



PUPIL PREMIUM EXPENDITURE REPORT 2016- 2017

Thames View Junior School

Date of Review Sept 2017
Sara Rider- Head Teacher

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Thames View Junior School
Pupil Premium Action Plan
2016-2017

Lead Person: Sara Rider

Pupil Premium Entitlement by Year Group:

Year 3: 45/118 = **38%** (44% boys / 56% girls)

Year 4: 50/102 = **49%** (60% boys / 40% girls)

Year 5: 49/107 = **46%** (51% boys / 49% girls)

Year 6: 53/107 = **49.5%** (55% boys / 45% girls)

Whole school: 197/434 = **45%** (53% boys / 47% girls)

2016/17 Allocation: £345,850

Intervention	Year Group/No. of pupils	PP Allocation	Success Criteria/Impact	Review of Expenditure
<ul style="list-style-type: none"> Employment of designated teacher in charge of Pupil Premium based on gaps in progress at KS2 last year (2015-2016) 	Year Group: ALL No. of pupils: 197	£46000	<ul style="list-style-type: none"> Full analysis of pupil premium spending Improved outcomes for PP children Improved tracking of PP children/funding Succinct reports for SLT, Governors and Trustees 	
<ul style="list-style-type: none"> Streamed class approach across the school- smaller class sizes (5 classes instead of 4) 	Year Group: ALL No. of pupils: 197	£150,000	<ul style="list-style-type: none"> Able to stream children into ability pathways meaning smaller class sizes for children- PP children gap to close against peers Better adult /children ratio in order to improve attainment and progress. 	
<ul style="list-style-type: none"> 2 one to one support staff to support children with SEN//BESD 	Year Group: 3/4 No. of pupils: 2	£45,000	<ul style="list-style-type: none"> Children are well supported in class so are therefore able to fully access the curriculum and other parts of the school day. Better engagement and outcomes. See social case studies 	
<ul style="list-style-type: none"> Speech and Language Teacher 	Year Group: 3-6 No. of pupils: 12	£30,000	<ul style="list-style-type: none"> Children who are on speech and language programmes are able to be access weekly bespoke Speech and language programmes. Better outcomes for children in classrooms. 	
<ul style="list-style-type: none"> Lunch Time Club 	Year Group: 3-6 No. of pupils: 25	£1000	<ul style="list-style-type: none"> Lunch time clubs supports children who find being out in the playground for an extended 	

<ul style="list-style-type: none"> Purchase Lexia 	<p>Year Group: 3-5 No. of pupils: 75</p>	£2,055	<ul style="list-style-type: none"> Daily programme to further support children who are potentially dyslexic or need boost with reading at home and at school = close the gap and accelerate learning see tracking (inc: G&T) Support children behind target in reading - see tracking and accelerate their learning Accelerate G & T children All PP children to access Lexia 	
<ul style="list-style-type: none"> Counselling Course for TA 	<p>Year Group: 3-6 No. of pupils: 40</p>	£2,000	<ul style="list-style-type: none"> Able to effectively and professionally support all stakeholders- can be used in small group nurture sessions. Support to also be offered to parents, fostering better home school links. 	
<ul style="list-style-type: none"> Additional Educational Psychologist 	<p>Year Group: 3-6 No. of pupils: 20</p>	£ 10,000	<ul style="list-style-type: none"> This support means we as a school are able to assess the needs of more children in a more timely fashion. Children are given a diagnosis and plans can be implemented quickly. Better and more efficient provision to be provided for children. 	
<ul style="list-style-type: none"> Educational Welfare Officer employed to work with School Leadership to improve attendance 	<p>Year Group: 3-6 No. of pupils: 80</p>	£1,500	<ul style="list-style-type: none"> EWO tracks progress, completes Home visits and supports PSA in meetings 	
<ul style="list-style-type: none"> Parent Support Advisor 	<p>Year Group: 3-6 No. of pupils: 197</p>	£40,000	<ul style="list-style-type: none"> Support for parents Improved parental engagement in school events and school life. Improve home and life chances of children. Early intervention support 	
<ul style="list-style-type: none"> Trip subsidies 	<p>Year Group: 3-6 No. of pupils: 197</p>	£6,000	<ul style="list-style-type: none"> Support for pupils and parents Improved participation for residential trips and allowing all children to have equal experiences and learning opportunities 	

<ul style="list-style-type: none"> • Reading Reward Vouchers 	Year Group: 3-6 No. of pupils: 150	£5,000	<ul style="list-style-type: none"> • All children who receive 100 logged reads will receive a £10 Waterstones voucher. • Encourage reading at home- better outcomes for reading in school. 	
<ul style="list-style-type: none"> • Extra-Curricular Clubs 	Year Group: 3-6 No. of pupils: all	£8,000	<ul style="list-style-type: none"> • All clubs except cooking and art club will be run at no expense to parents. Increased numbers of children in clubs 	

Pupil Premium funding breakdown 2015/16

Carry over from 2015/16: £3,745

Allocation for 2015/16: £345,850

How the funding is used	In (£)	Out (£)	Balance (£)
Analysis			
Total Pupil Premium Funding 2016/17	349,595		
Previous Year Carry over	3,745		
Streamed class approach across the school- smaller class sizes (5 classes instead of 4)		150,000	183,595
3 one to one support staff to support children with SEN//BESD		60,000	138,595
Speech and Language Teacher		30,000	108,595
Lunch Time Club		1,000	107,595
Purchase Lexia		2,055	105,540
Counselling Course for TA		2,000	103,540
Additional Educational Psychologist		10,000	93,540
Educational Welfare Officer employed to work with School Leadership to improve attendance		1,500	92,040
Parent Support Advisor		40,000	52,040
Trip subsidies		6,000	46,040
Reading Reward Vouchers		5,000	41,040
Extra-Curricular Clubs		8,000	33,040
	£349,595	£316,555	£33,040

Remaining funds: **£33,040** will be spent based on the needs of individual PP children.

