

Annual Pupil Premium Funding Report to Parents 2017/18

Governors, teachers and support staff at Clowne Junior School remain committed to creating a lively, stimulating and hard-working learning environment where individual talents are nurtured and celebrated and where every child, regardless of background, is able to reach their full potential.

In April 2011 the Government introduced the Pupil Premium. This is funding allocated to schools which is additional to main school funding. Designed to narrow the gap between pupils from disadvantaged families and their peers, where this exists, it is individual schools responsibility to target these monies to meet the specific needs of their pupils.

“Not all children from deprived backgrounds will have lower than average attainment, but those from deprived backgrounds who initially appear to be doing well, find it harder to sustain progress”¹

The evidence linking disadvantage and poor educational outcomes is clear. As a result, a key priority of school is to narrow the disadvantage gap by careful targeting the allocation of additional funds received through the introduction of the Pupil Premium, in turn addressing inequalities that would otherwise disadvantage a portion of our children.

Pupil Premium Receipts

Financial Year	Pupil Premium Receipts
2011 - 12	£39,000
2012 - 13	£54,201
2013 – 14	£78,600
2014 - 15	£113,400
2015-16	£114,700
2016-17	£147,840
2017-18	£159,280

Allocation of Funding 2017-18

The Pupil Premium is targeted at children in receipt of free school meals and those who are looked after by the local authority.

Targeted provision continues to be allocated on an individual, needs led basis. We have produced a range of interventions which address needs in education, engagement and enrichment. A range of intervention programmes have been developed including –

- ❖ Numeracy and literacy intervention programmes
- ❖ One-to-one academic mentoring programme (Accelerated Learning Support Programme)
- ❖ One-to-one counselling
- ❖ Packed lunches for trips
- ❖ Educational and residential trip subsidy
- ❖ Year 6 parent and child university visits
- ❖ Attendance group initiatives
- ❖ Core skills groups
- ❖ Additional lunchtime activity and healthy living supervisors
- ❖ Training for all staff in the special needs of FSM children and families
- ❖ Parent questionnaire
- ❖ Positive discrimination strategy
- ❖ Appointment of Pupil Premium Co-ordinator to develop, co-ordinate , monitor and evaluate effectiveness of interventions

Resource	Cost
Pastoral Officer	£21,200
H.L.T.A. salary to support mentorship programme	£24,000
Children’s Team & Pupil Premium coordination	£7,000
Resources for teaching and learning	£3,000
School Visit (day and residential) subsidy	£10,000
Teaching Assistant support including statemented pupils	£86,080
Unqualified teacher salary (PE to cover PP intervention)	£2000
Special Needs Extended Service Support	£5,000
Specific training requirements	£1000
Total	£159,280

All pupil premium pupils benefitted directly or indirectly through these activities.

Monitoring Strategies

Monitoring impact of these programmes is crucial to evaluating their effectiveness. Progress must take into account both personal development and academic improvement as it can be highly individualised due to the complex needs of the children involved in the programme. To take into these complexities, progress will be measured against a range of different objectives and targets set within the school community and within individual year groups. These are then monitored by the Pupil Premium Co-ordinator and Head Teacher in Consultation with Governors.

Level Intervention	Nature of monitoring	Monitoring Body	Assessment and measurement
Wave 1	<ul style="list-style-type: none"> ✚ Child monitored to ensure progress in line with targeted expectations. ✚ Behaviour and enjoyment of school is good. ✚ Attendance good (in line with national guides) 	<ul style="list-style-type: none"> ✚ Class Teacher ✚ Team Leader ✚ Support staff within year groups 	<ul style="list-style-type: none"> ✚ Academic assessment procedure (pupil tracking data) ✚ Registration ✚ Weekly team meetings.
Wave 2	<ul style="list-style-type: none"> ✚ Where children are not making progress in line with expectations additional academic interventions ✚ Teacher mentoring - liaising with children on regular basis to model and monitor behaviours or build positive attitudes. ✚ High levels of absenteeism 	<ul style="list-style-type: none"> ✚ Class Teacher ✚ Team Leader ✚ Support staff within year groups ✚ Pupil Premium Co-ordinator ✚ Pastoral Officer 	<ul style="list-style-type: none"> ✚ Academic assessment procedure (pupil tracking data) ✚ Weekly team meetings ✚ Specific targets set for academic achievement ✚ Attendance targets set and monitored.
Wave 3	<ul style="list-style-type: none"> ✚ Children requiring specific interventions outside of year group provision i.e. positive play ✚ Engagement of external school services ✚ Children requiring additional statements of educational needs 	<ul style="list-style-type: none"> ✚ Class Teacher ✚ Team Leader ✚ SENCO ✚ Pastoral Officer ✚ Pupil Premium Co-ordinator 	<ul style="list-style-type: none"> ✚ Academic assessment procedure (pupil tracking data) ✚ Weekly team meetings ✚ Specific targets set ✚ Statements of specific needs set either internally or externally.
Evaluation of Whole school effectiveness		<ul style="list-style-type: none"> ✚ Head Teacher ✚ Pupil Premium Co-ordinator ✚ Governors. 	<ul style="list-style-type: none"> ✚ Pupil Premium Co-ordinator to monitor progress against targets ✚ Head Teacher monitoring whole school effectiveness in discussion with Governors.

