



**Higham Ferrers Junior School - Pupil Premium Review
Report 2017/18**

Pupil Premium Grant received 2017/18

Total number of pupils/students on roll at point of census	366
Total number of pupils/students eligible for PPG	51
Total amount received per pupil/student	£1320
Total funding	£84,849.00
PP as a percentage of total budget	5.7%

*calculated on a proportion of Ever 6 FSM

Executive Summary

Overall aim:

To develop disadvantaged pupils' skills and attitudes to school so that they achieve at least as highly as non-disadvantaged pupils nationally.

- To accelerate the progress of PP children to ensure a greater percentage of them reach the expected level at the end of each year.
- To accelerate the progress of PP children in order to close the attainment gap.



- To continue to improve attendance of PP children so that it is in line with or above non-PP children.
- To improve lateness of PP children
- To continue to support and develop the emotional and social needs of children through the provision of the learning mentor and interventions.
- To support children and families through the employment of a Family Support Worker

'Leaders have identified key barriers to learning as lower attendance and poor punctuality, and less positive attitudes to learning. Gaps in pupil's outcomes are most noticeable in reading and in boys' writing. Current strategies include a targeted focus on specific children, particularly those who have fallen behind the school's expected trajectory. Although slower progress is no more prevalent amongst the disadvantaged than it is amongst the non-disadvantaged, leaders recognise the need to use their funding well for this group. Progress across the school in 2016-17 was similar across cohorts and subjects for both groups of pupils with the exception of writing for the current year 5, where 3/9 pupils did not make expected progress' (External review 1/11/17).

- *Tighter attendance procedures have improved the attendance of pupil premium children.*
- *Progress of PP children during the 2016/2017 year was in line with Non-PP children, however the progress of PP children needs to accelerate in order to close the attainment gap.*

2017/18 Contextual Data for pupils who generate PPG:

Year Group	Total Number of pupils	Non-Pupil Premium	Pupil Premium	% Pupil Premium
3	89	79	10	11%
4	90	76	14	16%
5	90	79	11	12%
6	97	81	16	16%



Focus of expenditure in 2017/2018

Focus Group /Area	Evidence from previous year
Improve attainment in reading, writing and maths	<p><u>Internal school data:</u></p> <p><u>YEAR 3</u></p> <p><u>Reading:</u> 53% of PP children reached expected compared to 71% of Non-PP children. 13% of PP children reached the higher standard compared to 13% of Non- PP children.</p> <p><u>Writing:</u> 47% of PP children reached expected compared to 69% of Non-PP children. 13% of PP children reached the higher standard compared to 13% of Non- PP children.</p> <p><u>Maths:</u> 53% of PP children reached expected compared to 72% of Non-PP children. 7% of PP children reached the higher standard compared to 11% of Non- PP children.</p> <p><u>YEAR 4</u></p> <p><u>Reading:</u> 63% of PP children reached expected compared to 59% of Non-PP children. 0% of PP children reached the higher standard compared to 17% of Non- PP children.</p> <p><u>Writing:</u> 25% of PP children reached expected compared to 60% of Non-PP children. 0% of PP children reached the higher standard compared to 12% of Non- PP children.</p> <p><u>Maths:</u> 50% of PP children reached expected compared to 59.8% of Non-PP children. 0% of PP children reached the higher standard compared to 21% of Non- PP children.</p>



YEAR 5

Reading:

60% of PP children reached expected compared to 84% of Non-PP children.

20% of PP children reached the higher standard compared to 24% of Non- PP children.

Writing:

47% of PP children reached expected compared to 76% of Non-PP children.

7% of PP children reached the higher standard compared to 10% of Non- PP children.

Maths:

60% of PP children reached expected compared to 78.5% of Non-PP children.

0% of PP children reached the higher standard compared to 15% of Non- PP children.

YEAR 6

Reading:

50% of PP children reached expected compared to 73% of Non-PP children.

9% of PP children reached the higher standard compared to 20% of Non- PP children.

Writing:

59% of PP children reached expected compared to 88% of Non-PP children.

14% of PP children reached the higher standard compared to 39% of Non- PP children.

Maths:

59% of PP children reached expected compared to 89% of Non-PP children.

9% of PP children reached the higher standard compared to 27% of Non- PP children.

Combined:

36% of PP children reached expected compared to 70% of Non-PP children.

