

## Pupil Premium Funding Report 2016-2017

As part of the funding received from the Government we receive Premium Funding which is for children who come from economically disadvantaged backgrounds. The criteria for eligibility is those children who are currently eligible for free school meals (FSM) and the amount we receive is worked out according to the number of a pupils on roll who are in receipt of pupil premium funding 31%

Holtsmere End Junior School plan to use the money in the following way:

Funding Focus	Allocation for 2016/17 £83,719.00	Expenditure
5 x 2hrs TA for years 3 & 4		£8,800.00
Lunchtime Equipment		£700.00
Subsidising Educational Trips:	Hazard Alley, Thorpe Park, Fun Food Cinema, Paradise Wildlife Park, Panto	£2,000.00
Attendance Incentive		£700.00
Subsidising Swimming		£400.00
Fruit (1 term)		£1,500.00
Bullying Workshops		£800.00
Subsidising Residential Trip	PGL Liddington June 17	£2,500.00
Curriculum Resources:	readingwise	£3,400.00
	Maths Whizz	£4,200.00
	Crick	£707.00
Dance Workshops		£400.00
Maths Booster	2 x teacher	£1,100.00
1 - 1 Tutor		£5,100.00
Nurture Group resources:		£200.00
2 x TA one afternoon/week		£2,000.00
SENCO 1 afternoon/week		£4,400.00
½ hr per day 1:1 support yr 6		£900.00
Learning Mentor		£15,000.00
CPOMS		£700.00
Pupil Premium teaching assistant		£9,000.00
TA Training	Reading and Maths training	£1,000.00
Counselling	Open Toybox/Play Therapy/	£8,000.00
School clubs:	Game On	£4,000.00
	Netball & Athletics	£1,000.00
	Apex	£1,500.00
	XLR8	£1,400.00
	Art & Homework Club	£800.00
	Battle of the Bands	£1,500.00
	Spent:	£83,707.00
	Balance remaining:	£12.00

The progress of all children is closely monitored and help is given to all pupils whenever needed. It is of great importance to the school that pupils make greater than expected progress.

<b>Funding Focus</b>	<b>Impact</b>
5x 2hours teaching assistant for Year 3 and 4	Focused group or individual interventions to ensure progress in Reading, Writing and Maths- progress reviewed every 6 weeks. Training and regular monitoring ensure maximum impact. The majority of PPG children I each year group made progress that was similar to that or non PPG children.
Lunchtime equipment	Children enjoying unstructured time and learning new skills – A positive, fun lunchtime is good preparation for improved learning behaviour in the afternoon
Subsidising Educational trips and workshops	Raise in children’s confidence as they have a stronger sense of belonging to the school community Increased exposure to varied experiences otherwise not undertaken. Trips like Kidszania are aspirational for the children’s future and open up conversations about the benefits of being ambitious and eventually going to University
Subsidising swimming	Children able to be safe in their environment – meeting their basic needs
Daily fruit	Children’s basic needs are met- children not hungry. Children are healthier as a result of being given at least one of their 5 a day. For children that have missed breakfast this is a vital factor enabling them to concentrate during the morning lessons.
Bullying workshop	Children feel safe in the school community as they can identify bullying when it occurs and know what to do about it- 100% of children feel safe in school pupil questionnaire June 2017
Subsidising residential trip	Increased exposure to varied experiences otherwise not undertaken. Improved and more positive peer relationships. Improved sense of achievement and self esteem
Curriculum resources eg Maths whizz and readingwise	Increased rates of progress in maths and reading. Children without computers at home are offered after school opportunities as well as lunchtime opportunities to access the Maths whizz online games. KS2 results 2017 show that PPG children made better progress than the National non PPG children.
Maths booster	Teachers delivering after school maths booster lessons in Year 6- pre learning when necessary. Children feel more confident and more prepared for the SATs tests.
1:1 Tutor	Improved rates of progress particularly when used for targeted support for writing. Clear, achievable targets are set by the class teacher, shared with the tutor and then progress towards them are measured
Nurture group 2 X TA one afternoon per week ½ hr per day 1:1 support Year 6	More emotional awareness and self control evident in targeted children. Children have an increased sense of empathy and are able to deal with confrontation. Targeted children more able to work collaboratively within lessons.
Positive play supervisor at lunchtimes	Unstructured free time used in a positive and constructive way so that children build on their social skills while closely supervised. More positive relationships between staff and children as playing together- modelling of social skills like compromise
TA training and PP review	An improvement in the quality and therefore the impact of interventions designed to diminish the difference for disadvantaged children.

#### Impact on Pupil Premium - Progress Data

Year Group	Reading Progress	Writing Progress	Maths Progress
Year 3	3.3	2.6	3.0
Year 4	6.2	4.8	4.9
Year 5	7.4	7.9	7.8
Year 6	12.0	12.7	13.3