



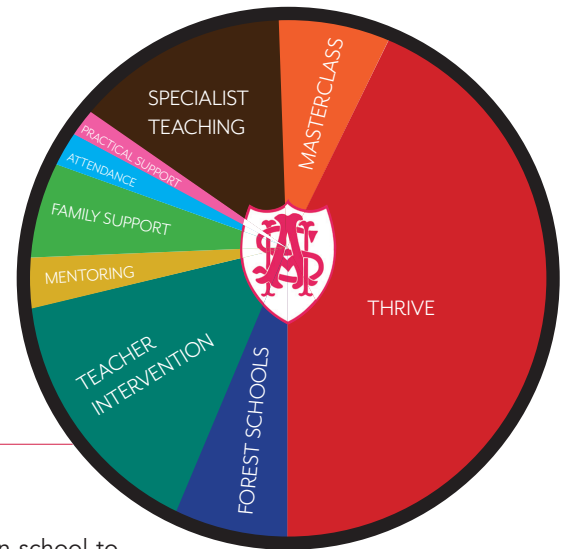
# Pupil Premium at Hanham Abbots Junior School 2016-17



## Pupil Premium Spending

Hanham abbots Junior School received £79200 for the 2016-17 year.

This was spent as follows:



## What does the funding provide?

### Inclusion Leader

This provides the SWI contribution for the Federation Inclusion Leader. It is a key role in school to monitor and promote the progress of all vulnerable groups including those children who attract pupil premium funding. The Inclusion Leader attends all pupil progress meetings and will focus key questions about pupil premium children's progress and attainment to Year Group Leaders and class teachers. Following these meetings class teachers and the pupil premium champion action support required for PP children to progress, close gaps with non PP children and reach greater depth if possible. The impact of this support is discussed in the next pupil progress meeting.

### Forest Schools

This funding been targeted to help children develop a range of transferrable learning skills such as team work, resilience, attention, concentration and problem solving and play skills through outdoor activities. The skills are then integrated back into the classroom and across the curriculum with the aim of contributing to good progress in a range of areas.

### Family Support

Our Parent Link Worker liaises regularly with parents who need support with a range of things such as parenting skills, finances, signposting to other relevant agencies, attendance and homework support. The parent link worker will contact all parents of children who attract PP money to identify any areas of support that will result in positive well being and progress in school.

### Attendance

The Parent Link worker is also the key adult who liaises with our Educational Welfare Officer who is bought in with PP funding. Together they identify which children are struggling to maintain an acceptable attendance level. They meet parents to discuss concerns, reasons and identify support as well as expectations within a given timescale.

### Practical support for parents e.g. milk, trips, uniform

This enabled some of our disadvantaged families to get some financial support towards the extras that enrich the children's experiences as well as feeling fully included in school life.



### Teacher Interventions

We pay for Progressive Sports coaches to lead our PE curriculum and this allows us to release class teachers to give targeted groups of children good quality intervention in smaller groups for reading, writing and maths. Children are identified at pupil progress meetings with the Headteacher and Inclusion Leader and impact is discussed at the next meeting.

### Specialist teaching

We have specialist teachers who work one to one or with very small groups to focus on gaps children may have in the learning. This is focused support with clearly identified outcomes.

### Thrive

We have members of staff who are trained at Thrive practitioner level and all teachers and support staff are given training in the Thrive approach. This supports the emotional development of children at whole school level and in smaller groups or one to one for children who have had interrupted emotional development. Our disadvantaged pupils are a key group identified and monitored within this provision. We provide case studies to show the impact of this support for selected pupils.

### Mentoring support

We use some of our PP funding to pay for specialist mentors to work individually with children who require one to one support, guidance and learning of resilience skills and coping strategies in their individual lives. This focuses on skills that help them to access the challenging curriculum and school life.

### Masterclass

Masterclass is an afternoon of opportunities for children to learn new skills in an area which is not regularly featured in the curriculum. It provides an opportunity to thrive in the academic, creative or sporting arena. Children practice key skills required to progress and achieve in regular school subjects and begin to identify good skills they have and areas of interest they may develop. For our more able disadvantaged children it gives them the opportunity to work at greater depth in an area they enjoy and may not have the opportunities outside of school to pursue.

### How is the provision monitored?

All disadvantaged children are closely monitored throughout the year via termly pupil progress meetings. During these meetings teachers meet with the Headteacher and Inclusion Leader to discuss any barriers disadvantaged pupils may have and agree strategies to accelerate progress, close the achievement gap and challenge more able disadvantaged pupils to achieve at greater depth.

The Senior Leadership Team provides data analysis reports to the Governing Body in September (previous end of year results) and February (current mid-year data analysis), which include comparative data on the performance of disadvantaged children against that of their peers.

A written report on the impact of Pupil Premium funding is provided to the governing body annually.

## Impact of Funding

### Attendance

The overall attendance of our disadvantaged pupils has improved by 1.6%. Pupils with less than 90% of attendance has decreased by 13.9%

Our focus for 2017-18 will be to focus on reducing the percentage of children with broken weeks of attendance as research shows that this has a big impact on progress and attainment.

### Academic progress

The data shows that the range of extra support is having an impact on the disadvantaged pupils' progress which in turn will help to close the attainment gap with their more advantaged peers.

The expectation is that pupils make at least 6 points progress each year in reading, writing and maths.

62.7% of our Y6 disadvantaged pupils made 6+steps progress in Y5 and in Y6 this had increased to 82%.

AVERAGE POINTS PROGRESS		
	Non PP	PP
Year 6	6.3	6.9
Year 5	6.8	6.4
Year 4	6.1	6.6
Year 3	6.1	6.3

The aim is to continue this accelerated progress to result in raising attainment and closing the gap between disadvantaged pupils and their non disadvantaged peers 2017-18