



Alverstoke Church of England Junior School

Pupil Premium Strategy 2018 - 2019

What is the Pupil Premium?

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2018/19:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

In the year 2017-2018 10.4% of our children were eligible for Ever 6 FSM funding, 3% of our children for LAC/Post LAC funding and 16% of our children were eligible for the Ever5 Service Premium. The anticipated funding for 2017-18 was £65,780.

This year (2018-2019) 9% of our children are eligible for Ever 6 FSM funding, 2% of our children for LAC / Post LAC funding and 16 % of our children are eligible for the Ever5 Service Premium. The anticipated funding for 2018-19 is £75,560.

Pupil Premium Strategic Principles

Our building block for tackling educational disadvantage:

- **Whole school ethos of attainment for all**

There is a culture of high expectations for all children

There is a belief that all disadvantaged children are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard.

- **Addressing behaviour and attendance**

A strong emphasis is based on developing positive behaviours for learning through our 'Foundations of learning'.

The school uses a range of positive behaviour management strategies alongside our core Christian values of Hope, Love and Grace to effectively support pupils.

Attendance is monitored and, when required, strategies are used to support families to improve attendance.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

- **High quality teaching for all**

The school ensures teaching is of a high-quality; responsive to on-going formative assessment to ensure disadvantaged pupils make excellent progress.

Teachers are committed to building positive relationships with children who find learning challenging

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

When required, timely interventions are used, under the direction of the class teacher, to accelerate progress of individuals.

- **Meeting individual learning needs**

There is a strong understanding of children's barriers to learning and how these present in school.

Learning gaps and misconceptions are quickly identified so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

- **Data driven**

The progress of disadvantaged pupils is discussed at all pupil progress meetings as a priority. Actions are identified, implemented and regularly reviewed within each assessment phase.

- **Clear, responsive leadership**

The senior leaders and pupil premium governor review the effectiveness of strategies at the end of each assessment phase.

Our Pupil premium lead rigorously monitors and challenges to ensure that outcomes are high for children eligible for pupil premium.

- **Deploying staff effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low or high academic attainment or emotional well-being.

How was the Pupil Premium used at Alverstoke Church of England Junior School 2017-2018?

- An additional non-class based teacher worked with individuals and groups supporting Maths and reading in class. This teacher worked one to one and focussed on individual needs in the Year 6 classrooms.
- Four 8:00am, one-hour maths breakfast sessions per week which included Year 6 FSM children, aimed at narrowing the gap.
- 1:1 or paired before and after school sessions for disadvantaged children at risk of not making expected progress and attaining at age related expectations.
- Members of the leadership held Pupil Progress meetings at the end of each phase to discuss and review the progress of specific vulnerable groups including all FSM and Services children.
- Teachers were released during an afternoon session per half term in order to meet with senior leaders and demonstrate the progress of these individuals. All teachers have a 'Vulnerable Groups' file, where tracking, targets and plans are kept.
- The support of an Emotional, Literacy Support Assistant (ELSA), available to support all vulnerable pupils. Employed as a result of FSM and Service Premium - 43% of children (39 children) eligible for pupil premium accessed this support. This is an increase of 7% from 2017-2018.
- Our ELSA / Home-school link worker worked with a number of parents of children eligible for pupil premium – holding after school consultations and writing plans to support with parenting and home relationships.
- Vulnerable pupils benefitted from support to develop their emotional well-being and resilience.
- Our Services Link Worker acted as the first port of call for service families, coordinated all of our Armed Forces projects, worked with the leadership team in tracking progress in Reading, Writing and Maths, worked one to one with children prior to a parent's deployment, and during the deployment communicated with the absent parent.
- The Service Premium allowed us to run a fortnightly afterschool club for service children. This club was run by our dedicated Services Link Worker.
- The school was able to subsidise the cost of trips, including residential trips for those eligible for free school meals.
- We were also able to subsidise the cost of after school clubs, holiday clubs and instrumental music tuition lessons.

What was the impact of this funding in 2017-2018?

At the end of KS2 Assessments:

- A greater number of children eligible for pupil premium achieved the expected standard in reading, writing and maths at the end of key stage 2 when compared to non-pupil premium children in the school and children nationally.
- Pupil premium children at Alverstoke Juniors achieved better than non-pupil premium peers nationally in reading, writing and maths.

