

# Pupil Premium Strategy

## Pupil Premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

"It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." Source - DfE website

At James Bateman Junior High School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure.

We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding, along with allocations made from the schools own budget will help ensure this money is spent to maximum effect. Schools are held accountable for how they have used the additional funding. Various organisations have completed extensive research to find out the most effective way to support these pupils. Using this, and our professional knowledge of our pupils we have been able to provide a range of comprehensive support packages. Please see below for further information:

## Pupil Premium Strategy 2015-16

Amount of Pupil Premium funding received 2015-16

<b>Total Number of Pupils on roll</b>	<b>359</b>
<b>Number of pupils eligible</b>	<b>99</b>
<b>TOTAL PP received</b>	<b>£109,390</b>

### Identified barriers to educational achievement

JBHJS has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language – especially from books
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school - especially regarding attendance at Parent's Evenings and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning

## Rationale for expenditure

As identified in the 2015-16 impact statement, accelerated progress is required for PP pupils in three key areas: writing in all years, Y6 maths and boys reading. An allocated PP tutor time has been dedicated with particular focus on pupils not on target to achieve year 6 reading and writing age related expectations. Additional TA hours have been allocated to provide further support throughout the year to year PP pupils with specific reading and writing difficulties in all year groups. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Many of the PP pupils' parents are unable to afford to pay for school trips and residential visits. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year. There has also been support allocated for parents who struggle to purchase the school uniform.

## How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At James Bateman Junior High School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place every half term and will include a member of Senior Management, teachers, TA's and the Pupil Premium Tutor as appropriate.

At each meeting, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups, if their needs are similar and we believe progress can be made towards individual targets.

## Key expenditure – how the allocation was spent and evidence of impact 2016-17

Area of spend	Amount	Intended outcomes – why these approaches were taken	Actions	Impact
Dedicated PP tutor x 2 days per week	£18,740	<ul style="list-style-type: none"> <li>Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives)</li> <li>Improved confidence for pupils in</li> </ul>	<ul style="list-style-type: none"> <li>Regular reviews of PP group timetable with AHT (x6 milestones per year)</li> <li>Regular communication between PP teacher and class teachers – individual pupils' needs, pre-teaching</li> </ul>	2016 KS2 SATS show % at pupils above age related expectations is higher than national in all subjects. Pupil Premium progress in reading and

		<p>specified areas</p> <ul style="list-style-type: none"> <li>• Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> <li>• Pupils have time to complete homework</li> </ul>	<p>materials, learning to consolidate, sharing of resources</p> <ul style="list-style-type: none"> <li>• Teaching resources and materials – PP teacher to liaise with AHT as necessary</li> <li>• PP teacher to attend staff meetings – up-to-date with school priorities, teaching strategies and national developments</li> <li>• Staff run homework club x 5 per week – support in completion of tasks set and preparation for teaching/consolidation of learning</li> </ul>	<p>maths is accelerated.</p> <p>In KS3 Y8 left the school above age related expectations in all core subject areas</p> <p>Homework being successfully completed by large majority of pupils</p>
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		tasks if unable to do at home		
<b>TA support in classes and for focused interventions</b>	£92,300	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</li> <li>• Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units,</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly TA meetings with SENCO- review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources</li> <li>• Teacher and TA reviews – careful planning of interventions to be completed based on class performance of pupil</li> <li>• TA's track, monitor and complete impact statements to provide evidence of outcomes and plan for next steps.</li> <li>• SENCO observes interventions and provide feedback regarding strategies, next steps, resources</li> <li>• Clear communication between teachers and TAs- expectations within lessons</li> <li>• TA timetables carefully planned – making the best</li> </ul>	<p>Early intervention identified and steps taken to address issues – targets very clear and monitored regularly.</p> <p>2016 KS2 SATS show % at pupils above age related expectations is higher than national in all subjects. Pupil Premium progress in reading and maths is accelerated. SEN progress is also very good</p> <p>In KS3 Y8 left the school above age related expectations in all core subject areas</p> <p>Pupil Progress meetings</p>

		<p>key vocabulary, concepts in SPAG and maths calculation strategies and terminology</p> <ul style="list-style-type: none"> <li>Careful tracking of homework to include reading log – ensure regular reading takes place</li> <li>Priority reading with TAs if pupils are unable to read at home</li> <li>Tracking of pupils who are also on SEN register –teaching tailored to needs of pupils in specific domains</li> <li>Pupils who are on SEN register and in receipt of PP have their individual targets reviewed every half term and aspirational targets are set for their progress.</li> </ul>	<p>use of time available for intervention, including assembly and tutor times</p> <ul style="list-style-type: none"> <li>Close communication between AHT, SENDCO, teachers and HT to track pupils with concerning attendance and or punctuality. AHT to express concerns with parents and appropriate agencies and formulate action plan as appropriate.</li> <li>Teachers and TA’s liaise closely with PP tutor and regularly update tracking data and support programmes of pupils with SEN</li> </ul>	<p>held regularly to discuss individual cases and decide appropriate next steps</p>
<b>Cover for weekly</b>	£4,250	<ul style="list-style-type: none"> <li>Improved learning outcomes in</li> </ul>	<ul style="list-style-type: none"> <li>AHT meet with pupil premium tutor and</li> </ul>	Pupil Progress meetings