0% of PP children reached the higher standard compared to 14% of Non- PP children.



Pupil Premium Comb % Age Expected +

	EOY 2016	EOY 2017	Difference
3	57% (Y1)	43% (Y2)	Only just started at HFJS
4	50% (Y2)	60% (Y3)	+10%
5	0% (Y3)	29% (Y4)	+29%
6	33% (Y4)	50% (Y5)	+17%
7 (Y6 2017)	14% (Y5)	36% (Y6)	+22%

2016/2017 Year 6 SATs compared to National Non-PP

HFJS PP	National Non PP	Difference
Reading: 50% EXP (9% higher standard)	76.7%	-26.7%
Writing: 59.1% EXP (14% higher standard)	81%	-21.9%
Maths: 59.1% EXP (9% higher standard)	80.1%	-21%
Combined: 36.4% EXP (0% higher standard)	67.3% (10.9% higher standard)	-30.9%

Pupil Premium Attainment 3 Year Trend

% at the Expected standard +	2015	2016	2017
Reading	44%	50%	50%
Writing	75%	56%	59%
Maths	50%	56%	59%

% at the Higher standard	2015	2016	2017
Reading	0%	13%	9%
Writing	25%	6%	14%
Maths	6%	6%	9%



PUPIL PREMIUM NOT SEND – ATTAINMENT

Although we know we should not compare, when the PP children who also have SEND are filtered out of the data, the attainment shows greater improvement (5/22 children (23%) were PP & SEND).

% at the Expected standard +	2015	2016	2017
Reading	54%	50%	61%
Writing	85%	56%	72%
Maths	62%	56%	67%

PUPIL PREMIUM NOT SEND – PROGRESS

Progress	2015	2016	2017
Reading	-18%	-18%	-12%
Writing	-12%	-20%	-5%
Maths	-8%	-17%	-9%

Progress	2015	2016	2017
Reading	-4.8	-1.7	-3.4
Writing	---	-2.8	-0.2
Maths	-2.0	-0.9	-1.4

Over the last 3 years the number of Pupil Premium/Not SEND children making less than expected progress has reduced.

Improve progress made by Pupil Premium children.

	HFJS PP	National Non-PP
Reading	-4.05	0.32
Writing	-0.3	0.17
Maths	-1.04	0.28



Pupil Premium Progress 3 Year Trend

Progress HFJS	2015	2016	2017
Reading	-4.7	-1.7	-4.0
Writing	----	-2.8	-0.3
Maths	-2.3	-0.9	-1.0

Progress HFJS	2015	2016	2017
Reading	-25%	-18%	-16%
Writing	-19%	-20%	-12%
Maths	-17%	-17%	-10%

Over the last 3 years the number of Pupil Premium children making less than expected progress has reduced.

Close the attendance gap.
Improve lateness of PP pupils.
Improve family support.

Attendance of PP children for the school year 2016/2017 is 94.5%. This is a 1.2% increase on the 2015/2016 year.
The attendance of Non-PP children during the 2016/2017 year was 97.1%
Attendance of National PP (Aut 2016 & Spring 2017) : 93%
National average 95.5%

Lateness of PP children during the 2016/2017 year was 2.61%.
The lateness of Non- PP children during the 2016/2017 year was 0.62%.

90% of Safeguarding concerns raised are related to PP pupils.

Continue to address the social and emotional needs of children.

PASS survey data shows that perceived learning capability, self-regard as a learner, general work ethic, confidence in learning, preparedness for learning and responses to curriculum demands are all areas for development in PP children.



