BANKS LANE JUNIOR SCHOOL

PUPIL PREMIUM GRANT

All members of staff and the Governing Body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Banks Lane Junior School is committed to ‘Narrowing the Gap’ between vulnerable pupils and the pupil premium forms a vital part of that process. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

• Facilitating pupils’ access to education

• Facilitating pupils’ access to the curriculum

• Alternative support and intervention within the school

**Reporting Pupil Premium**

It is the responsibility of the Governing Body to explain pupil premium expenditure to parents in the form of an annual statement. There is no set format for the report of pupil premium. We will publish the report online annually. The report aims to detail information on how Pupil Premium has been used within school. This report will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. Reports will also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress. Regular reports will be presented on the progress of pupils supported by Pupil Premium to the Achievement Committee.

**Reporting to Parents**

Parents will be able to obtain information on the pupil premium via the school website. This will be updated annually.

**Responsibility for Reporting**

The responsibility for the report will be allocated to the Senior Leadership Team.

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| **PUPIL PREMIUM GRANT REPORT 2014 - 2015** | | | | |
| Number of pupils & pupil premium grant (PPG) received | | | | |
| **Total number of pupils on role:** | | | 356 (Sep 2014) | |
| **Total number of pupils eligible for PPG:** | | | 79 | |
| **Amount PPG received per pupil:** | | | £1 300 (£300 for service children) | |
| **Total amount of PPG received:** | | | £106 900 | |
| **Summary of PPG spending 2014 - 2015** | | | | |
| **Objectives of spending PPG:**   * To accelerate progress with the aim for all pupils to make at least good progress and close the attainment of pupils compared to National data. * To ensure floor standards at the end of KS2 are achieved. * To ring fence the funding so that it is spent on the target group of children. * To support disadvantaged pupils to achieve the highest levels | | | | |
| Record of PPG spending by item/project 2014-2015 | | | | |
| **Item/Project** | **Cost** | **Objectives** | | **Outcomes** |
| Tracking, monitoring and Assessment | £6500 | Quality assurance  Monitoring and evaluation | | Consistent implementation of practice and expectations across the school; ensuring assessment without levels are embedded throughout the school.  Full impact will be measured in 2015-2016 academic year. |
| Proportion of Assistant Headteacher/SENCO time to raise self-esteem and improve progress | £5500 | Quality of teaching and sharing expertise for SEND pupils. | | 2015 SATs results show that the gap between SEN and Non-SEN pupils is below local authority average in reading, writing and maths by an average of 1.57AP with a significant positive difference of 2.4AP in writing.  Gap between PP and Non-PP children in reading, writing and maths is smaller than the local authority average by an average 0.93AP across all three subjects. |
| Percentage of HLTA | £12000 | To provide individualised support at all levels including small group work. | | HLTA support focused in Year 3 included:   * Individual support for children receiving PP funding; * Targeted intervention support based on progress in lessons.   The gap between PP and Non-PP progress in Year 3 was -0.3AP in reading, the same rates of progress in writing and a difference of -0.2AP in maths at the end of the 2014-2015 academic year. |
| Percentage of Teaching Assistant hours for Maths and English support in class | £10700 | Ensure effective delivery of quality first teaching in class. | | The gap between PP and Non-PP progress in Year 3 was 0.3AP in reading, the same rates of progress in writing and a difference of 0.2AP in maths at the end of the 2014-2015 academic year.  The gap between PP and Non-PP progress in Year 4 was the same in reading, +0.1 AP in writing and and the same in maths at the end of the 2014-2015 academic year.  The gap between PP and Non-PP progress in Year 5 was -0.1 AP in reading, -0.1AP in writing and the same in maths at the end of the 2014-2015 academic year.  The gap between PP and Non-PP progress in Year 6 (based on TA) was +0.1 AP in reading, the same in writing and -0.1AP in maths at the end of the 2014-2015 academic year. |
| Percentage of Restorative Approaches (RA) programme | £2000 | To provide an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability | | The work completed by BLJS has led to our school being classed as one of Stockport’s Restorative Approaches Flagship Schools.  Incidents relating to behaviour significantly reduced by the end of 2014-2015 academic year; developing the learning ethos within school and reducing time lost to behavioural issues and disputes during recreational times of the day. |
| Small group work led by teachers to support children working below the National Average in Reading and Writing | £8480 | Individualising support at all levels. To ensure children make at least expected progress. | | The gap between PP and Non-PP progress in Year 3 was a difference of -0.2AP in maths at the end of the 2014-2015 academic year compared to -0.5AP at the start of the year – therefore the gap has reduced.  There was no gap between PP and Non-PP progress in Year 4 at the end of the 2014-2015 academic year compared to a gap of 0.3AP at the start of the year – therefore the gap has reduced.  The gap between PP and Non-PP progress in Year 5 the same in maths at the end of the 2014-2015 academic year as it was at the start of the academic year.  The gap between PP and Non-PP progress in Year 6 (based on TA) was -0.1AP in maths at the end of the 2014-2015 academic year compared to 0.1 AP at the start of the year – therefore the gap has stayed the same.  The gap between PP and non PP children at the end of KS2 in maths was 2.6AP which is 0.4AP better than the LA average. |
