

Lionwood Junior School Pupil Premium Allocation 2013 - 2014

The Government allocates additional funding each year aimed at supporting pupils who are: Eligible for Free School Meals, Looked after by the Local Authority or the children of Armed Service personnel. Data collected from the schools in January each year is used to determine the amount of funding a school will receive based directly on eligibility on that given date. Schools decide how the premium is allocated as they are best placed to determine what additional provision should be made.

Schools decide on how the premium is allocated as they are best placed to determine what additional provision should be made. At Lionwood Junior School, our ultimate aim is to ensure the achievement of vulnerable pupils (those eligible for pupil premium funding) is, at least, in line with their peers. We have carried out research of successful practice in raising attainment of pupils who may be vulnerable in order to help to identify the most effective strategies appropriate for our own school context. (Pupil Premium Toolkit: Educational Enrichment Foundation, Ofsted Document: How schools are spending funding successfully to maximise achievement and knowledge of best practice from other local schools)

We use an online tracking system to identify those children who require intervention to make expected or accelerated progress and who would most benefit from additional support. Regular pupil progress meetings ensure Pupil premium spending is specific to individual need.

This year, at Lionwood Junior School, we have received £117,000 to improve the quality of education for the 73 children eligible for pupil premium funding. We are committed to ensuring we spend this money so they are safe, healthy and happy as confident individuals, successful learners and responsible citizens with high aspirations for their own future.

Number of pupils and pupil premium grant received	
Total number of pupils on roll 2013	192
Total number of pupils eligible for PPG/ever FSM 6 (pupil numbers eligible for FSM in the past six years)	73 pupils
Amount of PPG received per pupil	£953
Total amount of PPG received	£117,000

Allocation:	
2012 - 2013	£50,139
2013-2014	£117,000

During 2012 - 2013 the Governing body targeted the Pupil Premium Grant to:

- Finance additional staff to allow for smaller maths sets in year 4 - 6.
- Support accelerating progress in Year 6 with extra TA support for intervention.
- Support accelerated progress in reading across Year 6 through the continuation of the Fresh Start and Read, Write Inc. Spelling Programme.
- Provide enrichment activities for pupils, including funding school trips and after school clubs.
- Provide additional hours for teaching assistants to increase intervention and support accelerated progress.
- Ensure breakfast club is free for children with FSM.
- Train teaching assistants to deliver a range of intervention programmes in both Literacy and Numeracy, including Sound Discovery.
- Employ a teacher with a specific focus on 1:1 tuition for pupils across the school who have been identified as needing to make accelerated progress.
- Continue to support the Pupil and Parent Support Advisor in her role.

Breakdown of pupil premium spending 2012 - 2013

Use of funding	Cost
Additional Staff to include TA intervention 1:1 and small group/PSA	£31,319
Resources to include Fresh Start/Read Write Inc. Spelling Programme	£9,702
Enrichment Activities	£3,328
Educational visits	£1,958
School Clubs	£3,399
TA training	£445

Impact of pupil premium in 2012 - 2013:

- *Objective - Financing of additional staff to allow for smaller maths sets in year 4 - 6.*

Impact - This has ensured focussed teaching of groups at the appropriate level to effectively meet pupil need. Increased time due to lower pupil numbers has resulted in increased feedback to individuals and targeted next steps for learning.

- *Objective - To support accelerating progress in Year 6 with extra TA support for intervention.*

Impact - Pupils have been supported with strategies for learning. The teaching of meta-cognitive and self-regulation strategies have enabled learners to think about their learning more explicitly. Teaching pupils to set goals, monitor and evaluate their own learning has increased their motivation towards learning.

- *Objective - Supporting accelerated progress in reading across Year 6 through the continuation of the Fresh Start and Read, Write Inc. Spelling Programme.*

Impact - Improvement in children's phonic/spelling knowledge has been shown through targeted assessment of intervention groups.

- *Objective - Provide enrichment activities for pupils, including funding school trips and after school clubs.*

Impact - Money has been used to fund school trips in order to provide access to a range of curriculum opportunities and to enhance the curriculum for all children across the school. The decision was made to ensure that money did not become a barrier to equality of access to an enhanced curriculum. Enrichment activities have inspired and engaged more children in their learning. This has ultimately increased the enjoyment of school and, consequently, encouraged good attendance leading to increased progress.