Impact of Pupil Premium Spending 2015-2016

NB: In order to maximise the impact of the Pupil Premium grant, the school has decided to introduce a rolling two year cycle in some aspects of identified need. This is to ensure that all eligible pupils benefit fully.

Key areas for this structure are:

- Streamed class approach across the school- smaller class sizes (5 classes instead of 4)
- 3 one to one support staff to support children with SEN//BESD
- Speech and Language Teacher
- Lunch Time Club
- Purchase Lexia
- Additional Educational Psychologist
- Parent Support Advisor/ Access and Attendance Officer
- Trip subsidies
- Reading Reward Vouchers
- Extra-Curricular Clubs

How the funding is used	
Analysis	Impact
Streamed class approach across the school- smaller class sizes (5 classes instead of 4)	Children in years 5 and 6 were streamed into 5 smaller classes placed with children of similar ability. This provided the opportunity to provide appropriate pitch and challenge for all children. 132 children eligible for PPF across both year groups were able to benefit from this new pilot scheme. Although there were still gaps between the disadvantaged and their peers at the end of ks2, the data from this year indicates a closing trend.
3 one to one support staff to support children with SEN//BESD	Of the 3 children supported by 121 staff, 2 were eligible for PP funding. At end of year 1, one of these children no longer needs the support provided through this funding. The pupil's behaviour has significantly improved and is now fully integrated into his class.
Speech and Language Teacher	In the first year, we have employed a Speech and Language Therapist and have ensured that a senior TA is fully trained to deliver speech and language programmes. The costs for this are ongoing. 15 pupils were identified for this particular support. 7 pupils have made significant progress and have been moved into top bands where they are working effectively.
Lunch Time Club	Lunchtime clubs provides the pupils with an alternative provision away from the playground. It gives students the opportunity to socialise with others through structured activities and play where they may otherwise struggle to cope for an hour in the playground. Although

	not quantifiable, giving children the opportunity to play in a carefully structured way has decreased the number of minor lunchtimes incidents as children can remove themselves from the situation before it escalates.		
Purchase Lexia Reading Reward Vouchers	Lexia is an online reading programme, initially developed for children who showed dyslexic tendencies. 75 pupils across the school were identified as needing additional reading support as a result of an evaluation of home school reading. The programme records when children have read and as a result, the school is able to support and reward pupils (£5 Waterstones voucher for reading 100 times), encouraging them to make more progress.		
Counselling Course for TA	The school identified a need for a trained counsellor who will be able to support both pupils and families for a variety of situations including bereavement, housing crisis, domestic violence. A review of the needs of students showed that the pupils eligible for pupil premium funding were in greater need of such support. Although this is not quantifiable, a significant proportion of students and families have benefited. It is not appropriate to list examples here, these are kept securely in school.		
Additional Educational Psychologist	As a result of becoming an academy the Educational Psychologist support from the local authority is not available in the same capacity. The school therefore has employed the services of an Educational Psychologist to help identify SEN needs across the school and particularly of children eligible for pupil premium funding. 14 children have been able to access this service 9 of whom are eligible to PP funding. The impact of this has been a quicker and more robust identification of additional needs leading to a more targeted approach to teaching and learning. These children are now beginning to attain higher results because of this support.		
Educational Welfare Officer employed to work with School Leadership to improve attendance Parent Support Advisor/ Access and Attendance Officer	The impact of the EWO working with the school PSA/Access and Attendance officer has been very positive on the attendance of children eligible to PPF. Through a systematic review pupils who are in danger of becoming persistent absentees, (90% attendance and below) strategies were implemented to support both pupils and parents in improving attendance. This included bi weekly meetings with parents/carers and if not attended this would be followed up with a home visit. The impact of this has been very effective, absence of PP children has fallen from 4.8% in 2014-2015 to 3.9% in 2015-2016 as compared to the national figure of 5.4% and 5.2% respectively.		
Trip subsidies	The school recognises that extracurricular activities are crucial in providing wider experiences for children which often lead to the raising aspirations. This is particularly important the pupils who do not have the same opportunities as non-disadvantaged children. This allows every child to have the same opportunities. Examples of trips and extracurricular activities include: Resident artist 3 weeks a year, access to live bands and music including a full orchestra, Golden Hinde visit, RAF museum, British Museum. The impact of these can be seen in the improvement of pupils engagement across the curriculum and the examples of creative writing.		
Extra-Curricular Clubs			
		£349,595	£316,555
			£33,040