

**Pupil Premium 2016/2017 Review  
Stanford Junior & Infant School**

<b>Amount Received</b>	£41380
<b>Total number of pupils receiving allocation at September 2016</b>	33 children
<b>Year Group/No. of children entitled to Pupil Premium funding 1st April 2016</b>	<b>Percentage of the Year Group entitled to Pupil Premium Funding (based on April 2016 funding)</b>
Foundation Stage 2 – 1 pupils out of 30	3.3%
Year 1 – 3 pupils out of 33	9.1%
Year 2 – 5 pupils out of 33	15.2%
Year 3 – 6 pupils out of 39	15.4%
Year 4 – 6 pupils out of 35	17.1%
Year 5 – 5 pupils out of 37	13.5%
Year 6 – 7 pupils out of 31	22.6%
Total pupils on roll - 33 pupils out of 238	13.9%

**Rationale & Objectives –**

Barriers to learning amongst many Pupil Premium children nationally include challenging home life, poor literacy levels, low aspirations, low expectations and narrow experience of life outside school. Not only do we want the Pupil Premium spend at Stanford School to improve academic achievement, we also want to ensure that this cohort of pupils have access to the necessary pastoral support, as well as free cultural and sporting activities, whatever they may be. This will ensure that children look forward to their time in school with enthusiasm, resulting in the raising of attainment of PP-eligible pupils; closing the gap between PP pupils and others in the school; closing the gap between the school's PP pupils and all pupils nationally; improving behaviour in selected PP children, accelerated progress by all PP pupils; increasing opportunities for PP-eligible pupils and broadening their experience.

This will be done in part by providing high quality teaching and learning experiences for all children to overcome educational disadvantage and deprivation. We will aim to close the attainment gap pupils through targeted intervention and support and by providing an exciting curriculum which provides a wide range of engaging, quality learning and nurturing activities to broaden our their knowledge and familiarity of the world around them. This will be supplemented by a wide range of free extra-curricular activities to broaden children's learning experiences and to foster and develop each child's interests and talents.

Activities funded by the grant <i>Expected impact</i>	When implemented	Lead responsibility	Approx Final Cost	End of Year Review -
<p>Employ teaching staff to provide intensive support to Year 5 and 6 – 8 hours per week to raise attainment and progress in maths, reading and writing and build learning confidence and improve progress of targeted pupils</p> <p><i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in reading &amp; writing in Y5 &amp; 6.</i></p> <p>Provide specific, focused, scaffolded support and challenge for identified pupils to deepen and extend learning and critical thinking through targeted provision/intervention led by TA Level 3 in the afternoons.</p> <p><i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in maths in Y5 &amp; 6.</i></p> <p>Provide specific, focused, scaffolded support and challenge for KS1 PP pupils to consolidate learning and thinking skills, including elements of phonics and reading interventions through targeted provision/intervention led by TAs (Level 2/3) in the afternoons.</p> <p><i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in maths in Y5 &amp; 6.</i></p> <p>Provide specific, focused, scaffolded support and challenge for identified pupils to deepen and extend learning and critical thinking through targeted provision/intervention led by TA Level 3 afterschool.</p> <p><i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in maths in Y5 &amp; 6.</i></p>	<p>From Sept 2016 onwards with regular reviews linked to Pupil Progress Meetings and Data Analysis</p>	<p>HT/DHT – Data/PPM</p> <p>Inclusion Manager – Intervention</p> <p>CS/TH/JJ/Teaching staff</p> <p>BL/WS – Level 2/3 TAs – Y5/6</p> <p>JC/AG – Level 2/3 TAs – Y1/2</p> <p>BL/WS – Level 2/3 TA</p>	<p>£17220</p> <p>£4980</p> <p>£2470</p> <p>£1760</p>	<p>Throughout the year intervention was targeted at pupils in Y5 and Y6 who were in need of additional challenge and support.</p> <p>Pupil Premium cohort benefitted from this on-going intervention and results show how the gaps between Pupil Premium and non-Pupil Premium have remained at under 10% in KS2, in-line with national averages (only 3 children in KS1 to analyse so comparison against whole cohort is not viable) which is noteworthy as 41.2% of PP children in KS2 are SEN.</p> <p>Throughout the year the DHT was able to take small intervention groups over 6 sessions p/w, whilst the Y6 TA provided a range of tailored maths interventions every PM. Additional specialist English teaching support was bought in to support Y6 in writing focused interventions two whole afternoon sessions a week.</p> <p>The Y6 teaching team also ran afterschool interventions for Y6 children 5 times per week.</p> <p>(See data analysis for further details of progress and attainment against Non - PP Cohort)</p>

