



Pupil Premium Strategy – October 2018 – October 2019

The Pupil Premium is additional funding received by schools for the purpose of closing the attainment gap between disadvantaged and other pupils. Pupils who attract the pupil premium include:

- FSM pupils
- Ever 6 – pupils who have been eligible for free school meals at some point in the last 6 years
- Service children
- CLA: eligibility for funding has been extended to all children who:
 - have been looked after for 1 day or more
 - were adopted from care on or after 30 December 2005 left care under: a Special Guardianship Order on or after 30 December 2005 / a Residence Order on or after 14 October 1991

The pupil premium strategy for Lumley Junior School will be reviewed at the end of each term.

The proportion of pupils known to be eligible for free school meals is **below the national average: approximately 13%**.

The uptake of FSM at our school may not be indicative of the actual number of pupils entitled to FSM.

The proportion of pupils known to be eligible for free school meals has been **stable** over time.

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	156
Total number of pupils eligible for PPG	30
Amount of PPG received per pupil	£1320
Total amount of PPG received	£39600

Previous performance of disadvantaged pupils

	2017-18	2018-19
% of pupils making expected progress in English	Reading Progress Score: 5.84 (av. 3.35) Writing Progress Score: 7.48 (av. 3.94)	On track in all year groups
% of pupils making expected progress in maths	Maths Progress Score: 6.36 (av. 3.86)	On track in all year groups
Comparison with national	National average for 2018 not available at time of writing.	

In school barriers

Low level of resilience and independence for some children

TA support targeted towards children with specific needs; little in class support for most groups

Increasing mental health issues

Out of school barriers

Low expectations from some families; low aspirations

Difficulties / issues at home – mental health issues, drug & alcohol problems, domestic violence, financial problems, poverty

Attendance and punctuality poor for some children

High level of persistent absenteeism

Poor language and communication skills for some children

Summary of PPG spending

Objectives in spending PPG:

Pupils come to school every day and on time and have attendance over 96% over the year. More pupils achieve 100% attendance. (Measured weekly in assembly, rigorous meetings and collaboration with targeted families.) The number of persistent absentees is reduced.

Pupils understand how to be healthy, keep clean, live healthy lifestyles and make healthy choices.

Pupils work independently and in groups to access learning with enthusiasm and rigour. Pupils respond well to challenge and achieve highly. (Measured termly via pupil progress meetings, seen in book scrutiny.)

Pupils are identified who need support through intervention CWC, Relax Kids, counselling etc. and support programmes have a positive impact. Pupils are happy to come to school and can focus on learning. All pupils are supported to be safe at home and in school via safeguarding procedures.

Pupils engage in vibrant, relevant and motivational learning experiences and are enthused about their learning. Pupils demonstrate transferable skills of resilience, reciprocity and respect. (Monitored through award system and behaviour.)

Parents know what their child is learning and how to help them. They know how well their child is achieving and the target areas for development. Parents participate in school events and support their children's activities.

Record of PPG spending by item/project

Item/project	Cost	Objective	Actual Outcome / Impact
Y3 – Y6 in class support	£10212	Pupils engage in regular in-class intervention support identified by the teacher in response to summative data and formative assessment. Pupils will narrow or close gaps in learning. Pupils will work within ARE. Pupils who did not achieve secure outcome for previous ARE are current focus.	Increased percentage of PP children working at ARE by the end of school year in all classes. Children to make accelerated progress towards age related outcomes. That the attainment gap between PP children and non PP children is reduced and outstanding progress is maintained. (see table below)
Y6 booster group (Sept 18 – Dec 18) (Jan 19-May 19)	£2797 £12893	Pupils engage in regular in-class intervention support identified by the teacher in response to summative data and formative assessment. Pupils will narrow or close gaps in learning. Pupils will work within ARE. Pupils who did not achieve secure outcome for previous ARE are current focus	For end of key stage outcomes to continue to show better than expected progress in Reading, Writing and Maths for PP children. (see table below)
Connecting with Children	£0	Pupils are supported to receive therapeutic interventions to enable them to gain fully from school life. Pupils can apply themselves to their learning and achieve well. Parents are supported to help their children become resilient and independent learners.	Pupils develop behaviour for learning: resilience, reciprocity, reflectiveness, respect and resourcefulness. Pupils develop personally in Social, Moral, Spiritual and Cultural awareness
Relax Kids (all classes)	£30 (resources only)	Pupils are supported to receive therapeutic interventions to enable them to gain fully from school life. Pupils can apply themselves to their learning and achieve well. Parents are supported to help their children become resilient and independent learners.	Pupils develop behaviour for learning: resilience, reciprocity, reflectiveness, respect and resourcefulness. Pupils develop personally in Social, Moral, Spiritual and Cultural awareness
Residential visit	£540 contribution	Provide all pupils with the opportunity to take part in educational visits out of school to enhance the curriculum. Fund used for disadvantaged families who are unable to pay in full. Pupils will be inspired and excited by new learning and visits will enhance their educational experience. Pupils will relate more easily to new learning as a result of visits. Pupil's will enjoy sharing learning experiences together and develop a sense of teamwork and collaboration	Pupils experience broad and high-quality learning linked to their curriculum. This experience impacts on their achievement in reading, writing, EGPS and maths.