Other measures:

- Our ELSA and pupil premium lead supported a number of vulnerable children with their transitions between key stage. Through discussions with parents and Bay House staff we are aware that all children have made a successful start to secondary school. Liaison between both schools is on-going to ensure children are fully supported.
- ELSA and pupil premium lead liaised with a staff from outside agencies to gain support for families in the home to ensure that the external factors did not affect their progress at school.
- Service children with emotional behavioural difficulties, being supported by Services link worker, made significant improvements in readiness for learning which was demonstrated by an improved attitude to their learning both at home and at school and all children achieved in-line with their non-pupil premium peers.
- Our support for services families offered a range of group events and opportunities for both parents and children to build supportive relationships to prevent potential stress caused by deployment. Our services children attained in-line or above their non-services peers.
- 74% of children eligible for pupil premium attended at least one, and often more, after school club which had a positive impact on their self-esteem, emotional well-being and readiness to learn. This percentage has increased year on year – 4% increase from 2017-2018.
- 37% of children eligible for pupil premium benefited from music tuition.
- End of year data for all year groups shows that in most subjects in most year groups children eligible for pupil premium are performing in line or above their non-pupil premium peers (other than in the current Year 4 in writing and maths and the current Year 6 in reading).

How is the Pupil Premium being spent in 2018-2019?

All the work outlined above will continue during 2018/19. A senior member of staff is responsible for the role of 'Inclusion Leader'. They are responsible for monitoring the progress of all pupils eligible for Pupil Premium, identifying where further support is required and ensuring that this is put in place.

Pupil Premium Allocation

Total Funding based on Academic Year				
Academic Year 17/18 (September 2017 - August 2018)		Total No.of Eligible Pupils	Amount Per Pupil (£)	Total Amount (£)
Deprivation – based on the January 2017 & 2018 Census	September - March	16.92	1320	22334
	April - August	13.75		18150
Service Children – based on the January 2017 & 2018 Census	September - March	35	300	10500
	April - August	22.08		6624
Post LAC – based on the January 2017 & 2018 Census	September - March	2.92	1900	5548
	April - August	2.92	2300	6716
				69872

Evaluation/Review for 2017-18

Pupil Premium used for:	Amount allocated to the intervention / action	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action,	Specific intended outcomes: how will this intervention or action improve achievement?	Actual impact: What did the action or activity actually achieve?
One to one support by qualified teacher in year 6 equivalent to 3 days a week.	£30,205	Continued	Teacher supported in class and withdrawing small group or individuals, working alongside those who are off track in writing and eligible for the Pupil Premium.	Those identified as underachieving in writing make accelerated progress across each term.	In reading, writing and maths a greater number of pupil premium children achieved ARE than non-pupil premium peers.
ELSA support time 2.5 days a week	£7660	Continued	ELSA meeting with children to complete a range of activities to develop self – esteem, manage anxiety and develop strategies to identify and manage other emotions.	Reduce the emotional impact that deployment has on achievement.	Evidence from pre and post assessments show children meeting targets and making progress. Children are able to manage their emotions and as a result are ready to learn and they can fully access the curriculum.
Services Link Worker 5 hrs Resources for service club/Services trips	£2,553 £757	Continued	Support families through after school services club. Link worker meeting with individual pupils during times of parental deployment. Range of activities – including sending e-bluey mail messages to deployed parents.	Families engaging with the school through the club.	Increasing number of families now engaged with services club. Services children ready to learn and achieving in line with their peers.
FSM support – Focussed teaching assistant time	£15,424	Continued	Teaching assistants to support FSM who are currently on SEN register with specific programmes - eg aceler read and write, rapid reading, success at arithmetic and first class at number.	Children make at least 2.0 ratio gains with each intervention and evidence from interventions can be seen in progress of children's class work.	FSM children with SEND achieving good progress based on their KS1 starting points.
Supply cover to release teachers for pupil progress meetings	£1,411	Continued	Teachers to identify progress being made by each target child. Completing the barriers to learning and intervention impact document	Teachers putting personalised support into place and monitoring progress towards individual targets.	Class teachers aware of next steps in learning for the potentially vulnerable groups in their class. FSM and services children achieving in-line with peers.
Teachers for breakfast maths sessions	£1291 £140	Continued	Class teachers identify target children to take part in additional maths sessions to pre-teach or over learn specific concepts.	PP children to be achieving in line if not above non PP peers.	A greater number of children eligible for pupil premium achieved the expected standard in maths at the end of key stage 2 tests.
Music/instrumental tuition	£360	Continued	Funding to support children in learning to play a musical instrument. Subsidised cost of peripatetic teachers.	Inclusion of PP children in wider opportunities in learning play a musical instrument.	37% of children eligible for Pupil Premium had instrumental tuition.
Support with cost of school trips, after school clubs, residential and out of school extra curricula activities.	£1895	Continued	Funding to pay for curriculum day trips and key residential trips in year 4 5 and 6 Funding to pay for afterschool club provision. Cost of outside providers .	All children having the opportunity to benefit from off-site learning	100% Pupil Premium children attending educational visits and residential trips. 74% of pupil premium children taking part in before /after school clubs during 2017-2018 – an increasing number from previous years.
Milk	£60	Continued	Children offered free milk each morning.		
Uniform	£42	Continued	Support for families to pay for suitable school uniform.		
Staff training	£200	new	Professional development for teachers and support staff to understand behaviour.	Teachers continue to develop their understanding around the theory of attachment and behaviour as a communication.	Reduction in 'unsafe' incidents and behaviour that put children at risk of exclusion. Improved knowledge and skills of staff.
Total spend £61,998					