<p>Pay for or subsidise Pupil Premium Children to attend Breakfast Club.</p> <p><i>To give the children an active and healthy start to the day, increase and maintain the positive attendance levels of PP children and to ensure that behaviour of this group is of a high standard.</i></p>	<p>20 hours per year if all active children attend.</p>	<p>SG/MC/DHT</p>	<p>£1341.50</p>	<p>8 out of 20 eligible pupils (40%) have taken up some of this funding totally £1341.50, which equates approximately 890 hours of provision.</p> <p>This has helped to ensure that children start the day well and are alert and engaged in their learning.</p>
<p>Support and fund educational visits for PP pupils</p> <p><i>To help ensure that children look forward to their time in school with enthusiasm and broaden their experience of the world.</i></p>	<p>From Sept 16 - Aug 17 Hook Days, Visits And PGL (April 2017)</p>	<p>Office / TH</p>	<p>£238</p>	<p>£238 has been claimed, from 9 different children to allow them access to opportunities as part of the wider school curriculum which they may not have otherwise been able to.</p> <p>School trips are inclusive to all pupils and provision is in place to ensure children in receipt of pupil premium have funding available to engage with any offsite activity.</p> <p>Eligible Pupil Premium pupils where subsidised the cost of the Y5/6 Kingswood residential where requested.</p>
<p>CPD to continue to improve Quality First Teaching</p> <p><i>To help teachers to maintain engagement amongst disadvantaged pupils and ensure that provision of support is tailored to meet the needs of specific groups.</i></p>	<p>Staff Training Days</p>	<p>LH/TH</p>	<p>£1780</p>	<p>This funding has paid for TH to attend a 2 day course on "Securing Greater Depth" in the curriculum and for LH to attend a 2 day course on P4C.</p> <p>Both courses were fed back to the whole teaching staff in the January training day to improve whole school practice in helping children to access the curriculum in a deeper way and to help teachers develop methods to stretch and challenge pupils with additional needs.</p>
<p>To provide extra-curricular activities PE activities</p> <p><i>To help promote an ongoing positive ethos towards life school and learning; and to help support a positive behaviour and engagement in school.</i></p>	<p>Sept 2016</p>	<p>TH – Assessment Lead/PE Lead EH – Inclusion Manager DK - SBM</p>	<p>£991.75</p>	<p>Children accessed additional funding to support participation in afterschool clubs.</p> <p>Participation rates from PP children in these clubs continued to grow – at the end of the year an all-time high of 16% of the total cohort taking part in afterschool PE sessions were PP children.</p>

				PP children also involved in a number of extra-curricular inter-school sports events, including 35% of PP children taking part in more than 2 interschool sports events.
To further develop the role of Play Leaders to support and nurture a playtimes  <i>To help support positive behaviour and engagement in school.</i>	Sept 2016	SG – SMSC  EH – Inclusion Manager	£860	£860 was spent on improving the provision of play equipment in 2 batches over the course of the year in order to support the Play Leaders in offering engaging activities at lunchtime. Standards of behaviour generally have improved, including within the PP cohort.
Coaching for targeted children.  <i>To further promote positive behaviour and to see a reduction / low levels of negative behaviour amongst Pupil Premium children, to raise the levels of self-confidence and self-esteem with the view to impact on progress and attainment.</i>	Oct 2016 Onwards	TH – Behaviour MC – Learning Mentor EH – Inclusion Manager	£4160	A 9 week series of sessions costing £1760, followed by a 10 week series costing £2400 saw very positive results develop for all the children attending. As well as addressing many of the group’s pastoral needs of the sessions have helped children to engage more in the curriculum and seen behaviour within this target group improve considerably – with a reduction in Red and Amber cards of 39% from the point last year following the first round of sessions.
Employ a Learning Mentor to ensure quality pastoral provision is available for pupils and parents/carers and staff.  <i>To further promote positive behaviour and to see a reduction / low levels of negative behaviour amongst Pupil Premium children, to raise the levels of self-confidence and self-esteem with the view to impact on progress and attainment.</i>	From Sept 2016 – 3 afternoons p/w with dedicated sessions involving PP children.  Regular pastoral classroom drop-in by LM with focus including PP children.	MC – Learning Mentor  SLT:- TH- Assessment & Behaviour Lead  EH – Inclusion Manager	£5616	Behaviour monitoring Log to take account of Pupil Premium children in recording and reporting and used to highlight any trends or behaviour patterns which may direct additional intervention (on-going monitoring / half termly report).  Learning Mentor to keep record of pastoral work and to record the outcomes of targeted sessions (on-going monitoring / half termly report).  ~£144 per week = £5616 per year
To provide free milk to those in receipt of funding.	From Sept	Office / TH	£468	Milk made available to all PP children daily to help