Y3 support (HLTA)	£8100	Pupils engage in regular in-class intervention support identified by the teacher in response to summative data. Pupils will narrow or close gaps in learning. Pupils will work within ARE. Pupils who did not achieve secure outcome for previous ARE are current focus.	Children continue to make accelerated progress towards age related outcomes. That the attainment gap between PP children and non-PP children is reduced.
Y4/6 Social Skills groups	£0	Pupils are supported to receive therapeutic interventions to enable them to gain fully from school life. Pupils can apply themselves to their learning and achieve well. Parents are supported to help their children become resilient and independent learners.	Pupils develop behaviour for learning: resilience, reciprocity, reflectiveness, respect and resourcefulness. Pupils develop personally in Social, Moral, Spiritual and Cultural awareness
Poverty Proofing the School Day	£2000	To work with parents to address issues preventing good attendance. To work with all pupils to ensure learning behaviour is good and enable optimum learning to take place. To ensure all pupils are safe at home and in school and are well supported to learn. Pupil's attendance improves and support is in place to enable all pupils to come to school every day and on time. Pupil's barriers to learning are addressed and all pupils are able to learn well within a class setting. Pupils are safe both at home and in school and are able to access learning without distraction and are supported to address gaps in learning.	Pupils develop behaviour for learning: resilience, reciprocity, reflectiveness, respect and resourcefulness. For attendance for PP children to improve, rates of persistent absenteeism to reduce and lateness to be eradicated. (see table below)
Parental Liaison attendance worker	£1050	To work with parents to address issues preventing good attendance. To work with all pupils to ensure learning behaviour is good and enable optimum learning to take place. To ensure all pupils are safe at home and in school and are well supported to learn. Pupil's attendance improves and support is in place to enable all pupils to come to school every day and on time. Pupil's barriers to learning are addressed and all pupils are able to learn well within a class setting. Pupils are safe both at home and in school and are able to access learning without distraction and are supported to address gaps in learning.	For attendance for PP children to improve, rates of persistent absenteeism to reduce and lateness to be eradicated. (see table below)
Breakfast Club	£1000	To work with parents to address issues preventing good attendance. To work with all pupils to ensure learning behaviour is good and enable optimum learning to take place. To ensure all pupils are safe at home and in school and are well supported to learn. Pupil's attendance improves and support is in place to enable all pupils to come to school every day and on time. Pupil's barriers to learning are addressed and all pupils are able to learn well within a class setting. Pupils are safe both at home and in school and are able to access learning without distraction and are supported to address gaps in learning.	Pupils develop behaviour for learning: resilience, reciprocity, reflectiveness, respect and resourcefulness. For attendance for PP children to improve, rates of persistent absenteeism to reduce and lateness to be eradicated.

2019 KS2 Average Scaled Score		School							NAT						
		All	Boys	Girls	Ever 6 FSM	Not Ever 6 FSM	Type K SEN	No SEN	All	Boys	Girls	Ever 6 FSM	Not Ever 6 FSM	Type K SEN	No SEN
READING	Cohort	44	22	22	12	32	5	39	-	-	-	-	-	-	-
	Avg	108.1	107.1	109.0	108.7	107.9	106.8	108.3	104	103	106	102	105	97	106
GPS	Cohort	44	22	22	12	32	5	39	-	-	-	-	-	-	-
	Avg	109.0	107.5	110.5	107.3	109.7	102.2	109.9	106	105	107	104	107	98	108
MATHS	Cohort	44	22	22	12	32	5	39	-	-	-	-	-	-	-
	Avg	108.0	107.3	108.6	107.1	108.3	106.0	108.2	105	105	105	103	106	98	106

KS 1 - 2 Value Added		2019													
		School							NAT						
All	Boys	Girls	Ever 6 FSM	Not Ever 6 FSM	Type K SEN	No SEN	All	Boys	Girls	Ever 6 FSM	Not Ever 6 FSM	Type K SEN	No SEN		
READING	Cohort	44	22	22	12	32	5	39	-	-	-	-	-	-	
	Avg VA	3.5	3.5	3.4	5.6	2.7	7.7	3.0	0	-0.6	0.6	-0.6	0.3	-1.1	0.3
WRITING	Cohort	44	22	22	12	32	5	39	-	-	-	-	-	-	
	Avg VA	2.5	1.3	3.6	2.1	2.6	0.3	2.7	0	-0.7	0.8	-0.5	0.3	-1.7	0.5
MATHS	Cohort	44	22	22	12	32	5	39	-	-	-	-	-	-	
	Avg VA	2.8	3.0	2.6	3.4	2.6	5.9	2.4	0	0.7	-0.7	-0.7	0.3	-1.1	0.4

Ever 6 FSM	% Absence	10pc def
2016/17	7.1	31.3
2017/18	6.5	22.2
2018/19	6.6	19.4