



## CROFTLANDS JUNIOR SCHOOL

The table outlines how Pupil Premium funding was used in a variety of ways to raise standards and improve inclusion during the academic year 2015-16 and how we plan to use the funding during 2016-17.

<b>PUPIL PREMIUM ALLOCATION SEPT 2015</b>	<b>£43 363</b>	<b>PUPIL PREMIUM ALLOCATION SEPT 2016</b>	<b>£27 720</b>
<i>(including expected CLA funding)</i>			
<i>Additional Teaching Assistant Hours</i>	c £21 600	<i>Additional Teaching Assistant Hours</i>	£ 15 000
<i>Additional Teaching Hours</i>	c £15 900	<i>Additional Teaching Hours</i>	c £10 570
<i>Additional Resources</i>	c £3,000	<i>Additional Resources</i>	c £2500
Family Liaison worker to support & improve attendance	£3000	Family Liaison worker to support & improve attendance	£3000
<b>Total</b>	<b>£42 500</b>	<b>Total</b>	<b>£31 070</b>

The above figures reflect the full year costs of staffing.

Some of the hours are carried over into the next financial year.

The main barriers to educational achievement faced by eligible pupils at Croftlands Junior School vary from child to child and support is focused on the needs of the individual. The barriers include irregular attendance, poor self-esteem and confidence, emotional needs, lack of engagement, reduced opportunities and lack of parental support.

Teaching and Teaching Assistant support is provided according to need and this varies from child to child. It includes

- One-to one emotional support
- Social group work to improve self-esteem
- In class support
- One to one intervention work
- Group intervention work
- Additional top-up of High Needs support
- Focused teaching of higher ability groups
- Booster lessons
- Homework groups
- SERIS (Social & Emotional Resilience in School) support

Where a barrier to learning is identified, the school will provide support wherever possible to remove that barrier, or reduce its impact.

The funding for additional resources subsidises activities such as visits from theatre groups, local historians, school visits and other curriculum enrichment activities. Residential trips are also funded, or subsidised, together with some music lessons and after school activities.

## **Impact**

### **Academic Year 2015-16**

Since the employment of our Family Liaison Worker in 2013, attendance has improved from 95.4% to 96.6% in 2015-16.

In 2016, 50% of the children receiving Pupil Premium funding were boys and 50% were girls. 66% were on the SEND register.

End of KS2 assessment in 2016 indicated that KS2 progress of Pupil Premium children in mathematics was good and very similar to the rest of the cohort. Progress in writing for children receiving Pupil Premium was better than the rest of the cohort.

### **Academic Year 2016-17**

37% of children in receipt of Pupil Premium are also on the SEND register.

KS1 results indicate that 63% of current Pupil Premium children were judged to be at or above expected national standards in Reading, Writing and Mathematics (Level 2B+ for Y4-6 and EXS for Y3) at the end of Y2.

When assessed on entry, 42% of those pupils receiving Pupil Premium were assessed by the school as being at or above expected national standards in Reading, Writing and Mathematics at the start of Y3.

In September 2016, 53% of the Pupil Premium children in Years 4, 5 & 6 were on the SEND register. 33% of Y4, Y5 & Y6 Pupil Premium children were reaching expected standards or higher in Reading, Writing and Mathematics. 46% of those children were achieving the expected standard in two out of the three subjects.

Work funded by Pupil Premium has also improved self-esteem, confidence and engagement.