<p><i>To help ensure that children get a healthy drink at the start of the day as part of an ongoing balanced diet, to help support a positive behaviour and engagement in school.</i></p>	2016			ensure their continued involvement in a healthy diet and lifestyle.
<p>To provide extra-curricular and therapeutic activities in music.</p> <p><i>To help promote an ongoing positive ethos towards life school and learning; and to help support a positive behaviour and engagement in school.</i></p>	From Oct 2016 - July 2017	SB – Music Lead EH – Inclusion Manager DK - SBM	£1860	PP children have had free access to music days in and out of school (Music Through the Decades 3 <sup>rd</sup> July, Music Workshop 19 <sup>th</sup> May, viola lessons, on-going, Music Festival, 11 <sup>th</sup> July, Junior Singing Festival, 17 <sup>th</sup> March, Infant Singing Festival 11 <sup>th</sup> Feb, Choir Singing Festival, 26 <sup>th</sup> Feb) as well as externally led art activities (Ceramics workshops, March, Art Trips 6 <sup>th</sup> & 13 <sup>th</sup> May). These events helped to broaden the curriculum and offer opportunities outside of the children’s daily experience.
<p>Fit for Food Workshops</p> <p><i>To help promote an ongoing balanced diet, to help support a positive behaviour and engagement in school.</i></p>	Jan 2017 onwards	SG – SMSC	£720	3 families engaged over a number of sessions to promote the extra-curricular cooking opportunities and ensure PP children and their families are more aware of healthy eating and lifestyles and helped to improve their skills through which to access this.

## PUPIL PREMIUM DATA ANALYSIS

The tables below show:

- % of pupils working at Age Related Expectation (ARE) in Writing, Reading and Maths, as well as combined
- % of children who have made at least expected progress in Writing, Reading and Maths, as well as combined
- Average points progress between the start and end of year (3.0 points expected)

### Age Related Expectations –

Whole School - ARE	Combined	Writing	Reading	Maths
Pupil Premium [20 children]	50.0% 10/20	65.0% 13/20	65.0% 13/20	60.0% 12/20
NOT Pupil Premium [214 children]	67.4% 124/184	74.5% 137/184	80.4% 148/184	75.0% 138/184
PP V Non PP	-17.40%	-9.50%	-15.40%	-15.00%

KS1 - ARE	Combined	Writing	Reading	Maths
Pupil Premium [3 children]	33.3% 1/3	33.3% 1/3	33.3% 1/3	33.3% 1/3
NOT Pupil Premium [59 children]	72.9% 43/59	78.0% 46/59	83.1% 49/59	79.7% 47/59
PP V Non PP	-39.6%	-44.7%	-49.8%	-46.4%

KS2 -ARE	Combined	Writing	Reading	Maths
Pupil Premium [17 children]	52.9% 9/17	70.6% 12/17	70.6% 12/17	64.7% 11/17
NOT Pupil Premium [126 children]	64.8% 81/125	72.8% 91/125	79.2% 99/125	72.8% 91/125
PP V Non PP	-11.90%	-2.20%	-8.60%	-8.10%

The % of Pupil Premium with SEN is 45% (9/20). This is over double the overall school average. Several of these cases are highly complex and/or in receipt of EHCP. Within KS1 there are only 3 PP children currently. 2/3 have complex SEN. This is reflected in that only 33% of PP in KS1 are currently at ARE in any subject.

Within KS2 7 out of 17 (41%) PP children are also SEN. Despite this the % of KS2 children working at ARE amongst Pupil Premium children in all subjects remains close (within 10%) to the levels achieved by non-PP children, for which the % SEN is much lower.

