

Pupil Premium Funding Report 2015-2016

In 2011 the Government introduced the Pupil premium Grant for schools. The funding is given to schools in addition to main funding and it is to support disadvantaged children and is intended to ensure that inequalities between children in order to allow all children to achieve comparable outcomes. The criteria for eligibility is those children who are currently eligible for free school meals (FSM), those that are in the care of the local authority and children of those working in the armed forces.

Pupil Premium funding is allocated to schools and they decide how this funding is spent depending on the needs of the children. Schools are held accountable for how they spend this funding and must ensure that the funding is used to have a clear impact. In January 2015 62 children were eligible for Pupil Premium funding, this equates to 30% of the population of the school at that time.

Holtsmere End Junior School has used the money in the following way;

Funding Focus	Allocation for 2015/16 (Acad. Yr) £74,360.00	Expenditure
5 x 2hrs TA for years 3 & 4		£6,840.00
Lunchtime Equipment		£406.00
Subsidising Educational Trips & Workshops:	Hazard Alley, Thorpe Park, Fun Food Cinema, Kidzania, Warner Bros., Author	£2,623.00
Subsidising Swimming		£377.00
Daily Fruit		£902.00
Bullying Workshop		£495.00
Subsidising Residential Trip	14 pp PGL Liddington June 16	£2,970.00
Curriculum Resources:	readingwise	£2,250.00
	Maths Whizz	£4,151.00
	Crick	£707.00
Maths Booster	2 x teacher	£1,440.00
Maths Teacher		£4,751.00
1 - 1 Tutor		£1,440.00
Nurture Group resources:		£80.00
2 x TA one afternoon/week		£1,368.00
SENCO 1 afternoon/week		£2,989.00
½ hr per day 1:1 support yr 6		£545.00
Learning Mentor		£12,737.00
CPOMS		£785.00
Positive Play Supervisor		£3,638.00
TA Training & PP review	Reading/Maths/Prot. Behaviour training	£1,465.00
Counselling	Open Toybox/Play Therapy/ HCC	£8,331.00
School clubs:	Game On	£4,798.00
	Netball & Athletics	£720.00
	Apex	£1,170.00
	XLR8	£1,477.00
	Art & Homework Club	£474.00
	Choir	£1,575.00
	Spent:	£71,504.00
	Balance remaining:	£2,856.00

Funding Focus	Impact
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
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.
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.
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.
Learning mentor CPOMS	An improvement in parent/school relationships as learning mentor meets regularly with parents/carers. Parents now more open and have someone within the school that can support.
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.
Counselling and play therapy	Children have a professional outlet for their emotional well being that has become, or will become, a barrier to their learning.
School Clubs	Access to same activities as non disadvantaged children ensuring that they feel a belonging to the school community. An increased sense of well being and enjoyment of school An opportunity to celebrate children's non academic achievements therefore raising self esteem.

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 better than expected progress hence diminishing the difference between disadvantaged and non disadvantaged children

Attainment and progress for children on FSM Summer 2015

Herts For Learning carried out a Pupil Premium review in June 2016 and reported that as a school Holtsmere End Junior School spent their funding well.

End of KS2 outcomes of children in receipt of Pupil Premium funding 2015:

Attainment;

Percentage of children reaching Level 4+

2015 17 PP/28 Non PP

	Reading	Writing	Maths
PP	100% 17/17	82% 14/17	94%16/17
Non PP	93% 26/28	93% 26/28	93% 26/28
Gap	+ 7%	-11%	+1%

Year 3 2015 – 2016

Reading Progress		Writing Progress		Mathematics Progress	
PP	2.1 (end Autumn – end Summer)	PP	2.5 (end Autumn – end Summer)	PP	2.1 (end Autumn – end Summer)
Non PP	2.7 (end Autumn – end Summer)	Non PP	2.7 (end Autumn – end Summer)	Non PP	2.5 (end Autumn – end Summer)
Difference	-0.1	Difference	-0.2	Difference	-0.4

Year 4 2015 – 2016

Reading Progress		Writing Progress		Mathematics Progress	
PP	3.6	PP	3.7	PP	4.1
Non PP	3.7	Non PP	4.1	Non PP	4.1
Difference	-0.1	Difference	-0.4	Difference	Diminished Difference

Year 5 2015 - 2016

Reading Progress		Writing Progress		Mathematics Progress	
PP	2.7	PP	3.2	PP	3.0
Non PP	3.3	Non PP	3.1	Non PP	3.1
Difference	-0.6	Difference	-0.1	Difference	-0.1

Year 6 2015 - 2016

Reading Progress		Writing Progress		Mathematics Progress	
PP	3.3	PP	3.6	PP	3.8
Non PP	3.5	Non PP	3.4	Non PP	3.6
Difference	-0.2	Diminished Difference	+0.2	Diminished Difference	+0.2