



Pupil Premium Report

Rationale:

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who have been eligible for free school meals (FSM) at any time over the past 6 years, a small amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more.

Schools decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are accountable for how they have used the additional funding to support pupils from low-income families.

Summary of Pupil Premium spending 2017/18 academic year	
Total amount of Pupil Premium Received (£)	£24, 240
<p>Objectives in spending Pupil Premium:</p> <ol style="list-style-type: none"> 1. Access to curriculum <ul style="list-style-type: none"> • Funding educational day trips • Funding board and lodging for residential educational visits • Speech and language therapy. • EAL specialist language support. 2. Group teaching intervention <ul style="list-style-type: none"> • Small group teaching and in-class support for eligible pupils • 1:1 and booster provision • Intervention programmes in 1st Class at Numbers, reading groups, spelling groups, PAT groups and phonics groups • Guided writing groups in lessons led by teachers 3. Social and Emotional Support <ul style="list-style-type: none"> • ELSAs lead groups sessions, give 1:1 support and provide strategies to support children as necessary. • provide a safe space for children who find it difficult to engage appropriately in the playground, where play is structured and closely supervised by ELSAs and TAs. 4. Enrichment <ul style="list-style-type: none"> • Funding extra-curricular sports and music activities 	
<p>Summary of spending and actions taken:</p> <p>The school continued to offer additional support to pupils in class from Teaching Assistants (HLTAs, SENTAs and ELSAs). Professional development has been assessed and training</p>	

accordingly identified. Educational visits and extra-curricular activities for eligible pupils were funded.

The Pupil Asset progress tracking system has been embedded to better inform teachers/TAs of the children requiring intervention and allow them to monitor progress efficiently from initial baseline assessment.

Outcomes to date:

Impact

Data has shown that pupils receiving Pupil Premium made progress similar to that of their peers. There was significant overlap between the children receiving Pupil Premium and those on the Special Needs register.

100% of eligible pupils attended school educational visits, therefore accessing the full school curriculum and enjoying the same opportunities as their peers.

Emotional and behaviour support was provided throughout the year and at transition stage by teachers and by the school's two ELSAs. Provision was put in place to ensure that vulnerable children were given opportunities to explore the difficult issues they faced and to develop effective strategies to cope in academic and social situations.

Children were able to have music lessons which had a positive impact on mental health as well supporting aspects of maths work.

In Year 6, analysis from our Year 3 baseline using the ASP algorithms shows that pupils receiving Pupil Premium made progress at least in line with national markers:

Progress from	Reading	Writing	Mathematics
Year 3 Baseline	+3.65	+1.51	+0.48
Key Stage 1	-4.76	-4.46	-3.74

Breakdown of Spending

1. Access to curriculum	Day Trips & Residentials - £1,310
2. Group Teaching Interventions	£6,711
3. Social & Emotional Support	£3,355
4. Enrichment	Lego Club, Swimming £2,420

The above breakdown does not include additional Inclusion Manager time, additional library opening times for quiet areas for some Pupil Premium children, adhoc ELSA sessions.

Pupil Premium 2018/19 academic year	
Total amount of Pupil Premium Budgeted (£)	£27,720
<ul style="list-style-type: none"> • FSM: £1,320 per primary pupil x 24 pupils • Post LAC: £1,900 per pupil x 3 pupils • Service Children: £300 per pupil x 2 pupils 	

A detailed action plan has been provided to focus spend on areas which have proven impact following a detailed review within school. Crawley Ridge Junior School is consistently spending more on their Pupil Premium children than is actually funded by the government.

2018/19 Planned Spending

Activities Selected	What this does	Targeted Pupils	Outcome
Focus Support Maths Groups led by HLTAs (small groups of a maximum of 10 pupils)	Provides children with the opportunity to practise key skills in a small group environment.	Pupils not on target (identified through formative/summative assessments) to make the expected levels of progress from the end of Year 2 to the end of Year 6 (children from Year 3 to Year 6)	Pupils achieve or are on target to achieve expected progress
Intervention programmes including 1 st Class@number, reading groups, spelling groups, phonics groups led by Teaching Assistants.	Provides additional support for specific areas of learning to raise children's confidence and attainment in Maths and English.	Pupils not attaining at the expected level of attainment for their age in specific areas of Maths and English. Pupils in all Years from year 3-6.	Pupils achieve expected levels of attainment and confidence is improved to enable them to become independent learners.
Guiding Writing groups in lessons led by the Class Teacher.	The Class Teacher is able to support small groups of children within the class in order to accelerate learning and boost attainment to expected levels.	Pupils working below expected levels specifically in literacy in all year groups.	Pupils make expected progress by the end of KS2.
Additional TA support in year groups for children with specific needs.	TAs support children to enable them to access the curriculum and remain focused on their learning.	Children with specific needs e.g. statemented, school action or school action plus.	Children gain the skills they need to make good progress in their learning.
Speech and Language Therapist	Speech and language therapist assessed children to identify their specific needs to provide support to develop their language skills to improve their access to the	Children with identified speech and language skills across the school	Speech and language skills developed, children gain confidence in their ability to access the curriculum and in progressing in their learning

	curriculum.		
EAL specialist language support	EAL specialist assessed a pupil through an interpreter to determine a programme of work that would develop the pupil's understanding of the English language and increase the pupil's access to the curriculum. The class teacher is able to plan lessons that fully engage the pupil.	Pupil whose spoken language on entry to school was not English	The pupil's understanding and application of the English language leads to fuller access of the curriculum and access to assessments in maths and English
Social Skills group led by Qualified ELSA's (Emotional Literacy Support Assistants)	Social skills group for pupils assessed as requiring this support. ELSAs begun working with individual children identified by teachers in the summer term	Pupils assessed and diagnosed as having behavioural and emotional disabilities	Pupils are able to interact with each other well and their peers thereby improving their access to learning.
Lego Therapy led by specially trained staff.	Lego therapy helps to develop teamwork and co-operation. Children have to take turns and work together.	Pupils who may be struggling to make or maintain relationships with others.	Pupils understand rules and the need to co-operate to ensure everyone can enjoy an activity.
Subsidise payments for school trips, residential, clubs and extra-curricular provision	Provides opportunities for all pupils to take part in extra-curricular provision which will develop their ability to work with others and share learning experiences from a broad curriculum. Develop their social, physical and emotional well-being.	Pupils of all abilities in all year groups whose families are eligible for free school meals or other areas of the Pupil premium criteria.	An enriched and broad curriculum that provides extra-curricular activities is fully inclusive. Enable children to participate and gain confidence, independence and social skills.