Focus area/Group(s) Objective	Focus/Resource/Project/Actions	Outcomes / Success Criteria	Timescale	Cost	Actual spend	Outcome/review
<p>Pupil Premium Champion</p> <p>To contribute to the development of disadvantaged pupils' skills and attitudes to school so that they achieve at least as highly as non-disadvantaged pupil's nationally.</p>	<p>To take responsibility for raising the achievement and aspirations of disadvantaged children.</p> <p>To engage families to work collaboratively with school.</p> <p>To assess and evaluate the quality of provision for disadvantaged pupils.</p> <p>To provide a clear and concise action plan for Pupil Premium.</p> <p>To monitor the quality and effectiveness of interventions.</p>	<p>PP Champion will have an overview of all aspects of PP across the school.</p> <p>See all success criteria below.</p>	2017/2018	£21,000	£21,108	<p>Action plan has clear and concise objectives, which are replicated in this document.</p> <p>During the year classroom observations were carried out to assess the level of engagement of PP children in lessons. These were positive and showed that PP pupils were as involved in lessons as other children in school.</p> <p>Pupil interviews revealed that 82% of PP children really enjoy coming to school, the other 18% enjoy most of school but were unsure about one or two aspects. For example, one child is happy at school as long as her friend is at school, and another child enjoys everything except maths because it is hard.</p>
<p>Progress and attainment - Maths</p> <p>To accelerate the progress of PP pupils in order to close the attainment gap.</p> <p>To increase the number of PP pupils working at greater depth.</p>	<p>Data is to be analysed for each class to identify underachieving PP children in each class.</p> <p>Teachers are to focus on identified PP pupils in maths lessons.</p> <p>Intervention group during maths lessons to provide more focussed support.</p> <p>PiXL maths groups – taught by class teachers during ICT/PE lessons. PE/ICT are taught by specialist staff to allow these interventions to take place.</p>	<p>By Christmas 2 /11 target children will be at At or above age related expectation.</p> <p>By Easter 3/11</p> <p>By Summer 11 /11</p> <p>Targets for combined:</p> <p>By Christmas: Y3: 63%, Y4: 50%, Y5:22%, Y6:33%</p> <p>By Easter: Targets for combined Y3: 70%, Y4: 50%, Y5:33%, Y6:60%</p>	Progress and attainment to be analysed and reviewed at each Assessment point throughout the year.	£22,000	£28,044.31	<p>Maths</p> <p>At Christmas 1 /11 target children were at at or above age related expectation.</p> <p>By Easter 3/10 target children were at or above age related expectation.</p> <p>By Summer 4/10 40% target children were at or above age related expectation.</p>



		<p>By Summer: Targets for combined Y3: 80%, Y4: 71%, Y5:67%, Y6:86%</p>		<p>Targets for combined</p> <p>AT CHRISTMAS: Y3: 50%,(ACTUAL 40%) Y4: 50%,(ACTUAL 46%) Y5:22%, (ACTUAL 36%) Y6:33% (ACTUAL 33%)</p> <p>AT EASTER: Y3: 70%,(ACTUAL 30%) Y4: 50%,(ACTUAL 53%) Y5:33%, (ACTUAL 45%) Y6:60% (ACTUAL 63%)</p> <p>AT SUMMER: Y3: 80%,(ACTUAL 40%) Y4: 71%, (ACTUAL 54%) Y5:67% (ACTUAL 55%) Y6:86% (ACTUAL 82%)</p>
<p>Progress and attainment - Reading To accelerate the progress of PP pupils in order to close the attainment gap. To increase the number of PP pupils working at greater depth.</p>	<p>Data is to be analysed for each class to identify underachieving PP children in each class. Teachers are to focus on identified PP pupils in Book Talk lessons.</p> <p>Pixl reading groups Reading interventions such as RWI, PAT, Rapid Reading to be delivered to PP pupils where/when relevant</p>	<p>By Christmas 0 /11 target children will be at At or above age related expectation. By Easter 3/11 By Summer 11/11</p> <p>Targets for combined: By Christmas: Y3: 63%, Y4: 50%, Y5:22%, Y6:33% By Easter: Targets for combined Y3: 70%, Y4: 50%, Y5:33%, Y6:60% By Summer: Targets for combined Y3: 80%, Y4: 71%, Y5:67%, Y6:86%</p>	<p>Progress and attainment to be analysed and reviewed at each Assessment point throughout the year.</p>	<p>Reading</p> <p>At Christmas 0 /11 target children were at or above age related expectation.</p> <p>By Easter 3/10 target children were at or above age related expectation.</p> <p>By Summer 3/10 target children were at or above age related expectation.</p> <p>Targets for combined</p> <p>AT CHRISTMAS: Y3: 50%,(ACTUAL 40%) Y4: 50%,(ACTUAL 46%) Y5:22%, (ACTUAL 36%) Y6:33% (ACTUAL 33%)</p>



