

Warren Junior School

Pupil Premium Strategy & Review

2017-2018



Warren Junior School - Pupil Premium Information

The Pupil Premium is additional funding given to schools so that they can support their FSM and Ever 6 pupils and close the attainment gap between them and their peers.

The Pupil Premium is allocated to schools for pupils in Years R to 11, that are known to be eligible for free school meals (FSM) or have been eligible for FSM in the past six years (Ever 6).

Pupil Premium is also allocated for children who have been looked after by the local authority (CLA) continuously for more than six months. As of 2014/15 the Pupil Premium for Looked After Children is £1900.

The pupil Premium was £623 per pupil in 2012/13 and rose to £900 per pupil in 2013/14 and £1320 for 2014/15.

A premium is also paid for children whose parents are currently in the Armed Forces. In 2012/13 the premium was £250 and rose to £300 in 2013/2014.

Our School

Warren Junior School is a mixed school in London Borough of Barking and Dagenham and is 4/5 form entry. There are currently 493 children on roll. We currently have 98 children in receipt of Pupil Premium funding.

19.9% of pupils across the school are currently eligible for Free School Meals.

A total of 4 pupils with a statement of SEND or EHC plan.

Provision

One to One Tuition

Multi-skills Group Activities

PSHE workshops

Appointment of behaviour and pastoral manager

Appointment of a Parent Support Advisor

Appointment of an Access and Attendance Officer

Through the use of these and other strategies there has been a significant improvement in the levels of attendance. Moreover, the levels of progress and attainment have improved throughout the school.

The Statutory Obligation

The following is an extract from a letter sent by the Secretary for Education, Michael Gove, in December 2011 to all the directors of all Local Authorities.

“The Pupil Premium targets additional money at pupils from the most deprived backgrounds to help them achieve their full potential.

The Government has decided that eligibility for the Pupil Premium in 2012-2013 will be extended to pupils who have been eligible for Free School Meals (FSM) at any point in the last 6 years. As a group, the children who have been eligible for FSM at any point in their lives have consistently lower educational attainment than those who have never been eligible for FSM.”

Michael Gove
December 2011

Warren Junior Ethos

The London Borough of Barking and Dagenham (LBBD) is the 7th most deprived Local authority within London. For this reason there are high numbers of pupils entitled to FSM within the school. Warren Junior has always identified vulnerable groups and FSM has always been both monitored and targeted for progress and high achievement. It should also be noted that children on FSM on occasions have outperformed pupils without FSM eligibility at end of Key Stage 2 SATS. It is for this reason that the school has created whole school strategies to raise standards and promote progress across all vulnerable groups.

Maslow in a 1943 paper entitled “A theory of human motivation” proposed that humans are motivated when various needs are met. As a school Warren Junior has always maintained that children learn best when all pupils have met certain preconditions for learning. Maslow listed the hierarchy of needs as: psychological needs, safety needs, needs of love, needs for esteem and needs for self actualisation. As a school we believe that the Pupil Premium can be best used to ensure these needs are met thus providing a secure foundation upon which children have the best chance to learn.



THE STRATEGIC PLAN - Identification

Priority 1	The correct identification of pupils entitled to Pupil Premium		
Objectives	To ensure that all pupils entitled to FSM are known to relevant members of Warren Junior staff.		
Success criteria	The children entitled to Pupil Premium will be correctly identified and all stakeholders are aware of who they are.		
Monitoring	Assistant Head to monitor on a termly basis.		
Evaluation	Report outcomes to Executive Head ,Governing Body and Head of School Provide relevant data for OFSTED inspections.		
Tasks	Responsibility	Timescale	Resources
Audit of children entitled to FSM to be carried out every term and this information to be passed on to class teachers and any other relevant members of school staff.	Assistant Head Teacher	Start of every term	Integris G2 Database
Statement of Pupil Premium to be published on the Warren Junior Website.	Executive Head Teacher	1st September 2017	

THE STRATEGIC PLAN – Monitoring and Tracking Pupil Progress

Priority 2	To ensure that the progress and achievement of all pupils entitled to FSM is monitored.		
Objectives	<ol style="list-style-type: none"> To monitor and promote the progress of pupils entitled to FSM. To monitor and promote the achievement of all pupils entitled to FSM. To ensure that any available interventions are implemented if they could support a child's learning. 		
Success criteria	<ol style="list-style-type: none"> The progress of all pupils entitled to FSM will be monitored. The achievement of all pupils entitled to FSM will be monitored. Children will be able to receive any appropriate intervention that will promote both attainment and progress. 		
Monitoring	The Assistant Head Teacher will monitor this, supported by the Head of School and Executive Head Teacher.		
Evaluation	The data will be analysed to further supporting the learning of vulnerable groups and will be analysed to look for any trends.		
Tasks	Responsibility	Timescale	Resources
<ul style="list-style-type: none"> The development of a Pupil Premium tracking grid. Teachers input assessment data into the Pupil Premium grid. 	Assistant Head Teacher Class Teacher	Updated every half term To be completed as assessments take place	Classroom monitor Pupil Premium grid

