



Busbridge CE (Aided) Junior School

Pupil premium grant expenditure: 2017 18

Pupil Premium is additional funding given to schools and academies to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools and academies will receive funding based on the number of pupils who have been eligible for free school meals at any point in the last 6 years. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage pupils reaches those who need it most. Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families.

At Busbridge junior school, we believe all children should reach their potential and any barriers to doing this need to be addressed. We aim to equip children with the resilience to 'bounce back' if they encounter a barrier and we are committed to supporting children in the development of learning strategies in order to do this.

How much PP money has the school been allocated?	
Total number of pupils on roll	240
Total number of pupils eligible for PPG	FSM – 5 Ever 6 – 5 CIC – 1 PCIC – 1 TOTAL: 12
Amount of PPG received per pupil, for the academic year 2014/15	FSM/Ever 6 - £1320 CIC - £950 PCIC - £1900
Total amount of PPG expected for the academic year 2017/18	£ 17,000

How have we spent money in the past and what was the rationale for this?

In the academic year 2016/17, there were a larger number of disadvantaged children in the school compared to previous years, with a greater need in one year group. We therefore spent money focussing the teaching in these year groups to enable the best possible pupil outcomes. This included a three way split for maths teaching for part of the week and booster sessions in reading, writing and SPAG as well as further booster support in maths. Other ways in which we enriched the learning and experiences of children throughout the school included:

- An increased rigour in attendance expectations – 1:1 meetings, escalating to engage support from the Education Welfare team and CAHMS if necessary
- Skilled teaching teams focussing on those children, including PP, who need to make accelerated progress
- ‘Keep up’ support in class as well as ‘catch up’ interventions
- Enrichment provision e.g. Free after school clubs, judo, provision in our breakfast and after school club
- Regular progress checks with more detailed tracking of PP data
- Y6 booster support
- Raising teacher awareness of disadvantaged children
- SLT member responsible for PP
- Free provision of PE kit
- Free school trips including day trips, residential and sporting activities
- Reading project with volunteer readers to support those who might not have the opportunity to read at home

What was the intended impact?

The intended impact was to provide the opportunity for ALL children, regardless of their circumstances, to be valued members of the school community and to be able to take part in a range of extra-curricular activities to broaden their experiences. In terms of pupil attainment outcomes, we aimed for all disadvantaged children to make progress in line with their peers and where possible, to meet age related expectations in Maths and English.

What was the actual outcome?

Reading

Internal data – years 3-5

11/24 (46%) of PP children made expected progress in reading - END OF SUMMER TERM

3/6 (50%) Ever 6 children are making expected progress.

3/5 (60 %) LAC or previously LAC children are making expected progress.

5/13 (38%) of FSM children are making progress in line with their peers.

End of key stage data – year 6

7/13 (54%) Pupil Premium children met the expected standard with 2 of these achieving the ‘high score

7/8 (88%) non SEND PP children achieved the Expected standard with two children meeting the greater depth standard

Writing

Internal data years 3-5

18/24 (75%) of PP children made expected progress in writing- END OF SUMMER

5/6 (83%) Ever 6 children are making expected progress.

3/5 (60 %) LAC or previously LAC children are making expected progress.

10/13 (77%) of FSM children are making progress in line with their peers.

End of key stage data – year 6

9/13 (69%) of Pupil premium children met the Expected Standard with 2 of these children meeting the Greater Depth Standard

7/8 (88%) non SEND PP children achieved the Expected standard in writing with 3 of the seven meeting the greater depth standard

Maths

Internal data years 3-5

5/24 (21%) of PP children made expected progress - END OF SUMMER

2/6 (33%) Ever 6 children are making expected progress.

0/5 (0 %) LAC or previously LAC children are making expected progress.

3/13 (23%) of FSM children are making progress in line with their peers.

End of key stage data – year 6

3/13 (21%) of Pupil premium children met the Expected Standard with 1 child achieving the 'high score'

4/8 (50%) non SEND PP children achieved the Expected standard with one child meeting the greater depth standard

How do we intend to spend money in the future and what is the rationale for this?

- An increased rigour in attendance expectations – 1:1 meetings, escalating to engage support from the Education Welfare team and CAHMS if necessary
- Teacher meetings with disadvantaged pupils to complete a one page profile to share their aspirations and ways in which support can be offered in school.
- Individual target setting for PP children with time bonded outcomes
- 'Keep up' support in class as well as 'catch up' interventions
- Enrichment provision e.g. Free after school clubs, judo, provision in our breakfast and after school club
- Regular progress checks with more detailed tracking of PP data
- Raising **whole school staff** awareness disadvantaged children and their individual needs
- SLT member responsible for PP – development of this role
- Free school trips including day trips, residential and sporting activities
- Continuation of reading project with volunteer readers to support those who might not have the opportunity to read at home with specific training for volunteers