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<p>Progress and attainment - Writing To accelerate the progress of PP pupils in order to close the attainment gap. To increase the number of PP pupils working at greater depth.</p>	<p>Data is to be analysed for each class to identify underachieving PP children in each class. Teachers are to focus on identified PP pupils in English lessons.</p> <p>All teachers to use assembly time for focus groups</p> <p>A new style of spelling lesson to be taught each week.</p>	<p>By Christmas 2/18 target children will be at At or above age related expectation. By Easter 7/18 By Summer 18 /18</p> <p>Targets for combined: By Christmas: Y3: 63%, Y4: 50%, Y5:22%, Y6:33% By Easter: Targets for combined Y3: 70%, Y4: 50%, Y5:33%, Y6:60% By Summer: Targets for combined Y3: 80%, Y4: 71%, Y5:67%, Y6:86%</p>	<p>Progress and attainment to be analysed and reviewed at each Assessment point throughout the year.</p>			<p>Writing</p> <p>By Christmas 1/18 target children was at or above age related expectation.</p> <p>By Easter 10/18 target children were at or above age related expectation.</p> <p>By Summer 10/18 were at or above age related expectation.</p> <p><u>Targets for combined</u></p> <p>AT CHRISTMAS: Y3: 50%,(ACTUAL 40%) Y4: 50%,(ACTUAL 46%) Y5:22%, (ACTUAL 36%) Y6:33% (ACTUAL 33%)</p> <p>AT EASTER: Y3: 70%,(ACTUAL 30%) Y4: 50%,(ACTUAL 53%) Y5:33%, (ACTUAL 45%) Y6:60% (ACTUAL 63%)</p>



						AT SUMMER: Y3: 80%, (ACTUAL 40%) Y4: 71%, (ACTUAL 54%) Y5: 67% (ACTUAL 55%) Y6: 86% (ACTUAL 82%)
Progress and attainment To identify barriers to learning for any individuals who are struggling to make progress.	Identify any PP pupils who are struggling to make progress and appear to have barriers to learning. Commission investigation/ assessment of the pupil's needs. Act on the recommendations to ensure attainment and progress improve.	At each assessment point analyse the data and question why certain pupils have not made the expected amount of progress. Barriers to learning are identified and addressed within the shortest period possible (delays likely to be caused by the commissioning of services).	Progress and attainment to be analysed and reviewed at each Assessment point throughout the year.		£1326	During the year, some PP children were referred to appropriate agencies to investigate barriers to learning. Detailed reports written by these professionals/agencies were then used to ensure higher levels of support were provided where needed.
Safeguarding and family support To improve attendance and lateness of PP pupils.	Pupils with persistent absence will be identified and targeted Send letters to the identified families. Parents will have to produce valid evidence to support reason for absence. Follow up meeting with families where attendance does not improve. Analyse the link between attendance and PASS survey results Identify pupils with high percentage of lateness	By the end of 17/18 the number of children with persistent absence will reduce from 4 to 0. By the end of 17/18 lateness recorded by PP children will reduce from 3000 minutes to <800 minutes.	Ongoing cycle. Each term throughout the school year.	£6100	£8057	Persistent absence for PP pupils has reduced to 2. (Both of these children have long term medical conditions) Employment of a family support worker in November 2017 has enabled the school to address and reduce persistence absence of PP pupils from 4 to 2. The employment of a Family Support Worker has also had a positive impact on PP attendance.