2018/19 Pupil Premium Statements

Total Estimated Funding based on <u>Financial Year</u>			
Financial Year 18/19 (April 2018 - March 2019)	Total No. of Eligible Pupils	Amount Per Pupil (£)	Total Amount (£)
Deprivation - pupils currently on the January 2018 Census eligible for FSM in the last 6 years	33	1320	43560
Service Children - pupils currently on the January 2018 census eligible in the last 5 years	53	300	15900
Post Looked After Children - pupils currently on the January 2018 census who qualify as Post looked After	7	2300	16100
Total Allocation			75560

Total Estimated Funding based on <u>Academic Year</u>				
Academic Year 18/19 (September 2018 – August 2019)		Total No. of Eligible Pupils	Amount Per Pupil (£)	Total Amount (£)
Deprivation	September – March	19.25	1320	25410
	April – August	12.08		15946
Service Children	September – March	30.92	300	9276
	April – August	20.42		6126
Post LAC	September – March	4.08	2300	9384
	April – August	2.08		4784
				70926

Main barriers to educational achievement	Pupil Premium Spend Allocation - Academic Year 2018/2019				
		Intervention	Amount of time	Cost	How it will be monitored
Lack of parental engagement or academic support. Overcrowded households and chaotic home lives.	Salaries:	Pupil Premium Teacher for 1:1 and groups and pre-teaching. Intervention groups	3 days a week	£32,948	End of year progress and attainment data.
Parents own negative views / experiences in the education system. Children who appear to lack motivation Children who find it difficult to accept imperfections in their work. Children with high levels of anxiety.		FSM support - Focussed teaching assistant time	30 hours weekly	£16,500	End of year progress and attainment data. Ratio gains of individuals taking part in small group and 1:1 interventions.
Low self-esteem and sense of self Lack of self control and ability manage own emotions Difficulty with social skills and managing friendships Lack of confidence and consistency in parenting Poor behaviour at home		ELSA		£21,251	Strength and difficulty questionnaires used to monitor improvements in emotional resilience. Data showing children taking part in extra-curricular activities in-line with their non-pupil premium peers. Pupil premium children's attendance to be monitored to ensure it is in-line with their non-pupil premium peers.
Emotional upset due to periods of deployment. Lack of understanding of parents being away for extended periods of time.		Services Link Worker	5 hours weekly	£2750	End of year progress and attainment data showing children achieving their potential. Pupil premium children's attendance to be monitored to ensure it is in-line with their non-pupil premium peers.
Staff awareness and understanding of those who require targeted support.		Supply cover to release teachers for pupil premium progress meetings	12 days/year	£2,400	Learning walks, lesson observation and work scrutiny showing teachers are targeting support towards those on the pupil premium register.

