

Pupil Premium 2016/2017

Since September 2012 all schools have been required to publish information about their Pupil Premium funding.

The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. The funding is available for school to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6 year period.

For the period 1st September 2016 to 31st August 2017 Salterhebble Junior and Infant School received Pupil Premium funding of £58,035.

Our strategic objective was to close the gaps in academic performance, attendance, or involvement in enrichment activities and promote excellence for all.

During the academic year 2016-2017, Pupil Premium initiatives included:

1. Whole school ethos of attainment for all:

We provided additional time for teachers to plan for, and evaluate, the impact of their practice on disadvantaged learners.

We undertook termly monitoring meetings focussed specifically on the achievement and well-being of disadvantaged pupils.

2. Addressing behaviour and attendance:

We further developed Growth Mindset and disadvantaged children's belief in their ability to learn.

We employed a 'Commando Joe' for one day a week to: promote pupil resilience, self-motivation and self-discipline, further improve attendance and punctuality and enhance physical activity within lessons.

3. High quality teaching for all:

Staff attended CPD and JPD focused on diminishing the difference for disadvantaged pupils. We focused on Quality First Teaching disadvantaged pupils.

4. Meeting individual learning needs:

We developed bespoke provision to support the individual needs of pupils. We provided individual and group intervention work.

5. Deploying staff effectively:

We matched up the deployment of staff for the individual and group interventions.

6. Data driven and responding to evidence:

Teachers used data to identify pupil's learning needs, review progress and address under performance quickly.

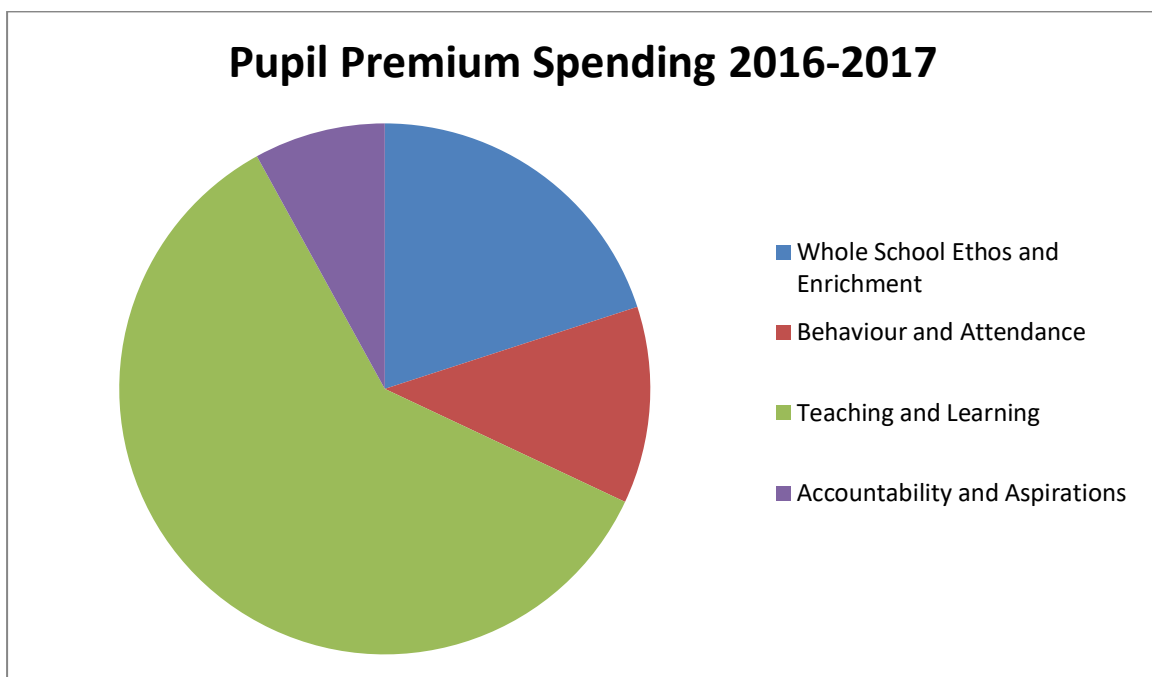
Teachers provided clear feedback for pupils including next steps for their learning.

