



<u>End of key stage data 2016/17</u>	Percentage at expected	Percentage at greater depth	Currently no national data available	Currently no national data available
Subject				
RWM	75%	0%		
Reading	75%	37.5%		
GPS	87.5%	25%		
Writing	87.5%	0%		
Maths	87.5%	9%		

<u>End of Key stage data 2015/16</u>	Percentage at expected	Percentage at greater depth	National data at expected	National data at greater depth	Above or below national
Subject					
RWM	50%	12.5%	39%	2%	Above in both
Reading	75%	25%	53%	10%	Above in both
GPS	50%	25%	53%	10%	Above in greater depth
Writing	75%	12.5%	64%	8%	Above in both
Maths	87.5%	12.5%	58%	12.5%	Above in both

Amount of Pupil Premium funding received-

Number of pupils eligible	26 (2x LAC)
Total PP received	£35,480

Identified barriers to educational achievement

St Andrew's Junior School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to extra-curricular activities- educational experiences such as trips, the school residential and extra- curricular clubs.
- Parental engagement with the school- completion of homework and ability to support their children in this area.
- The need of additional support in class, or through group education plans.
- Some have additional emotional needs which cause barriers to learning.

Rationale for Expenditure

TAs have been funded to focus on the specific needs of PP children throughout the school. Many pp pupils' parents are unable to pay for school trips, the residential trip to the Lakes and extra-curricular clubs (Cookery Club). In order to support their learning in all areas of the curriculum and to develop their confidence the school has allocated funding to pay for these additional expenses throughout the academic year. Additional TA support has been allocated to provide further support academic and emotional support to PP children. Funding has been allocated for the DHT to teach Year Six Booster lessons specifically focussing on grammar and the 4 rules; a significant number of PP children attend this group none of whom were at Age related expectations at the start of the academic year.

Key expenditure- how the allocation will be spent.

Area of spend	Focus	Total allocation
Additional TA support in classes and for focussed interventions.	English and Maths	£20,000
Cover for weekly Booster session run by DHT	English and Maths	£7000
Additional SEN support from Local Delivery Group	English, Maths, Social and Communication	£3500
Funding for extra-curricular clubs	Personal and social	£480
Funding for school trips and the residential	Personal and Social	£2500
Funding for homework club	Personal and social English and Maths	£2000

Area of spend	Intended outcomes- why these approaches were taken	Actions	Impact
<p>TA support in classes and for focused interventions. (GEPs)</p>	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths. (Meeting end of year standards) • 1:1 and/ or small group interventions planned to cater for individual needs (ie spelling, reading, handwriting, Inference) • Support within lessons to improve understanding in reading, writing and Maths. • Consolidation of learning completed in class- time to practise and application of skills. • Careful tracking of homework to ensure regular reading takes place. 	<ul style="list-style-type: none"> • Weekly TA meetings with SENCo- review of interventions, sharing of ideas and resources. • Teacher and TA weekly meetings to allow greater discussion and sharing of strategies and planning. Always for clear communication and expectations. • TA timetables carefully planned by Teachers to ensure a balanced curriculum is enjoyed by all children. • Close communication between TA, teachers, SENCo and HT to track progress on a half-termly basis. 	<ul style="list-style-type: none"> • Weekly meetings, additional training from EPS service, Specialist teaching team and Occupational therapists developed confidence and skill set of TAs delivering interventions. • Weekly meetings between TAs and teachers ensured maximum opportunities to diminish the difference between these groups. •

	<ul style="list-style-type: none"> • Priority reading if pupils do not read at home. • PP children to be monitored regularly to ensure well-being maintained and any emotional needs met. 	<ul style="list-style-type: none"> • Teacher and SENCo reviews- during PPA on regular basis. • TAs to provide evidence of progress from GEPs. • SENCo to support all staff with interventions 	
Cover for weekly booster sessions (run by DHT)	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths. • Pupils gain confidence with key concepts. • Pupils feel equipped to tackle more challenging work. 	<ul style="list-style-type: none"> • Regular review of groupings to ensure the maximum impact to children. • Data analysis to monitor progress. • Close communication between year six and DHT to ensure that work is in line with termly objectives. 	<ul style="list-style-type: none"> • 75% of PP children achieved the national expected standard in RWM.
Additional SEN support from LDG	<ul style="list-style-type: none"> • Identification of any specific learning difficulties or additional barriers to 	<ul style="list-style-type: none"> • Any children who are not making expected progress to be analysed and 	<ul style="list-style-type: none"> • Teaching staff benefited from specialist teaching strategies from professionals which were

	<p>learning that the child might be experiencing.</p> <ul style="list-style-type: none"> • Expert opinion and advice for SENCo and class teachers and TAs from Educational Psychologists, Speech and Learning Therapist and Occupational Therapy teams. 	<p>focussed on under Monitored Quality First Teaching MQFT.</p> <ul style="list-style-type: none"> • Expert support from LDG specialist teachers to advise staff and parents as needed. • Parents to be kept informed of meetings and suggested programmes to follow. 	<p>used to inform class teaching, interventions and 1:1 teaching.</p>
<p>Funding for extra-curricular clubs.</p>	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs by the school or external providers. • Pupils enjoy the experiences of being at school and are keen to stay late to participate in chosen activities. • Talents, skills and efforts in non-academic subjects are celebrated and 	<ul style="list-style-type: none"> • Analysis of numbers who have taken part in clubs. • Staff to talk to children/parents about possible interests and available clubs. • Funding to be arranged for paid clubs. Eg-cookery club. 	<ul style="list-style-type: none"> • 100% of pupil premium children were given the opportunity to attend the free homework club.

	develop self-confidence.		
Funding for school trips and residential trip	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and the year six residential to The Lakes. • Learning is supported by trips that are carefully planned to enhance the schools curriculum. • Social-skills, independence, perseverance and team-work are developed through participation in groups and the residential activities. 	<ul style="list-style-type: none"> • Residential letter includes information for parents about available funding. • HT to meet with parents requesting funding support. • Teachers made aware of funding available- parents can be approached if deemed appropriate. 	<ul style="list-style-type: none"> • 100% of parents who enquired about support for school trips were given financial support.
Funding for homework club	<ul style="list-style-type: none"> • Pupils to be given support in completing homework tasks. • Pupils to have internet access to complete My Maths homework. • Pupils to enjoy engaging with other children after school 	<ul style="list-style-type: none"> • No cost to parents for homework club support. • TAs to liaise with class teachers to have an awareness of homework tasks to be completed. • Children to be reminded to have 	<ul style="list-style-type: none"> •

		homework folders with them.	
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How will the school measure the impact of Pupil Premium?

At half-termly intervals the progress of the Pupil Premium pupils will be analysed by the class teacher and SENCo. Termly with the Head teacher. 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 their next-step targets.

Pupil premium Funding and the impact of this is a regular item on the governors' school curriculum committee.

Designated responsible staff member- Becky Black Acting SENCo

Nominated Governor- Derrick Louis

Date of next pupil premium strategy review-

Mon 14th November 2016 (Curriculum committee)

Mon 14th March 2017 (Curriculum committee)

Mon 26th June 2017