Effectiveness of Interventions to date – 2017-18

Pupil Premium expenditure continues to make a real and lasting impact on our children's progress and achievement, closing the gaps between children identified as disadvantaged and their peers.

IMPACT SUMMARY for 2017-18 End of KS2 SAT data	Disadvantaged pupils in cohort (29)	All pupils in cohort (89)	All pupils nationally
% of children meeting age related expectation or above in Reading.	52% (57% 2017)	68%	75% (Interim)
% of children exceeding age related expectation (Higher scaled score) in Reading.	10% (20% 2017)	23%	28% (Interim)
% of children meeting age related expectation or above in Writing.	74% (69% 2017)	85%	78% (Interim)
% of children exceeding age related expectation (Higher scaled score) in Writing.	7% (21% 2017)	27%	20% (Interim)
% of children meeting age related expectation or above in Numeracy.	87% (69% 2017)	89%	76% (Interim)
% of children exceeding age related expectation (Higher scaled score) in Numeracy.	10% (17% 2017)	20%	24% (Interim)
% of children meeting age related expectation or above in Reading, Writing and Numeracy.	52% (48% 2017)	68%	64% (Interim)
% of children exceeding age related expectation (Higher scaled score) in Reading, Writing and Numeracy.	6% (10% 2017)	11%	10%

Effectiveness of interventions over the course of four years

Summary of attainment for children in receipt of Pupil Premium	Pupil Premium Cohort 2017-18				
	2015 (Y3)	2016 (Y4)	2017 (Y5)	2018 (Y6)	Diff (Y3 - Y6)
% of Pupil Premium children meeting age related expectation or above in Reading.	Incomparable data due to old level system	42%	52%	52%	+10%
% of Pupil Premium children achieving Greater depth in Reading.	Incomparable data due to old level system	15%	16%	10%	-5%
% of Pupil Premium children meeting age related expectation or above in Writing.	Incomparable data due to old level system	34%	74%	74%	+40%
% of Pupil Premium children achieving Greater depth in Writing	Incomparable data due to old level system	15%	13%	7%	-8%
% of Pupil Premium children meeting age related expectation or above in Numeracy.	Incomparable data due to old level system	42%	77%	87%	+45%
% of Pupil Premium children achieving Greater depth in Numeracy	Incomparable data due to old level system	38%	48%	10%	-28%
% of Pupil Premium children meeting age related expectation or above in Reading, Writing and Numeracy.	Incomparable data due to old level system	34%	52%	52%	+18%
% of Pupil Premium children achieving Greater depth in Reading, Writing and Numeracy.	Incomparable data due to old level system	10% (TA)	13%	6%	-4%

Average scaled scores Pupil Premium	School	Nationally (all pupils)
Reading	99	105
Grammar, punctuation and spelling	103	106
Mathematics	104	104