	<p>Send letters to the identified families, detailing the amount of educational minutes lost over the last academic year due to lateness. Parents will need to bring their child into the office to explain the reason for lateness. PP pupils with persistent lateness to be invited to breakfast clubs. Follow meeting up meetings with families where late marks do not improve. Analyse the link between lateness and PASS survey results</p>	<p>Whole school attendance will be above 97%</p> <p>PP attendance will be in line with Non-PP pupils</p>				<p>PP attendance for the 17/18 year was 95.5%, This is a 1% improvement on the 16/17 school year.</p> <p>However, there is still a gap between PP and Non-PP attendance, with Non-PP attendance at 97.02%</p> <p>Lateness of all pupils has improved: PP lateness has reduced from 2.61% to 1.83% Non-PP lateness has reduced from 0.61% to 0.54% However, Improving the lateness of PP pupils continues to be an area of focus.</p>
<p>Social, emotional health and wellbeing. To improve the attitudes, and emotional health and wellbeing of PP pupils as measured by the PASS (Pupil Attitudes to School and Self) survey.</p>	<p>CTs to identify children to monitor and intervene with. (PP children who have a large majority of red/orange/yellow coloured PASS sections.) CT intervene with and monitor pupils who are RED/ORANGE on summer 2017 PASS survey PP Children who had a significant number of Red/orange/yellow PASS scores (5 ch) to be monitored by class teachers. All PP pupils with high percentage red/orange/yellow to have weekly targeted learning mentor sessions. These 5 children to have regular sessions with the Learning Mentor to</p>	<p>Jan 2018 PASS survey scores will improve. By Easter 2018 (using Jan 2018 PASS data) the number of children with red/orange/yellow scores will halve.</p> <p>Pupils to monitor and intervene with will be identified from summer PASS and following each data point.</p>	<p>January and July 2018 PASS surveys.</p> <p>At each assessment point throughout the year.</p> <p>End of term intervention reviews with the learning mentor.</p>	<p>£6500</p>	<p>£8100</p>	<p>Between July and Jan 2018 the number of pupils with red/orange bands did not decrease. In January, there were 9 children and in July, there were 12. Many of these children had weekly sessions with the learning mentor and class teachers target/monitor these children in class. The increase in number could be attributed to the fact that two class teachers changed during the year. The number of year 6 children with a high percentage of red/orange bands also went up from 3 to 5, possibly due to the pressures of the curriculum and SATs. Children who participate in interventions with the learning mentor make good progress in the interventions. Emotional</p>



	<p>discuss feelings about school etc. Any issues raised to be addressed by CTs. PASS to be repeated in Jan 2018 to see progress of year 4,5 and 6 and establish a baseline for year 3. Mindfulness sessions. Teach JIGSAW and /or PIXL EDGE PSHE/SMSC approach across the whole school, which promotes excellent conduct and attitudes to learning. Use of Emotional Literacy questionnaires to judge effectiveness of interventions delivered by the Learning Mentor.</p>	<p>Emotional literacy scores for children following interventions will improve by a band over a 10-week period.</p>	<p>Emotional Literacy questionnaires before and after an intervention period.</p>			<p>literacy scores did improve during the year. During the year scores for Perceived learning capability and General work ethic improved by 0.4% and 0.5% respectively. Years 4, 5 and 6 all had mindfulness sessions during the year.</p>
<p>Curriculum enrichment To provide PP pupils with opportunities to develop and use a range of important life/learning skills.</p>	<p>Clubs (HFJS) Visits Residentials Music lessons Lunch/milk</p>	<p>Pupils will be able to identify in themselves the key skills they develop during residentials, trips, clubs and learning to play an instrument – such as perseverance, determination, courage, bravery, resilience etc.</p>	<p>2017/2018</p>	<p>£20,000</p>	<p>£16,299</p>	<p>With support, children are beginning to identify the skills gained on trips and residentials. More work is required on this next year.</p>
<p>Aspirations To provide PP pupils with the necessary knowledge and skills to progress towards their goals.</p>	<p>Careers week Visits to/ from universities etc.</p>	<p>PP pupils will have high aspirations. They will be able to talk about their goals/ aims/ dreams and begin to understand what they need to achieve to be able to reach those goals. Links to improved attainment and progress.</p>	<p>Summer 2017/2018</p>	<p>£4500</p>	<p>£200</p>	<p>Three PP/LAC children attended a visit to a local university. During pupil interviews, all PP pupils could talk about their aspirations/career ideas. PASS survey shows improved Perceived learning capability and General work ethic scores.</p>



		PASS survey will show improved attitudes to learning scores over time.	Jan and July 2018 PASS survey scores.			Children have begun to learn about and use the skills of perseverance and collaboration through the teaching of 'Building Learning Powers'.
CPD To increase staff knowledge to ensure that PP pupils are given the best support possible.	Teaching assistant CPD Restorative Practice training for The Learning Mentor PP training for Governors.	Teaching assistants will have improved understanding of PP (reasons behind the funding being granted etc). Teaching assistants will become more skilled at questioning and providing the correct level of challenge for pupils. Teaching assistants will become more skilled at promoting independence resulting in children being able to access tasks with less support.	Summer 2018 Spring 2018 Spring 2018	£5000	£2500	Teaching assistants are aware of the children in receipt of the funding but need further training as to why these children receive it. Teaching assistants have received training. They are now becoming more skilled at promoting independence in the classroom. Questioning skills training to be provided during the 18/19 year.
				Total: £85,100	£85,626.31	