<ul style="list-style-type: none"> • Analysis of data at a year group level to identify any trends in progress and to identify any appropriate interventions. • Analysis of year group and whole school progress and attainment • Analysis of year group and whole school 	Class teacher Year Group Leaders	Every Half Term	Pupil Premium grid
	Assistant Head Teacher Head of School Executive Head Teacher	Every Term	Pupil Premium grid
	Assistant Head Teacher Head of School Executive Head Teacher	Every Term	Whole School APS Grid

THE STRATEGIC PLAN – Targeting Additional Needs

Priority 3	Targeting the needs of vulnerable groups and individual pupils.		
Objectives	To ensure that pupils are able to fulfil their full learning potential no matter what their socioeconomic background is.		
Success criteria	Children from differing socioeconomic backgrounds to make consistent progress.		
Monitoring	Class Teachers, Year Group Leaders, Assistant Head Teacher, Head of School, Executive head to monitor progress of vulnerable groups and individual pupils.		
Evaluation	The data will be analysed to further supporting the learning of vulnerable groups and will be analysed to look for any trends.		
Tasks	Responsibility	Timescale	Resources

<ul style="list-style-type: none"> • School is to maintain the role of the Parent School Adviser, even though the funding was withdrawn, to support children to access the curriculum no matter with minimum effect from negative home factors. • School to maintain the role of an internal attendance officer to support children from vulnerable families accessing the school curriculum. • School is to maintain the role of the therapist, even though the previous funding has been withdrawn. • To maintain the role of the behaviour and pastoral manager to ensure good behaviour throughout the school. • Inclusion Support Group to monitor the needs of all pupils and through referrals from class teachers to support them with a range of appropriate interventions. • Year groups to support differentiated learning and other additional needs to ensure all preconditions 	Executive Head Teacher	1.9.2017	Parent School Adviser
	Executive Head Teacher	1.9.2017	Attendance Officer
	Executive Head Teacher	1.9.2017	Therapy Service
	Executive Head Teacher	1.9.2017	Behaviour and Pastoral Manager
	Assistant Head Teacher Behaviour and Pastoral Manager Parent Support Adviser Attendance Officer EAL co-ordinator Class Teachers	ISG group to meet every 2 weeks	
	Year Groups leaders SENCo Class Teacher SSA's	Half Termly Reviews	

<p>for learning are met by monitoring pupil progress and assigning appropriate interventions as and when needed.</p>			
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Please note that all teachers assess pupil progress and that the results of this assessment feed future planning to identify needs of individual pupils and vulnerable groups.

Looking Back

How much Pupil Premium we received last year

During the last financial year (April 2016 to April 2017) Warren Junior School received **£218,122** of Pupil Premium funding.

How we spent the money last year (April 2016 to April 2017)

- Funding of Behaviour and Pastoral Support Manager.
- Funding of the Parent Support Adviser.
- Funding for Primary School Therapist to support emotional well-being.
- Employment of School Access and Attendance Officer.
- 2 Support teachers for curriculum enhancement.
- Daily focused lower ability maths support throughout the school.
- Daily focused lower ability literacy support throughout the school.
- 1:1 reading support.
- Teaching to support pupils who have the potential to achieve above expectations.

The impact of the spending on the pupils for whom the Pupil Premium was paid

In the 2012 Ofsted report the achievement of the pupils was graded as outstanding and commented that “the spending of some of the Pupil Premium money on extra staff to teach additional programmes has led to these targeted pupils making outstanding progress”. In the 2013/14 year the school has enhanced the monitoring of these pupils and as a result pupils throughout the school benefit.

The results of the Y6 cohort for 2012/13 were very good. This has been recognised by David Laws MP, Minister for Schools, naming Warren Junior amongst the top 250 performing schools in the country in terms of progress made between Key Stage 1 and the end of Key Stage 2 for disadvantaged pupils.

The results for the Y6 cohort 2014/15 were very good. The results were recognised by school minister Nick Gibb who named the school in the top 100 in the country in terms of progress made by children throughout key stage 2. The school also received a local pupil premium award due to the progress that disadvantaged pupils make.

Looking Ahead

How much Pupil Premium we have received this year

During the current financial year (April 2017 to April 2018) Warren Junior School has received **£218,113** of Pupil Premium funding.

How we plan to spend the money

It is recommended that schools are flexible with the provision and do not allocate the whole amount at the start of the financial year. This allows advantage to be taken of initiatives that may become available during the year. It should be noted that all funds are paid to the school for the purpose of “raising the attainment of disadvantaged pupils and closing the gap with their peers”. With this in mind the school uses the Pupil Premium to raise standards of pupils by whole school policies that are accessible for all pupils and families who require any form of support offered, whether that is pastoral, academic, behavioural or social. After careful consideration and governor agreement, it has been decided that Pupil Premium funds will be allocated to the following:

- Continue the funding for Behaviour and Pastoral Support Manager.
- Continue the funding for the Parent Support Adviser.
- Continue the funding for the School Access and Attendance Officer.
- Increase the funding for the school therapist to support more children and families.
- Employment of Deputy Executive Head Teacher to support, monitor and improve capacity to raise standards of pupils.
- Continue the employment of extra teacher to support curriculum enhancement
- Continuation of daily focused lower ability maths support throughout the school.
- Continuation of daily focused lower ability literacy support throughout the school.
- Continuation of 1:1 reading support.
- Continuing of extra teaching to support pupils who have the potential to achieve above expectations (level 6).
- Rewards and prizes for good behaviour and good attendance

This leaves approximately some funds to be allocated in-year in response to need and/or initiatives.