Accelerated Learning Support Programme survey results 17-18

	Enjoyed school			making good progress			ALSP helps			talking about good things			talking about improvements		
	Y	N	don't know	Y	N	don't know	Y	N	don't know	Y	N	don't know	Y	N	don't know
Girls															
Y3 (12)	12	0	0	9	0	3	12	0	0	8	3	1	9	3	0
Y4 (9)	9	0	0	6	2	1	8	0	1	7	1	1	8	1	0
Y5 (15)	12	3	0	14	0	1	14	1	0	11	4	0	7	7	1
Y6 (16)	16	0	0	14	1	1	15	1	0	12	3	1	9	7	0
total (52)	49	3	0	43	3	6	49	2	1	38	11	3	33	18	1
%	94.23	5.77	0.00	82.69	5.77	11.54	94.23	3.85	1.92	73.08	21.15	5.77	63.46	34.62	1.92
Boys															
Y3 (10)	8	1	1	8	1	1	9	1	0	9	1	0	6	1	3
Y4 (17)	12	4	1	12	3	2	16	1	0	11	6	0	6	6	5
Y5 (17)	16	1	0	16	1	0	16	1	0	12	4	1	13	3	1
Y6 (15)	14	1	0	10	4	1	15	0	0	13	2	0	9	6	0
total (59)	50	7	2	46	9	4	56	3	0	45	13	1	34	16	9
%	84.75	11.86	3.39	77.97	15.25	6.78	94.92	5.08	0.00	76.27	22.03	1.69	57.63	27.12	15.25
Years															
Y3 (22)	20	1	1	17	1	4	21	1	0	17	4	1	15	4	3
Y3 %	90.91	4.55	4.55	77.27	4.55	18.18	95.45	4.55	0.00	77.27	18.18	4.55	68.18	18.18	13.64
Y4 (26)	21	4	1	18	5	3	24	1	1	18	7	1	14	7	5
Y4 %	80.77	15.38	3.85	69.23	19.23	11.54	92.31	3.85	3.85	69.23	26.92	3.85	53.85	26.92	19.23
Y5 (32)	28	4	0	30	1	1	30	2	0	23	8	1	20	10	2
Y5 %	87.50	12.50	0.00	93.75	3.13	3.13	93.75	6.25	0.00	71.88	25.00	3.13	62.50	31.25	6.25
Y6 (31)	30	1	0	24	5	2	30	1	0	25	5	1	18	13	0
Y6 %	96.77	3.23	0.00	77.42	16.13	6.45	96.77	3.23	0.00	80.65	16.13	3.23	58.06	41.94	0.00
school total(111)	99	10	2	89	12	10	105	5	1	83	24	4	67	34	10
%	89.19	9.01	1.80	80.18	10.81	9.01	94.59	4.50	0.90	74.77	21.62	3.60	60.36	30.63	9.01

After School Accelerated Support Programme survey results 17-18

	Enjoyed school			making good progress			ALSP helps			talking about good things			talking about improvements		
	Y	N	don't know	Y	N	don't know	Y	N	don't know	Y	N	don't know	Y	N	don't know
Girls															
Y3 (12)	12	0	0	9	0	3	12	0	0	8	3	1	9	3	0
Y4 (9)	9	0	0	6	2	1	8	0	1	7	1	1	8	1	0
Y5 (15)	12	3	0	14	0	1	14	1	0	11	4	0	7	7	1
Y6 (16)	16	0	0	14	1	1	15	1	0	12	3	1	9	7	0
total (52)	49	3	0	43	3	6	49	2	1	38	11	3	33	18	1
%	94.23	5.77	0.00	82.69	5.77	11.54	94.23	3.85	1.92	73.08	21.15	5.77	63.46	34.62	1.92
Boys															
Y3 (10)	8	1	1	8	1	1	9	1	0	9	1	0	6	1	3
Y4 (17)	12	4	1	12	3	2	16	1	0	11	6	0	6	6	5
Y5 (17)	16	1	0	16	1	0	16	1	0	12	4	1	13	3	1
Y6 (15)	14	1	0	10	4	1	15	0	0	13	2	0	9	6	0
total (59)	50	7	2	46	9	4	56	3	0	45	13	1	34	16	9
%	84.75	11.86	3.39	77.97	15.25	6.78	94.92	5.08	0.00	76.27	22.03	1.69	57.63	27.12	15.25
Years															
Y3 (22)	20	1	1	17	1	4	21	1	0	17	4	1	15	4	3
Y3 %	90.91	4.55	4.55	77.27	4.55	18.18	95.45	4.55	0.00	77.27	18.18	4.55	68.18	18.18	13.64
Y4 (26)	21	4	1	18	5	3	24	1	1	18	7	1	14	7	5
Y4 %	80.77	15.38	3.85	69.23	19.23	11.54	92.31	3.85	3.85	69.23	26.92	3.85	53.85	26.92	19.23
Y5 (32)	28	4	0	30	1	1	30	2	0	23	8	1	20	10	2
Y5 %	87.50	12.50	0.00	93.75	3.13	3.13	93.75	6.25	0.00	71.88	25.00	3.13	62.50	31.25	6.25
Y6 (31)	30	1	0	24	5	2	30	1	0	25	5	1	18	13	0
Y6 %	96.77	3.23	0.00	77.42	16.13	6.45	96.77	3.23	0.00	80.65	16.13	3.23	58.06	41.94	0.00
school total(111)	99	10	2	89	12	10	105	5	1	83	24	4	67	34	10
%	89.19	9.01	1.80	80.18	10.81	9.01	94.59	4.50	0.90	74.77	21.62	3.60	60.36	30.63	9.01