| Teacher led - to support children working below the National Average in Maths | £19575 | Individualising support at all levels. To ensure children make at least expected progress. | |
| Numeracy Support Programme led by Teaching Assistants | £1791 | Individualising support at all levels. To ensure children make at least expected progress. | |
| Third Space Learning | £3981 | 1:1 online support in maths for targeted Year 6 children to raise aspirations in maths. | | The gap between PP and non PP children at the end of KS2 in maths was 2.6AP which is 0.4AP lower than the LA average. Children who received PP funding who attended Third Space Learning were supported in closing their attainment gap between non PP children. |
| Better Reading Partnership led by teaching assistants | £15217 | To ensure children make at least expected progress. | | **Mainly focussed on Y6 pupils:**  12 x children per term received 3 x intensive 30 minute reading session with teaching assistants.  **Outcome:**  The progress gap between PP and non PP children at the end of KS2 in reading was 1.7AP which is 1 AP lower than the LA average. |
| Percentage of enhanced reading materials including:   * Bug Club * Purchase of dyslexia friendly materials * New Reading Materials | £4050 | Enhance reading provision in school by increasing quality and access to learning materials | | The gap between PP and non PP children at the end of KS2 in reading was 1.7AP which is 1 AP better than the LA average. Progress gap between PP and Non-PP children in Year 3-5 is -0.2AP |
| Quest – writing support led by teaching assistants.  Girls’ writing group | £2400 | To ensure children make at least expected progress. | | Intervention assessment data as well as attainment data progress within these intervention sessions has secured accelerated progress in writing for the children who were placed onto this intervention.  The was no gap between PP and Non PP progress in writing with a PP children projected APS score of 13.2AP by the end of KS2 for the 2014 Year 3 cohort. |
| Jolly Phonics – writing support led by teaching assistants | £600 | To ensure children make at least expected progress. | | Intervention assessment data as well as attainment data shows that progress within these intervention sessions has secured accelerated progress in the fluency and mechanics of reading for the children who were placed onto this intervention. |
| Confidence Building/emotional support – 1:1 sessions led by teaching assistants | £3000 | To raise self-esteem and improve progress | | These sessions have provided additional support for pupils with a range of needs; emotional, social and behavioural. Barriers to learning are reduced and the targeted pupils have made increased progress. |
| Attendance Incentives | £600 | To improve attendance by offering a reward scheme to children. Weekly FA Cup Award. Annual reward to class with highest attendance. End of year gift cards. | | Increased attendance of all school including PP children.  2013-2014 academic year:  **Pupil Premium Attendance** – 94.35%  **Non-Pupil Premium Attendance** – 96.82%  **2014-2015 academic year:**  **Pupil Premium Attendance** – 94.56%  **Non-Pupil Premium Attendance** – 96.60%  With only one PP child in school being recorded as having persistent absence compared to 2 non-pupil premium children. |
| Home Learning Club  Mad Science Club | £960  £108 | To raise self-esteem and improve progress. Extended learning time. | | Has supported pupils in building on work completed in class. Regular completion of home learning which has aided children to meet targets.  This has also helped to promote positive attitudes to school and supported parents with supporting learning at home. |
| School visits support   * Conwy * Kingswood * Ilam Hall * Local visits | £224 | To ensure all pupils have access to school visits to enrich their curriculum and remove the potential cost barrier. | | All children had access to additional educational visits which supported their learning in a variety of ways including:   * Academically – Conwy (town study); * Socially – Ilam Hall (Team learning games); * Exceeding personal challenges – Kingswood. |
| Music tuition | £160 | To ensure all pupils have access to the wider curriculum. | | Allowing all pupils to access provision linked to their strengths. This has increased motivation of pupils to learning of music. |
| Translation Services | £250 | To enable EAL pupils to have full access to curriculum. | | Support for pupil at school to access learning in class as well as support services outside of school. |
| Subsidised Breakfast Club places  SATS breakfasts and refreshments | £600  £400 | To improve the attendance of specific pupils and reduce the number of persistent late pupils. | | Improvement in attendance and reduction in late marks for children who had subsidised breakfast club places.  Pupils demonstrate a positive attitude to learning. |
| Lunchtime Supervision for targeted children. Sports coach lunchtime interventions. | £1560 | For socially isolated children, working together creating a 'level playing field' for all ages and abilities. | | Vulnerable children have been allowed to access high quality sports provision during school hours in addition to PE teaching within school. |
| Percentage costs towards iPads | £6400 | To ensure all children have access to mobile technology to access the wider curriculum | | Increased iPad provision in school to support Teaching and Learning of core subjects including:   * Developing children’s understanding beyond the classroom by use of a range of apps including: Aurasma, String, iMovie, Comic Maker, Epic Citadel, Pic Collage, Thing Link and Keynote. * Use of Explain Everything to promote meta-cognition (language of learning) as well as the creation of multimedia to present learning. * Increased pupil enjoyment within lessons – pupil voice evidence. |
| **Total of Pupil Premium expenditure** | **£107056** | | | |