<b>booster sessions</b>		<p>reading, writing and maths (greater proportion meeting AREs)</p> <ul style="list-style-type: none"> <li>• Pupils gain in confidence with key concepts</li> <li>• Pupils feel equipped to tackle higher-level work</li> </ul>	<p>teachers at each half term for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes</p> <ul style="list-style-type: none"> <li>• Regular review of groupings and re-shaping of focus as required</li> <li>• Data analysis at each half term to identify pupils whose progress is causing concern and to review successes</li> </ul>	<p>held regularly to discuss individual cases and decide appropriate next steps</p>
<b>Funding for extra-curricular/clubs</b>	£4,300	<ul style="list-style-type: none"> <li>• Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>• Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in</li> </ul>	<ul style="list-style-type: none"> <li>• Annual analysis of number of pupils who have taken part in clubs</li> <li>• Staff to talk to children/parents about possible interests and available clubs</li> </ul>	<p>Wide range of clubs on offer – attendance records show large number of pupils participating and many pupils have been specifically targeted – over 90% of PP pupils have been involved in extra-curricular provision</p>

		<p>chosen activities</p> <ul style="list-style-type: none"> <li>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> </ul>		
<b>Additional learning resources</b>	£10,000	<ul style="list-style-type: none"> <li>Pupils are fully supported by learning resources being made available to them</li> <li>Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning</li> <li>A range of learning styles can be catered for</li> </ul>	<ul style="list-style-type: none"> <li>Pupils regularly asked for ideas about how to spend funding – School Council</li> <li>Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)</li> </ul>	<p>Maths resources purchased as well as additional text books. Reading stock has also been added to the library. Both of these core areas saw improvement on last year</p>
<b>Funding for school trips and residential</b>	£2,000	<ul style="list-style-type: none"> <li>Pupils are able to participate fully in school trips and residential trips</li> <li>Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Progress Leaders/AHT to liaise with parents and HT regarding specific requests for funding</li> <li>Teachers made aware of funding available – can approach parents if appropriate</li> </ul>	<p>Support has been provided to a number of families enabling pupils to attend trips that they may otherwise not have been able to participate in.</p>

		<ul style="list-style-type: none"> <li>Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits</li> </ul>		PASS data shows improved attitudes to school and learning
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## Pupil Premium Strategy 2017-18

Amount of Pupil Premium funding received 2017-18

<b>Total Number of Pupils on roll</b>	<b>359</b>
<b>Number of pupils eligible</b>	97
<b>TOTAL PP received</b>	£108,790

Amount of Pupil Premium funding received 2017-18

<b>Barriers Identified Summer 2017</b>	<b>Predicted spend</b>	<b>Intended outcome /actions</b>	<b>Review</b>
<b>Writing attainment Y5 &amp; Y6 - particularly boys</b>	£10,000	<p>KS2 writing attainment levels will improve in order to ensure that the gap continues to narrow and % of pupils working at ARE increases to be in line with national expectations</p> <p>Review texts/units of work to ensure boy friendly</p>	<ul style="list-style-type: none"> <li>½ termly via data analysis – reporting to T &amp; L committee</li> <li>Spending – reporting to Business Support committee</li> </ul>

		CPD for staff RE: writing expectations	
<b>Attendance of disadvantaged pupils throughout the school</b>	£7,500	<p>Attendance for disadvantaged pupils will improve . First day absence co-coordinator to work with Attend (external agency) to follow up absences quickly.</p> <p>Clear processes for tracking attendance in place – supported by school reward system</p>	<ul style="list-style-type: none"> <li>• Daily update from Attend</li> <li>• Up to date briefing with pastoral team – weekly</li> <li>• Attendance clinics</li> <li>• LST updates</li> </ul>
<b>Engagement of identified pupils at lunchtimes/after school clubs</b>	£5,000	Targeted clubs for PP students – will provide free opportunities for disadvantaged pupils. Will also support behaviour in that lunchtimes/after school will provide pupils with structured, supervised activities.	<ul style="list-style-type: none"> <li>• Attendance records</li> <li>• Behaviour records</li> <li>• Performance data</li> <li>• GL Pass data – attitudes to school, learning etc</li> </ul>
<b>Attainment in reading writing and maths of more able, disadvantaged learners</b>	£7,500	Provide additional resources to stretch and challenge these groups.	<ul style="list-style-type: none"> <li>• Specific focus in school tracking data</li> </ul>
<b>Restricted access to all curriculum activities/clubs/trips</b>	£2,000	To ensure support is available to those pupils who may otherwise find it difficult to participate in events such as trips, music lessons, residential visits etc.	<ul style="list-style-type: none"> <li>• Termly tracking of participation events</li> <li>• Business support committee to review requests for support</li> </ul>

<p><b>Lack of resources in maths – particularly equipment to promote 'concrete' approach to maths</b></p>	<p>£35,500</p>	<p>Provide additional resources for classes as well as intervention groups. Also training sessions to ensure pupils are well supported by a range of practical maths resources and strategies.</p>	<ul style="list-style-type: none"> <li>• ½ termly data collection</li> <li>• Reports to T &amp; L committee</li> </ul>
<p><b>Attainment and progress of slow and stuck learners in reading, writing, maths through class support and focussed intervention sessions.</b></p>	<p>£71,400</p>	<p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting).</p> <p>Additional support within lessons to improve understanding of learning in reading, writing and maths – particular focus on writing and greater depth achievement.</p> <p>Pupils who are on SEN register and in receipt of PP have their individual targets reviewed every half term and aspirational targets are set for their progress.</p>	<ul style="list-style-type: none"> <li>• ½ termly data collection</li> <li>• Reports to T &amp; L committee</li> </ul>

*Designated staff member in charge: Mrs Annette Finch*

*Pupil Premium Funding and the impact of this is a regular item on the governors' agendas.*

*Pupil Premium Tutor: Mr Tony Hall*

*Nominated governor: Mrs E Nicosia*

*Pupil progress meetings: Nov, Feb, May, July*