

Honley CE (VC) Junior School

Pupil Premium Statement

Pupil Premium is additional school funding from the Government to provide additional support to pupils on roll from low-income families who are currently known to be eligible for free school meals (FSM) or those pupils who have been in receipt of FSM in the past six years. This funding is also available for pupils in Local Authority care who have been looked after for more than six months and for Armed Forces Children.

Schools are free use the Pupil Premium funding as they choose.

Allocation 2014-15	
£69 973	
How Pupil Premium will be spent in 2014- 2015	Impact
<p>Teaching and learning interventions and resources</p> <p>Success in Arithmetic</p> <p>Assessment – Chris Quigley Essentials</p> <p>GL assessments</p> <p>Focus Assessment</p> <p>Nurture Room (lunchtime)</p>	<p>In year 5 there was a difference between the attainment of pupils in receipt of pupil premium compared to their peers and this gap has been significantly closed in the course of year 5, although it still remains an issue.</p> <p>This has supported assessment developments and will continue to be used next year.</p> <p>GL were used in year 3-5 and data was fed into progress meetings to track individuals. They gave us very useful diagnostic information which was followed up by teachers. In year 3, the GL test was used as a baseline.</p> <p>Resources have been used to develop the role of a nurture room to support children with difficulties in social skills at lunchtimes. This has positively impacted on their ability to play, share, interact with other children and develop self-esteem.</p>
<p>Adult support for learners</p> <p>Increased teacher staffing - moved to 9 classes</p> <p>Learning Mentor / Cover Supervisor salary</p> <p>Increased ETA hours -</p>	<p>Improvements were seen in children’s self- esteem (through attitudinal surveys, feedback from class teachers and mentor notes) and how children present themselves in school. Children report that they felt better about themselves, more involved in</p>

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<ul style="list-style-type: none"> • Success in Arithmetic- (3 hours) • Pupil support (27 hours) <p>First Class number – ETA hours</p> <ul style="list-style-type: none"> • Parent Support Worker / Cover Supervisor • Grade 6 ETA to work in nurture room <p>Additional ETA hours to support individuals</p>	<p>class and more excited about school.</p> <p>Pupil support was increased across school to impact on every year group:</p> <p>80% of children involved made at least 4 points progress in 6 months.</p> <p>Has provided continuity across school in terms of cover for classes, maintaining the school ethos. The release time has impacted through key staff being released to drive school improvement actions and provide consistency and progress. We have made a good start in developing the role as Parent Support Worker, and have been enabled to begin the new school year with actions ready to implement.</p> <p>Developing the role of a nurture room to support children with difficulties in social skills at lunchtimes. This has positively impacted on their ability to play, share, interact with other children and develop self-esteem.</p>
<p>Training to improve provision</p> <p>David Raven-Hill - Recognising outstanding teaching and thinking skill</p> <p>Maths – Emma Brayford</p> <p>Paul Lomas – thinking skills</p> <p>Carolyn Carter and Andrew Heath-Beesely – Quality Mark and KIQS</p>	<p>Planning meetings with key staff, then a series of staff meetings to develop teachers’ understanding and confidence when teaching thinking skills.</p> <p>Improved target setting procedures and how we communicate targets to pupils.</p> <p>Improved provision for SEN / vulnerable pupils.</p>
<p>Enrichment Activities</p> <p>Subsidised educational visits and year 6</p>	<p>Inclusive practice ensured. See example case study. Coding club aimed specifically at pupils in receipt of pupil premium funding.</p>

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residential to Kingswood. Extra-curricular activities/clubs	Improved behaviour for learning, self-esteem and contributed to pupils making gains across the curriculum.
ICT Provision to support learning Software	A range of software including: Jungle memory, AWMA, Neale's Analysis, Socially Speaking, and apps for the ipads. These have enabled us to personalise provision, analysing gaps in children's understanding and provide support accordingly.

Impact of Pupil Premium Funding on Attainment

Maths

In year 3, pupils in receipt of pupil premium funding began the year below the attainment levels of their year group, but the gap has been closed through the course of the year, and their attainment is now generally in line or better than their peers.

In year 4 the picture broadly as above for year 3 although there are more pupils in receipt of pupil premium at the lower end of attainment.

In year 5 there was a significant difference between the attainment of pupils in receipt of pupil premium funding compared to their peers and this gap has been significantly closed in the course of year 5, although it still remains an issue.

Reading

In year 3, attainment for pupils in receipt of pupil premium funding was slightly lower than their peers at the start of the year. By the end of the year it was in line with the gap having been almost closed.

In year 4, pupils in receipt of pupil premium funding began with much lower attainment than their peers, and although the gap has narrowed it still needs to close further.

In year 5, the attainment of pupils in receipt of pupils premium funding was far lower than their peers. This gap has closed significantly this year, although there is still a large number of pupils in receipt of pupil premium funding below expected, compared to their peers.

Writing

In year 3, the gap in attainment between pupils in receipt of pupil premium funding and others still remains an issue, although the gap has closed more over year 3.

In year 4, at the start of the year, pupils in receipt of pupil premium funding were slightly behind the attainment of their peers, however over year 4 this has evened out and the levels of attainment are now broadly in line (with slightly more pupils in receipt of pupil premium funding attaining at below

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or well below Age Related Expectations and slightly fewer achieving just below Age Related Expectations).

In year 5 at the start of the year there was a serious issue of under attainment for those pupils in receipt of pupil premium funding. This gap has been closed somewhat across year 5, but attainment still remains below that of their peers.

Year 6 Outcomes – SATs and Teacher assessments

There was a significant difference between the attainment of pupils in receipt of pupil premium and their peers. This year we will continue to focus our efforts and resources on closing the gap further for these pupils.

2015	Maths, Reading and Writing combined Teacher Assessment			Mathematics SAT			Reading SAT			Writing Teacher Assessment			Grammar, Spelling and Punctuation SAT		
	School		Nat	School		Nat	School		Nat	School		Nat	School		Nat
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
All Pupils	72	27.9	28.8	72	28.0	29.0	72	29.1	29.0	72	26.6	28.2	72	28.1	29.1
Free Sch Meal															
FSM	16	24.6	27.2	16	24.4	27.3	16	26.3	27.6	16	23.3	26.6	16	24.8	27.5
NonFSM	56	28.9	29.5	56	29.0	29.8	56	29.9	29.6	56	27.5	28.8	56	29.0	29.8
Chn Looked After															
CLA	1	24.0	25.0	1	21.0	25.1	1	27.0	25.8	1	27.0	24.0	1	21.0	25.0
Not CLA	71	28.0	28.8	71	28.1	29.0	71	29.1	29.0	71	26.6	28.2	71	28.2	29.1

2015-16 Pupil Premium Funding Spending Plan

Allocation 2015-16		£60 880 (17% of pupils in school)
How Pupil Premium will be spent in 2015- 2016		Impact
Cover Supervisor/Learning mentor and parent Support /Links		
Cover Supervisor/Senior ETA / Learning mentor		
ETA support: Targeted support for 3 pupils		
Nurture room – Grade 6 ETA (5.5 hours per week)		
Additional lunchtime Supervisor - contribution to costs		
Movement group – Grade 6 ETA (4 hours per week)		
Nurture room resources		
Learning mentor training eg. Supporting mental health in schools and Introduction to mental health issues		
Restorative Practices		
Writing/SPAG - Paul Lomas		
Maths – Fluency, reasoning and problem solving		
Subsidised clubs and visits		