Gaps between Pupil Premium and non-Pupil Premium at the end of KS2 nationally (2016) are 9% in writing, -7% in reading and -8% in maths. Our gaps in the school are remain both comparable and relatively strong, despite the high % SEN. This positive achievement in gaps can be down to the range of both academic and pastoral interventions that have been put in place over this year, and in previous years. Accumulation of impact may also be an argument for the more positive picture in KS2, however the raw numbers are the over-riding figure. Rigorous Pupil Progress Meetings continue to help to identify key focus groups across the school and as such help close any gaps. Pupil Premium children have benefited from this identification with a range of tailored intervention and

Progress –

Whole School - % Making Expected Prog	Combined	Writing	Reading	Maths
Pupil Premium	65.0%	80.0%	75.0%	70.0%
[20 children]	13/20	16/20	15/20	14/20
NOT Pupil Premium	72.9%	85.6%	89.0%	82.3%
[214 children]	132/181	155/181	161/181	149/181
PP V Non PP	-7.90%	-5.60%	-14.00%	-12.30%

KS1 - % Making Expected Prog	Combined	Writing	Reading	Maths
Pupil Premium	33.3%	33.3%	66.7%	33.3%
[3 children]	1/3	1/3	2/3	1/3
NOT Pupil Premium	75.4%	80.7%	89.5%	86.0%
[59 children]	43/57	46/57	51/57	49/57
PP V Non PP	-42.10%	-47.40%	22.80%	52.70%

KS2 - % Making Expected Prog	Combined	Writing	Reading	Maths
Pupil Premium	70.6%	88.2%	76.5%	76.5%
[17 children]	12/17	15/17	13/17	13/17
NOT Pupil Premium	71.8%	87.9%	88.7%	80.6%
[126 children]	89/124	109/124	110/124	100/124
PP V Non PP	-1.20%	0.30%	-12.20%	-4.10%

Writing Progress	Points Progress	Expected	Comp
ALL CHILDREN [234 100.0%]	4.3	3	1.3
Pupil Premium [20, 8.5%]	4	3	1
NOT Pupil Premium [214, 91.5%]	4.4	3	1.4
FSM [11, 4.7%]	4.7	3	1.7
NOT FSM [223 95.3%]	4.3	3	1.3
PP SEN [9 3.8%]	3.5	3	0.5
PP NOT SEN [11 4.7%]	4.4	3	1.4
NOT PP SEN [37 15.8%]	3.2	3	0.2
NOT PP NOT SEN [177 75.6%]	4.6	3	1.6

Reading Progress	Points Progress	Expected	Comp
ALL CHILDREN [234 100.0%]	4.5	3	1.5
Pupil Premium [20 8.5%]	4.4	3	1.4
NOT Pupil Premium [214 91.5%]	4.5	3	1.5
FSM [11 4.7%]	5.1	3	2.1
NOT FSM [223 95.3%]	4.5	3	1.5
PP SEN [9 3.8%]	3.9	3	0.9
PP NOT SEN [11 4.7%]	4.8	3	1.8
NOT PP SEN [37 15.8%]	3.1	3	0.1
NOT PP NOT SEN [177 75.6%]	4.8	3	1.8

Maths Progress	Points Progress	Expected	Comp
ALL CHILDREN [234 100.0%]	4.3	3	1.3
Pupil Premium [20 8.5%]	4	3	1
NOT Pupil Premium [214 91.5%]	4.4	3	1.4
FSM [11 4.7%]	5.1	3	2.1
NOT FSM [223 95.3%]	4.3	3	1.3
PP SEN [9 3.8%]	3.3	3	0.3
PP NOT SEN [11 4.7%]	4.6	3	1.6
NOT PP SEN [37 15.8%]	3.4	3	0.4
NOT PP NOT SEN [177 75.6%]	4.6	3	1.6

Across the school the Pupil Premium group of children progressed at a better than expected average rate in all key areas and in both key stages. The Pupil Premium group progressed at very similar rates to the non-Pupil Premium cohort across reading, writing and maths, keeping within 0.4 points of the Non-PP average. Although marginally lower, the averages achieved for W, R, M still exceeded the 3.0 points progress expected of them by between 1 to 1.4 points. This equates to between a term to a term and a half worth of additional progress. In writing 5% of PP children made better than expected progress, in Reading 20% of children and in Maths 20%.