Staff training to understand the impact of attachment and emotional development on children's learning.		Staff training			Academic outcomes of children.
	Total - Salaries			£75849	
Low sense of self – children do not believe they are capable and lack resilience to failure.	Music	Subsidised - Music tuition / Rock steady		£1050	Numbers of children taking part in extra-curricular activities is in-line with non pupil premium peers.
Low sense of belonging	Trips	Subsidised day trips		£815	
Sensitivity to friendship dynamics and peer relationships		Subsidised residential trips to Stubbington, Avon Tyrrel and Berlin.		£660	Pupil premium children feel confident to take part in festivals in the church and end of topic outcomes in-line with their peers.
	Clubs	Drama, Sport and Art		£20	
	Holiday activity camps	Scouts, Girl Guides etc		£1166	Pupil premium children's attendance to be monitored to ensure it is in-line with their non-pupil premium peers.
	Uniform			£245	
	Resources	Resources for services club		£800	Pupil premium children achieve in-line with non-pupil premium peers.
	Milk			£20	
	Total			£4776	
	Total			£80,625	

Attainment end of 2018 - % at Age Related Expectations % at greater depth	Other	Ever6/LAC/ Post-LAC	Services (Ever4)	Comments / current actions
Year 6	50	10	8 children	
Reading	92% (TA) 80% (Test)	100% (TA) 90% (Test)	100% (TA) 88% (Test)	Children eligible for pupil premium achieved at least in-line with non pupil premium peers in Reading. A greater percentage of services and disadvantaged children achieved at least age related expectations in the end of year tests.
Writing	92%	100%	100%	A larger percentage of children eligible for pupil premium achieved at least ARE when compared to their non pupil premium peers.
Maths	86% (TA) 82% (Test)	100% (TA) 90% (Test)	94% (TA) 88% (Test)	Children eligible for pupil premium achieved at least in-line with non pupil premium peers in Maths. A greater percentage of services and disadvantaged children achieved at least age related expectations in the end of year tests.
Year 5	71 children	11/1/1(13)	18 children	
Reading	93% 41%	63% 25%	94% 72%	PP lead to monitor progress of Disadvantaged children in reading Services children achieving in-line with non-pupil premium peers. Greater number of services children working at GDS standard in comparison to non-pupil premium peers.
Writing	61% 35%	63% 25%	83% 61%	Pupil premium children attaining at least in-line with non-pupil premium peers.
Maths	77% 37%	75% 38%	89% 77%	Pupil premium children attaining broadly in-line with non-pupil premium children in maths. This is also consistent at the greater depth standard.
Year 4	47 children	5/0/3 (8)	14 children	
Reading	77% 43%	92% 42%	86% 36%	Pupil premium children attaining above non-pupil premium children in reading at age related expectations.
Writing	74% 40%	92% 33%	79% 45%	Pupil premium children attaining above non-pupil premium children in writing at age related expectations.
Maths	79% 49%	92% 25%	71% 36%	Pupil premium children attaining in-line with non-pupil premium children at age related expectations.
Year 3	54 children	7/0/1/ (8)	7 children	
Reading	81% 30%	88% 44%	86% 43%	Pupil premium children attaining above non-pupil premium children in reading.
	74%	38%	86%	Services children are attaining above non-pupil premium peers.

End of Key Stage 2
Disadvantaged/Non-Disadvantaged Comparison 2016 - 2018

Summary of
progress for
for pupil
(services and

Subject	Disadvantaged 2016 (5 children)	Non- Disadvantaged 2016 (63 children)	Disadvantaged 2017 (9 children)	Non- Disadvantaged 2017 (59 children)	Disadvantaged 2018 (10 children)	Non- Disadvantaged 2018 (58 children)
Reading	100% 1.0	78% -2.5	78% -1.1	78% -1.0	90% 0.8	83% -1.5
Maths	80% -0.9	94% -0.9	67% -3.1	73% -2.5	90% -1.3	85% -1.7
Writing	100% 1.4	100% 2.6	89% 2.9	93% 2.6	100% 3.5	88% 2
	80%	78%	67%	64%	90%	74%

children's
those eligible
premium

disadvantaged) based on prior attainment (End of Key stage 1) 2017-2018

Outside POS - The child is working outside the programme of study

C – Child is working close to the expected level

S – Child is working at the expected level

B – Child is working beyond the expected level

Year 3

		Reading			
		Outside POS	C	S	B
EXS		-	-	100.00% (7/7)	-
GDS		-	-	33.33% (2/6)	66.67% (4/6)

(Two children are missing from this data as they are currently working significantly behind their peers in reading.)

		Writing			
		Outside POS	C	S	B
EXS		-	30.00% (3/10)	60.00% (6/10)	10.00% (1/10)
GDS		-	-	-	100.00% (2/2)

(Three children are missing from this data as they are currently working significantly behind their peers in writing.)