We reviewed the curriculum to ensure breadth and balance.

7. Clear, responsive leadership:

The provision of a Pupil Premium Lead was maintained within the school.

External NCTL Pupil Premium review by an accredited reviewer was undertaken.



Impact: 2017 Year 6 leavers:

Maths progress score for disadvantaged pupils was +6.21, in comparison to other pupils in school whose progress score was +3.43 and nationally + 0.28.

100% of disadvantaged pupils achieved the expected standard in Maths, in comparison to 80% of non-disadvantaged pupils nationally.

50% of disadvantaged pupils at Salterhebble exceeded the expected standard in maths compared to 27% of non-disadvantaged pupils nationally.

75% of disadvantaged pupils achieved the expected standard in Reading, in comparison to 77% of non-disadvantaged pupils nationally.

At the end of KS1 disadvantaged pupils performed better than non-disadvantaged pupils nationally to reach the expected standard in all subjects.

Disadvantaged pupils performed better than non-disadvantaged pupils nationally at Greater depth in Writing and significantly better in Maths.

Children understand the gaps in their learning and are clear about the next steps needed to make progress.

Children are able to talk about their learning and behaviours.

Disadvantaged children are able to experience educational visits and extended learning activities.

All Year 6 disadvantaged children attended the residential trip to the Lake District, therefore allowing them to develop both their resilience and independence.

One pupil who attended a Growth Mindset residential trip made accelerated progress in all subjects to achieve the expected standard at the end of Key Stage 2.

Attendance (%) of targeted disadvantaged pupils who regularly attend Breakfast Club:

	2015-2016	2016-2017
Child A (CH)	92.11	95.53
Child B (HS)	91.84	98.16
Child C (LR)	94.47	98.68
Child D (HS)	91.84	98.68

Next steps:

During the current academic year (September 2017 to August 2018) the school is estimated to receive £54,120. (Budget April 2017)

Following analysis of data and considering the main barriers to educational achievement which include attendance, punctuality, behaviour, low self-esteem, poor resilience and oral language difficulties the school will use this funding to implement strategies intended to diminish the difference for disadvantaged children by the time they leave Salterhebble J and I School.

Whole School Ethos

Promote an ethos of high attainment for all pupils, including those who are disadvantaged.

We will treat all disadvantaged pupils as individuals, setting targets to address their specific needs, to avoid the assumption that they all face the same barriers to learning.

We will foster an ethos of high expectation for all pupils creating a climate of achievement, where all are believed to have equal potential to succeed.

Behaviour and attendance

We will ensure that positive, consistent and effective behaviour strategies are in place to respond to the needs of individual children.

We will monitor attendance and respond promptly if individual's absence or punctuality fall below school target or are a cause for concern.

Social and emotional support will be provided through work with both individual pupils and families to build their strength, resilience and responsibility.

Quality teaching for all

As a school we emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

Intervention and differentiation

Through gap analysis, we will identify each pupil's strengths and areas for development. We will provide accurate feedback, including next steps, to help each pupil make further progress in their learning.

Our provision map will provide individual support for specific learners and group support for pupils with similar needs.

Staff deployment

The skills of staff will be closely matched to individual and group intervention work, to optimise impact on pupils' learning.

Use of data

We will use data to identify pupils' learning needs, review progress and address underperformance quickly.

Assessment for learning (AFL) will be used to provide clear and timely feedback for pupils.

We will use evidence from monitoring of teaching and learning to review and adapt the curriculum to provide breadth and balance, context and interest.

Leadership

Senior leaders will set aspirational standards and lead by example.

Staff will be held to account for raising attainment and accelerating progress.

Senior leaders will ensure their knowledge of recent research and current practice is reflected in the provision of high quality CPD and JPD for all staff as appropriate.