- *Objective - Additional hours for teaching assistants to increase intervention and support accelerated progress.*

Impact - An increase in TA hours has meant increased regularity of interventions. Intervention analysis shows that all children made progress within these groups. Careful timetabling of interventions has ensured there has been no negative impact on other areas of the curriculum. All teachers reported improved confidence and positive attitude for children attending sessions.

- *Objective - Breakfast club is free for children with FSM.*

Impact - 32% (18/56) of children eligible for PP funding have signed up for breakfast. 50% (9/18) of those children attend breakfast club on a regular basis.

- *Objective - Training teaching assistants to deliver a range of intervention programmes in both Literacy and Numeracy, including Sound Discovery.*

Impact - Highly trained Teaching Assistants has ensured they fully understand their role in helping pupils to achieve. Interventions have been tailored to meet individual and group needs through systematic tracking.

- *Objective - Teacher with a specific focus on 1:1 tuition for pupils across the school who have been identified as needing to make accelerated progress.*

Impact - 1:1 teacher has allowed for targeted intervention, tightly focussed on gaps in pupils learning, closely matched to pupil need. Clear and challenging success criteria for individuals has been developed and closely monitored.

- *Objective - Finance is used to support the Pupil and Parent Support Advisor in her role reaching out to those who are potentially disengaged.*

Impact - PSA successfully used to support children and families with Social and Emotional difficulties and those with poor attendance.

Pupil Premium Progress 2012-2013

Percentage of pupils exceeding expected progress levels, achieving 2 or more sublevels in Reading, Writing and Mathematics:

Year 6	Reading	Writing	Maths
All pupils	26%	63%	81%
Pupil Premium	27%	55%	72%
Non Pupil Premium	23%	72%	89%
Gap between pp and non pp*	+4%	-17%	-17%

Year 5	Reading	Writing	Maths
All pupils	63%	60%	84%
Pupil Premium	74%	60%	74%
Non Pupil Premium	56%	60%	91%
Gap	+18%	0	-17%

Year 4	Reading	Writing	Maths
All pupils	63%	70%	48%
Pupil Premium	70%	60%	50%
Non Pupil Premium	59%	50%	47%
Gap	+11%	+10%	+3%

Year 3	Reading	Writing	Maths
All pupils	60%	43%	36%
Pupil Premium	51%	32%	19%
Non Pupil Premium	70%	52%	52%
Gap	-19%	-20%	-33%

Our internal data for current year groups shows that children eligible for the pupil premium are making similar or better progress in years 5 and 6 (years 4 and 5 shown above).

Percentage of pupils achieving expected progress in Mathematics at Key Stage 2

	2011				2012				2013			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	32	81	85	-4	48	90	89	1	41	88	90	-2
CLA/FSM*	15	80	85	-5	21	81	89	-8	26	88	90	-2
Non CLA/FSM*	17	82	85	-3	27	96	89	7	15	87	90	-3
Within School Gap		-2				-15				1		

Percentage of pupils achieving expected progress in English at Key Stage 2

	2011				2012			
	Cohort	School	National Non CLA/FSM*	Diff	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	32	88	85	3	48	90	90	0
CLA/FSM*	15	87	85	2	21	81	90	-9
Non CLA/FSM*	17	88	85	3	27	96	90	6
Within School Gap		-1				-15		

Percentage of pupils achieving expected progress in Reading at Key Stage 2

	2013			
	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	41	71	89	-18
CLA/FSM*	26	65	89	-24
Non CLA/FSM*	15	80	89	-9
Within School Gap		-15		

Percentage of pupils achieving expected progress in Writing (TA) at Key Stage 2

	2013			
	Cohort	School	National Non CLA/FSM*	Diff
All Pupils	41	78	93	-15
CLA/FSM*	26	77	93	-16
Non CLA/FSM*	15	80	93	-13
Within School Gap		-3		

During 2013 - 2014 the Governing body targeted the Pupil Premium Grant to:

- *Provide Inference Training for all staff in order to develop techniques for use with the whole class and specific intervention groups.*
- *Fund Break fast club, after school clubs and LJExtra.*
- *Purchase attendance prizes.*
- *Purchase intervention Resources - particularly with regard to social and emotional resources.*
- *Increase Teaching Assistant intervention time in the afternoons.*
- *Employ extra teachers in order to allow for smaller maths group/1:1 sessions.*
- *Library support assistant*
- *Continue to provide wrap-around support for children and families by maintaining an in-school Parent Support Advisor.*
- *Employ a school Social Worker for half a day per week.*
- *Fund all children for school trips.*