		Mathematics			
		Outside POS	C	S	B
No Data		-	-	100.00% (1/1)	-
EXS		-	-	100.00% (11/11)	-
GDS		-	-	50.00% (1/2)	50.00% (1/2)

(One child is missing from this data as they are currently working significantly behind their peers in maths.)

Year 4

		Reading			
		Outside POS	C	S	B
No Data					
		-	-	50.00% (1/2)	50.00% (1/2)
PKF					
		100.00% (1/1)	-	-	-
EXS					
		-	10.00% (1/10)	80.00% (8/10)	10.00% (1/10)
GDS					
		-	-	33.33% (3/9)	66.67% (6/9)

		Writing			
		Outside POS	C	S	B
No Data					
		-	-	100.00% (2/2)	-
PKF					
		100.00% (1/1)	-	-	-
WTS					
		-	-	100.00% (1/1)	-
EXS					
		-	14.29% (2/14)	42.86% (6/14)	42.86% (6/14)
GDS					
		-	-	-	100.00% (4/4)

		Mathematics			
		Outside POS	C	S	B
No Data					
		-	-	50.00% (1/2)	50.00% (1/2)
WTS					
		20.00% (1/5)	40.00% (2/5)	40.00% (2/5)	-
EXS					
		-	18.18% (2/11)	27.27% (3/11)	54.55% (6/11)
GDS					
		-	-	25.00% (1/4)	75.00% (3/4)

Year 5

		Reading			
		Outside POS	C	S	B
No Data		-	-	50.00% (1/2)	50.00% (1/2)
2B		-	66.67% (2/3)	33.33% (1/3)	-
2A		-	-	80.00% (4/5)	20.00% (1/5)
3		-	-	19.05% (4/21)	80.95% (17/21)

		Writing			
		Outside POS	C	S	B
No Data		-	50.00% (1/2)	-	50.00% (1/2)
2C		-	100.00% (2/2)	-	-
2B		-	57.14% (4/7)	42.86% (3/7)	-
2A		-	-	40.00% (4/10)	60.00% (6/10)
3		-	10.00% (1/10)	-	90.00% (9/10)

		Mathematics			
		Outside POS	C	S	B
No Data		-	-	50.00% (1/2)	50.00% (1/2)
2B		-	100.00% (2/2)	-	-
2A		-	7.69% (1/13)	61.54% (8/13)	30.77% (4/13)
3		-	-	21.43% (3/14)	78.57% (11/14)

Year 6 (Test data)

Pupil premium Year 6 2017-2018 |

Reading KS2 Test			
KS1	Below	At	Other
No KS1 Data	-	100% (1/1)	-
L1 and Below	-	-	-
2C	-	100% (1/1)	-
2B	-	100% (5/5)	-
2A	40% (2/5)	60% (3/5)	-
L3 and Above	-	100% (6/6)	-

Maths KS2 Test			
KS1	Below	At	Other
No KS1 Data	-	100% (1/1)	-
L1 and Below	-	-	-
2C	-	-	-
2B	20% (1/5)	80% (4/5)	-
2A	10% (1/10)	90% (9/10)	-
L3 and Above	-	100% (2/2)	-

Closing the Gap

	School 2016	National 2016		School 2016	
% pupils achieving the expected standard at the end of Key Stage 2 (test data for reading and maths).	Disadvantaged	All	Gap	All	Gap
Reading	100%	66%	+ 34%	79%	+21%
Writing	100%	74%	+26%	100%	0
Maths	80%	70%	+10%	93%	-13%
Reading, Writing and Maths	80%	60%	+20%	78%	+2%

	School 2017	National 2017		School 2017	
% pupils achieving the expected standard at the end of Key Stage 2 (test data for reading and maths).	Disadvantaged	All	Gap	All	Gap
Reading	76%	71%	+5%	78%	-2%
Writing	92%	76%	+16%	93%	-1%

Maths	76%	71%	+5%	72%	+4%
Reading, Writing and Maths	76%	61%	+15%	65%	+9%

	School 2018	National 2018		School 2018	
% pupils achieving the expected standard at the end of Key Stage 2 (test data for reading and maths).	Disadvantaged	All	Gap	All	Gap
Reading	90%	75%	+15%	84%	+6%
Writing	100%	78%	+22%	90%	+10%
Maths	90%	76%	+14%	85%	+5%
Reading, Writing and Maths	90%	64%	+26%	76%	+14%

Pupil Premium Strategy to be reviewed: October 2019