupil progress and attainment for KS2 outcomes in the academic year 2017/2018:

Children in receipt of the pupil premium grant made a +3.04 progress score compared to national average for non-disadvantaged pupils of 0.31 in reading. In writing, disadvantaged children made a +2.33 progress score compared to the national average of 0.31 for non-disadvantaged children. Maths was slightly lower than national average for non-disadvantaged pupils at 0.12.

Average progress comparison for disadvantaged pupils in reading, writing and maths.

2016-2017 to 2017-2018

Year	Reading		Writing		Maths	
	16/17	17/18	16/17	17/18	16/17	17/18
Progress score for disadvantaged pupils. (Confidence interval)	-2.34 -4.83 to +0.15	3.04 0.4 to 5.6	-1.78 -4.20 to 0.64	2.33 -0.2 to 4.8	-3.89 -6.14 to -1.64	0.12 -2.2 to 2.4
Number of disadvantaged pupils	24	21	24	21	24	21
National average for non-disadvantaged pupils	0.33	0.31	0.18	0.24	0.28	0.31

The attainment of disadvantage children varies from subject to subject:

- 74% of disadvantaged children met the expected standard in **Reading** compared to 80% of all children nationally meeting the expected standard.
- 81% of disadvantaged children met the expected standard in **Writing** compared to 83% of all children nationally.
- However, 67% of pupils met the expected standard in **Maths** compared to 81% of all pupils nationally.

The review of allocated spending 2017-2018

The school's actions secure improvement in disadvantaged pupils' progress, so that the gaps between disadvantaged pupils and other pupils in schools are reduced by the end of KS2.

Barriers to future attainment (for pupils eligible for PP)

- EAL pupils who need additional language support
- Pupils from social economic backgrounds who do not have access to rich learning experiences outside of school
- Disadvantaged pupils and families who require additional behaviour, social and emotional support.