Spread of FSM Ever6 across the school

	Total number in Year group	Girls	Boys	Total number of FSM Ever6 in year group	% of Year group FSM Ever6
Year 3	140	72	68	30	21%
Year 4	112	57	55	28	25%
Year 5	115	49	66	33	29%
Year 6	141	69	72	50	36%

Summary of findings from data collection: FSM Ever6

Spread of FMS Ever6 across the school

Year 3 currently has 21% of pupils in receipt of Pupil Premium funding (this figure is likely to rise as they move through the school), Year 4 has 20%, Year 5 23% and Year 6 has 35% of pupils entitled to Pupil Premium.

Gender

Currently there is no significant difference in the numbers of boys in receipt of Pupil Premium funding.

Behaviour

There are no longer significant links between pupils entitled to pupil premium and those with behaviour needs.

2013 end of key stage assessments: Narrowing the gap between disadvantaged pupils and other pupils

Expected progress: At the end of the academic year 2012 - 2013, 95% of disadvantaged pupils achieved expected progress in Reading, while 97% of other pupils achieved expected progress, 98% of disadvantaged pupils achieved expected progress in Writing, while 98% of other pupils achieved expected progress. In Maths, 98% of disadvantaged pupils achieved expected progress and 98% of other pupils achieved expected progress.

Attainment: 98% of disadvantaged pupils attained Level 4 or above in the Key Stage 2 Reading test, while 97% of other pupils attained Level 4 or above. 93% of disadvantaged pupils attained Level 4 or above in the Key Stage 2 Writing assessment, while 94% of other pupils attained Level 4 or above. In 2013, 93% of disadvantaged pupils attained Level 4 or above in the Key Stage 2 mathematics test, while 95% of other pupils attained Level 4 or above.

2014 end of key stage assessments: Narrowing the gap between disadvantaged pupils and other pupils

Expected progress: At the end of the academic year 2013 - 2014, 100% of disadvantaged pupils achieved expected progress in Reading, Writing and Maths. 51% of disadvantaged pupils made better than expected progress in Reading and Writing, whilst 59% of disadvantaged pupils made better than expected progress in Maths.

Attainment: 100% of all pupils attained Level 4 or above in the Key Stage 2 Reading test. 98% of disadvantaged pupils attained Level 4 or above in the Key Stage 2 Writing assessment, while 96% of other pupils attained Level 4 or above. In 2013, 100% of disadvantaged pupils attained Level 4 or above in the Key Stage 2 mathematics test, while 99% of other pupils attained Level 4 or above.

2015 end of key stage assessments: Narrowing the gap between disadvantaged pupils and other pupils

Expected progress: At the end of the academic year 2014 - 2015, 98% of disadvantaged pupils achieved expected progress in Reading, Writing and Maths. 70% of disadvantaged pupils made better than expected progress in Reading 74% in writing, whilst 63% of disadvantaged pupils made better than expected progress in Maths.

Attainment: 98% of disadvantaged pupils attained level 4 or above whilst 99% of other pupils attained Level 4 or above in the Key Stage 2 Reading test. 98% of disadvantaged pupils attained Level 4 or above in the Key Stage 2 Writing assessment, while 97% of other pupils attained

Level 4 or above. In 2015, 99% of disadvantaged pupils attained Level 4 or above in the Key Stage 2 mathematics test, while 98% of other pupils attained Level 4 or above.

2016 end of key stage assessments: Narrowing the gap between disadvantaged pupils and other pupils

Progress: At the end of the academic year 2015 - 2016, the progress measure for disadvantaged pupils in reading was 2.65 and 3.00 for other pupils, both were significantly better than the national average. In writing the progress measure for disadvantaged pupils was 1.26 and 0.67 for other pupils, both were better than the national average. In mathematics the progress measure was 3.26 for disadvantaged pupils and 2.24 for other pupils. The progress measure for disadvantaged pupils in maths was in the top 10% of the country.

Attainment: 74% of disadvantaged pupils attained the expected standard or above whilst 78% of other pupils attained expected standard or above in the Key Stage 2 Reading test. 80% of disadvantaged pupils attained the expected standard or above whilst 84% of other pupils attained expected standard or above in the Key Stage 2 writing assessment. 94% of disadvantaged pupils attained the expected standard or above whilst 86% of other pupils attained expected standard or above in the Key Stage 2 mathematics test.