

Meon Junior School

Pupil Premium Report 2015 / 16

Schools receive Pupil Premium funding for children that have been entitled to free school meals during the last six years, for children who are post Local Authority care and for children who are from a services family. In 2015-16 the amount of funding per pupil for each of these 3 groups was £1,320; £1,900 and £300 respectively.

The Government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged children and their wealthier / more advantaged peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

24% of Meon Junior School's students (79 pupils) have been entitled to free school meals during the last six years. This is just below the national figure (27.3%) in 2015 - 2016. In 2015-16 we also received funding for 17 pupils from services families. The total funding received in 2015-16 was £109,380. The way that this was spent and the impact of the spending are shown in the table below.

Action and cost	Description	Impact												
<p>One to one and group catch up programmes.</p> <p>£32,779</p>	<p>Reading, writing catch up programmes delivered weekly to a target group of pupils by a qualified teacher.</p>	<p>30 children in the school worked with a qualified teacher on areas identified by the class teacher to work through lessons designed to work upon knowledge gaps in reading and writing.</p> <p>60% of this group moved from working below National Standards to be in line with National standards for their Year group.</p> <p>Gaps between all pupils and pupil premium pupils narrowed across Years 5 and 6 where emphasis was placed.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Gaps from End of Autumn to End of Summer, Pupil Premium compared to all pupils</th> </tr> <tr> <th></th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Writing</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Year 5</td> <td style="text-align: center;">-17% to -6%</td> <td style="text-align: center;">-19% to -7%</td> </tr> <tr> <td style="text-align: center;">Year 6</td> <td style="text-align: center;">-4% to +21%</td> <td style="text-align: center;">-5% to +1%</td> </tr> </tbody> </table>	Gaps from End of Autumn to End of Summer, Pupil Premium compared to all pupils				Reading	Writing	Year 5	-17% to -6%	-19% to -7%	Year 6	-4% to +21%	-5% to +1%
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<p>ELSA to support vulnerable pupils</p> <p>£8,976</p>	<p>Specialist ELSA working on a one to one or small group basis with pupils who are vulnerable, providing a range of support and counselling.</p>	<p>Attendance for the school remained at 96.3% with late pupils being around 1%.</p> <p>This figure is 95.3% for disadvantaged pupils.</p>												
<p>Increased classroom support.</p>	<p>Increased classroom support aimed at</p>	<p>Providing TA support for every Year 6 class allowed time for personalised interventions based upon day to day learning. Additional staff allowed time for teaching staff to conference pupils on a one to</p>												

<p>£20,456</p>	<p>focused disadvantaged and vulnerable groups. (Year 6 receiving additional support). Support to allow time for pupil conferencing by staff and personalised interventions.</p>	<p>one basis. Pupil conferencing primarily focused upon GPS, writing and reading as these were a focus for the year group, the impact of this can be seen in KS2 outcomes where disadvantaged pupils outperformed other pupils in these areas.</p> <table border="1" data-bbox="564 304 1490 584"> <thead> <tr> <th colspan="5">Year 6 KS2 outcomes 2015 / 16</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>GPS</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>79%</td> <td>84%</td> <td>79%</td> <td>42%</td> </tr> <tr> <td>Non - disadvantaged</td> <td>58%</td> <td>84%</td> <td>69%</td> <td>65%</td> </tr> </tbody> </table>	Year 6 KS2 outcomes 2015 / 16						Reading	Writing	GPS	Maths	Disadvantaged	79%	84%	79%	42%	Non - disadvantaged	58%	84%	69%	65%										
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<p>IT interventions and increased access for pupils.</p> <p>£24,245</p>	<p>Increased access to technology across the school through a fleet of Chromebooks for each Year group. Bespoke IT interventions for reading using this technology using Lexia and Accelerated Reader.</p>	<p>Access to IT throughout the school day, rather than once a week as a specific IT lesson in an IT suite, has allowed for technology to be used as a tool for learning. This has also provided the opportunity to target pupils using specific IT interventions such as Lexia. These have primarily been focused around reading.</p> <table border="1" data-bbox="564 938 1490 1397"> <thead> <tr> <th colspan="5">Reading outcomes end of Autumn / end of Summer 2015 / 16</th> </tr> <tr> <th></th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Autumn - all pupils</td> <td>86%</td> <td>71%</td> <td>60%</td> <td>64%</td> </tr> <tr> <td>Autumn - disadvantaged</td> <td>80%</td> <td>54%</td> <td>43%</td> <td>60%</td> </tr> <tr> <td>Summer - all pupils</td> <td>86%</td> <td>84%</td> <td>79%</td> <td>58%</td> </tr> <tr> <td>Summer - disadvantaged</td> <td>80%</td> <td>80%</td> <td>73%</td> <td>79%</td> </tr> </tbody> </table>	Reading outcomes end of Autumn / end of Summer 2015 / 16						Year 3	Year 4	Year 5	Year 6	Autumn - all pupils	86%	71%	60%	64%	Autumn - disadvantaged	80%	54%	43%	60%	Summer - all pupils	86%	84%	79%	58%	Summer - disadvantaged	80%	80%	73%	79%
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<p>Providing access to free clubs, lunchtime clubs and swimming.</p> <p>£1,427</p>	<p>Funded access to afterschool clubs for a group of identified pupils. Staff to run lunchtime social skills clubs for groups of pupils. Funding swimming for pupils who are eligible.</p>	<p>Increased numbers of pupil premium pupils accessing after-school provision for specialist clubs such as street dance and Judo giving children who would not ordinarily have access to these activities a chance to participate.</p>																														
<p>Resources to support intervention and targeted support.</p>	<p>A range of resources to support core subjects (FFT and ECAR training, practical</p>	<p>FFT and ECAR have had a positive impact upon PP group of pupils (see data above)</p> <p>Maths resources and CPD have enabled staff to move away from rigorous setting of pupils into ability groups and to move towards flexible groupings within class settings over the course of the year. This</p>																														

£12,164	apparatus for maths)	has encouraged a more inclusive approach and staff have reported that pupils who would previously remain the the lower sets are accessing mathematics at a much higher level.
Release time for SLT to support teaching team. £9,333	Release time for SLT to support teaching team with quality first teaching and using data effectively.	Middle leaders have had a raised profile and CPD to enable them to be part of the school's monitoring process. This has in turn led to increased monitoring, moderation, evaluation and support for staff across the school providing a more consistent approach to teaching and learning for all groups of pupils.
£109,380		Total Pupil Premium Expenditure 2015-2016

Performance of disadvantaged pupils at end of KS2 2015 - 2016

KS2 outcomes 2015 /16				
	Reading	Writing	GPS	Maths
National	66%	74%	72%	70%
Portsmouth - disadvantaged	50%	62%	58%	53%
Meon - disadvantaged	79%	84%	79%	42%
National (scaled score)	103		104	103
Portsmouth - disadvantaged (scaled score)	99		101	100
Meon - disadvantaged (scaled score)	104		104	99