Spend	Focus	Rationale	Impact.
Contribution to TA support improving quality first teaching £29 104	To increase achievement in reading, writing and maths through additional small group and 1:1 interventions.	The EEF states that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3).	In the year 2017-2018 all outcomes for pupil premium children had improved in English and Mathematics. Progress and attainment measures had rapidly improved in the end of KS2 assessments from 2016-2017.
Contribution to Pastoral Officer £23 860	The pastoral support officer will have a proportion of her time dedicated to supporting children and families in receipt of the pupil premium grant. This will ensure better academic outcomes for these pupils improving readiness to learn. <ul style="list-style-type: none"> • Attendance support. • Early help • Informative meetings developing behavioural strategies for vulnerable families. • Social and emotional learning. 	The EEF identifies targeted parental support as a key focus for improving the learning outcomes for pupils by + 3 months.	In the year 2017/2018- 14/25 disadvantaged pupils met the expected standard in reading, writing and mathematics at the end of KS2.
Teaching assistant X1hour 4 times a week £1 685	<ul style="list-style-type: none"> • Cool kids intervention. • Teaching assistants are used for targeted support to improve co-ordination, concentration and attention during lessons to increase academic outcomes for disadvantaged pupils. 	Research from the EEF, which focuses on teaching assistants who provide one to one or small group support, shows a strong positive benefit of between three and five additional months on average. The support is based on a clearly specified approach which teaching assistants have been trained to deliver.	The intervention has improved children's confidence, coordination and concentration. Resulting in target children making better than expected progress by the end of KS2.
HLTA Provision in year 6 1 hour a day, 5 times a week £5 220	<ul style="list-style-type: none"> • HLTAs are used to deliver high quality one-to one and small group support using structured interventions which are held on a consistent and regular basis. Predominantly around maths in the autumn term and English and maths in the spring term 	The EEF states that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3).	14/16 Pupils who took part in regular targeted interventions met the expected standard in writing at the end of KS2. (5 were children in receipt of pp grant) 12/16 Pupils met the expected standard in reading. At the end of KS2. (5 were children in receipt of the pp grant) 11/16 Pupils met the expected standard in Maths at the end of KS2. (4 were children in receipt of the pp grant)
Contribution to residential visits £2611	<ul style="list-style-type: none"> • Residential visits and a proportion of trips have been subsidized so that all children can take part in collaborative learning experiences. 	The EEF explains that outdoor adventure learning can increase pupil's academic attainment by an additional four months.	Children, who have participated in residential trips through the receipt of PP. have shown improved confidence and academic outcomes.
Contribution to GD specialist English teacher. £4 500	<ul style="list-style-type: none"> • A specialist English teacher is employed to work with a year 6 GDS group. Resulting in a smaller teacher to pupil ratio. 	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Reducing class size appears to result in around three months' additional progress for pupils, on average.	In 2016-2017 7% of all pupils met the higher standard in reading, writing and mathematics. Compared to 11% nationally. This improved to 9% of all pupils meeting the higher standard in English and mathematics in the year 2017-2018. Compared to 10% reaching the higher standard nationally.
Contribution to SLT, support for teachers. Improving the quality of teaching through staff deployment and Continuing Professional Development £20 170	<ul style="list-style-type: none"> • All teachers have access to coaching and mentoring by members of the SLT to ensure quality first teaching and improved outcomes for all pupils. 	Dedicated time is timetabled for teachers to access coaching, mentoring and planning support. Evidence suggests that coaching and mentoring it is most effective when it is <ul style="list-style-type: none"> • supported by the school's leadership, • sustained over at least two terms, • includes expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work 	In the year 2017-2018 all outcomes for pupil premium children had improved in English and Mathematics across all year groups. Progress and attainment measures had rapidly improved in the end of KS2 assessments from 2016-2017.
Psychological services. £2 736	<ul style="list-style-type: none"> • Targeted specialist psychological support for pupils. 	Public health England acknowledges that children who have a socio economic disadvantage are more likely to require access to psychological services that their peers. There is a strong link with emotional wellbeing and educational attainment.	Dedicated psychological support was provided for target pupils. Affecting individual pupil's wellbeing and behaviour positively.
Contribution to 2 HLTAs to support quality teaching throughout the year groups- £ 27 688	<ul style="list-style-type: none"> • HLTAs provide outdoor education lessons and a specialist-computing curriculum. This ensures high quality provision throughout all year groups. 	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence	In the year 2017-2018 all outcomes for pupil premium children had improved in English and Mathematics. Progress and attainment measures had rapidly improved in the end of KS2 assessments from 2016-2017. Targeted pupil premium pupils show increasing levels of self-confidence as evidenced through teacher evaluation.
Total: £117 574			

Summary of allocation and proposed spending 2018- 2019

Research from the Education Endowment Foundation, in partnership with The Sutton Trust, highlights the cost v impact of a range of teaching and learning strategies used in schools. 1 to 1, small group, and social and emotional learning are evidenced as having some of the most effective impact on improving teaching and learning for children. Therefore, our planned Pupil Premium Grant spend aims to reflect this proven impact.

Total number of children in school	374
Number of children in receipt of PPG	76
Total PPG allocation	£99,660

Provide 'Universal Support' to benefit all pupils in receipt of PPG:

- Pay a proportion of support staff in classrooms and in the playground
- Contribute to Educational Psychologist services; mental health support and behaviour counselling
- Contribute to Pastoral Officer for early help intervention and other pastoral support for vulnerable families

Provide 'Targeted Support' to target identified needs for pupils in receipt of PPG:

- One to one and small group support to address barriers to learning (e.g phonics and mathematical understanding)
- One to one and small group interventions to ensure gaps in learning are addressed
- Implement specific programmes for reading and maths intervention to ensure rapid progress
- Kool kids for addressing emotional and behavioural needs

PPG 2018-2019

From April 2018, the way Pupil Premium Grants are calculated will change. Any family / child who receives PPG eligibility after 1 April 2018, will continue to receive PPG until the end of the Universal Credit rollout (31 March 2022).