

Alfred Street Junior School

Pupil Premium 2015-16 Final Report

Each school receives a sum of money called the Pupil Premium. The amount received is based on the number of pupils currently entitled to free school meals, together with those who have been entitled in the last six years. The purpose of this funding is to ensure that pupils entitled to free school meals are not disadvantaged. The tables below show how much we received and how we have spent it.

Total Allocation		£	85,800.00	
	Initial Budget		Expenditure	Balance
After school activities	£ 1,500.00	£	-	£ 1,500.00
Day Trips	£ 500.00	£	451.50	£ 48.50
Residential Visits	£ 2,250.00	£	1,435.00	£ 815.00
Looked After Children	£ -	£	825.00	-£ 825.00
Targeted Teaching	£ 50,200.00	£	51,038.50	-£ 838.50
Targeted TA Support	£ 18,150.00	£	22,115.00	-£ 3,965.00
PSA	£ 5,900.00	£	5,900.00	£ -
Breakfast Club	£ 7,300.00	£	4,069.80	£ 3,230.20
Total	£ 85,800.00	£	85,834.80	-£ 34.80

As can be seen, we allocated the funds under eight areas

- After school activities - to support Pupil Premium pupils.
- Day Trips - to support Pupil Premium pupils.
- Residential Trips - to support Pupil Premium pupils.
- Looked After Children - to support pupils with out of school activities.
- Targeted Teaching - to support Pupil Premium pupils, including One to One Tuition specifically to support Year 6 pupils.
- Targeted Teaching Assistant Support - to support Pupil Premium pupils.
- Parent Support Advisor - To support families and ensure that pupils are able to access education.
- Breakfast Club - To provide a breakfast club to support pupils and their families in ensuring the pupils have access to breakfast before school.

Using the Pupil Premium money, we have been able to employ additional teachers and teaching assistants. This has enabled us to provide both one to one and small group teaching, together with greater support within the classroom. We have directed that support to Pupil Premium pupils based on their learning needs.

2015-16 Academic Year

Following the introduction of the new national curriculum, from September 2015 we have moved away from assessment based on national curriculum levels to assessment without levels. Assessment without levels has meant that our assessment is now focussed on Age Related Expectations. There are sets of statements in each area of the curriculum that apply to each year group. These

statements are intended to show what skills and knowledge pupils have. We have adopted the same process as Tennyson Road Infant School in an attempt to have some consistency. This process consists of three assessment stages in each year group. Each of these assessment stages are then divided into three steps. This is designed to enable teachers to reflect the number of statements that pupils have met. This gives a nine point range in each year. To make expected progress, pupils will need to make nine points in a year.

Reading

Reading	Year 3	Year 4	Year 5	Year 6
progress from baseline	10.5	15	12.7	9.7
% making expected progress	80%	94%	84%	30%
% making better than expected progress	65%	89%	63%	20%

This shows progress from our September baseline. Progress in Years 3, 4 and 5 for Pupil Premium pupils is greater than that of the whole cohort both in relation to points made and the percentage making expected and better than expected progress. In Year 6 progress is similar to that of the whole cohort.

Writing

Writing	Year 3	Year 4	Year 5	Year 6
progress from baseline	7.9	14.2	15.5	17.3
% making expected progress	45%	89%	95%	100%
% making better than expected progress	15%	83%	68%	100%

Again, this shows progress from our September baseline. Progress in Years 4, 5 and 6 for Pupil Premium pupils is greater than that of the whole cohort both in relation to points made and the percentage making expected and better than expected progress. In Year 3 progress is slightly lower than that of the whole cohort.

Maths

Maths	Year 3	Year 4	Year 5	Year 6
progress from baseline	11.2	14.4	10.6	12.0
% making expected progress	75%	100%	68%	90%
% making better than expected progress	50%	94%	37%	70%

As with Reading and Writing, this shows progress from our September baseline. In Year 3, progress for Pupil Premium pupils is below that of the whole cohort. Progress in Year 4 is greater than that of the whole cohort both in relation to points made and the percentage making expected and better than expected progress. In Year 5 progress is similar to the whole cohort in relation to points gained, but slightly lower in relation to the percentage making expected and better than expected progress. In Year 6, whilst progress is greater than that of the whole cohort both in relation to points made and the percentage making expected progress, the percentage making better than expected progress is 6.1% greater than that of the whole cohort.

Year 6 Interventions

During the year, where appropriate, Pupil Premium pupils received interventions for either Reading, Writing or Maths (Arithmetic and Reasoning).

Using the baseline from the end of year 5:

- the children who received interventions for maths made an average of 11.1 points progress.
- the children who received interventions for reading made an average of 11 points progress.
- the children who received interventions for writing made an average of 18 points progress.

Year 3-5 Interventions

Again, where appropriate, Pupil Premium pupils had targeted interventions, particularly in relation to reading and spelling. Outcomes show the impact of this. For example, in Year 5, Reading Ages improved by an average of 1 year 6 months and Spelling Ages by 1 year and 7 months.

The 1:1 support was successful in improving subject knowledge, skills and, in the case of Year 6, the ability to answer SATs questions. In the reading test, however, some pupils were unable to complete the paper in the time allowed. We realise that we need to train our pupils in time management too.

Case Studies - Residential Visits

Whilst the progress data has focussed on the 2015-16 Academic Year, because our Pupil Premium Funding is allocated for the Financial Year, the support for residential visits crosses two years. A number of pupils were supported to enable them to take part in the residential visits to Everdon and the Isle of Wight.

A girl who went to Everdon said that she had had a great time and had really enjoyed toasting marshmallows; mini-bug hunting and making clay models.

A boy who went to the Isle of Wight said it was brilliant and the first time he had been away from home. He described the ice skating as "awesome".

In both cases, staff said that these pupils had really enjoyed the opportunity and had made a very positive contribution to the visit.

Case Studies - Parent Support Advisor

There have been a number of pupils who have had social and welfare issues, including some who have been in foster care. There have also been pupils with poor attendance. These issues can have a detrimental impact on their learning.

Through the work that our Parent Support Advisor has been doing, the pupils with social and welfare issues have been able to focus on their learning, knowing that they and their families were being supported. Support for parents through such courses as Solihull and the Freedom Project has improved parenting skills and has had a positive impact on their children. Work with families where attendance was poor has seen a significant improvement in the attendance of those pupils.

One of our Looked After pupils was really grateful for all the support received. In particular the "out of school" opportunities provided a positive focus at a very difficult time.

Breakfast Club

The Breakfast Club is providing a warm and welcoming start to the day and ensures that pupils have a positive start to the school day. One pupil, who often finds it difficult to get on with others, particularly enjoys the opportunity to chat with his peers in a relaxed setting.

John Kidney

September 2016