



The Pupil Premium: Using it to make a difference at Newquay Junior Academy

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

Newquay Junior Academy is committed to ensuring maximum progress for all groups of children and strives to diminish differences between groups of children. Newquay Junior Academy actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress. Strong leadership systems strive to ensure that Pupil Premium funding has the necessary impact. The Headteacher and the Senior Assistant Head teacher leads the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governing Body, ensuring that the school is held to account for the impact of spending.

Newquay Junior Academy Pupil Premium Funding Allocation

Financial Year	Amount of Pupil Premium Funding Received
2017-18	£153,120
2016-17	£153,120
2015-16	£167,055
2014-15	£182,877

We use the Pupil Premium Grant to fund three main activity types:

1. Support
2. Intervention
3. Enrichment

Support

- Upon entry, we use qualitative and quantitative data to set aspirational targets for children.
- In order to support the social and emotional needs of students, we contribute to the Educational Psychologist, Child Protection Lead, Speech and Language Therapist, counsellor and Educational Welfare Officer who work across Newquay Education Trust.
- Investment in a Parent Support Advisor to provide additional support for parents and break down any barriers to engagement.

Intervention

- Staff are aware of pupil premium students and their progress is tracked half termly and appropriate interventions are put in place to mitigate underachievement.
- A rigorous staff appraisal system involves analysis and discussion of the achievement and attainment of children.
- We invest in additional Learning Support assistants to ensure individuals are able to make at least expected progress and the most-able are challenged to achieve their potential.
- We invest in a wide range of Continuing Professional Development for teachers including high quality training, rigorous monitoring and judicious deployment of Learning Support Assistants, to ensure high quality teaching for all. There is an emphasis on engagement and effective oral and written feedback to promote progress.

Enrichment

- We offer before and after school club which provides enrichment activities.
- We subsidise after school provision for disadvantaged groups.
- Trips are offered and subsidised throughout the year.

In addition to the above, we provide financial assistance for uniform for families that need it.

Strategies showing impact for 2016-2017 include:

Initiative	How this was achieved?	What did this look like?	Cost £
Individualised learning to meet the needs of all learners.	High quality and highly trained Senior Learning Support and Learning Support to deliver support for individuals, and groups.	<ul style="list-style-type: none"> • PiXL intervention programme • Small group and individual tailored catch up programmes • Individual coaching sessions • Extra- curricular curriculum clubs • Fun Fit sessions to encourage co- ordination of bodies and minds at the beginning of the day • Weekly CPD in line with staff training 	107,000
	Learning Support with specialist knowledge/training to support vulnerable children.	<ul style="list-style-type: none"> • Additional support of CiC pupil (1) 	1900
	After school Maths club to support pupils.	<ul style="list-style-type: none"> • Allowing pupils, the access of small group intervention 	1350
	SEND (non-class based) support	<ul style="list-style-type: none"> • NET SEND/PP Team delivering personalised coaching and support, liaising with parents/carers to raise aspirations. 	5,000
	Third Learning Space Online Maths Support	<ul style="list-style-type: none"> • 11 identified Year 6 pupils to receive 14 weeks of one on one Maths online tutoring • 11 identified Year 5 pupils to receive 10 weeks of one on one maths online tutoring. 	2000
	Life Skills classes – provide social support and development PDBW	<ul style="list-style-type: none"> • Includes cooking, shop trips, DT, gardening • Support with groups of girls in Y4 	1900
Improve attendance and punctuality	Education Welfare Officer / Family Support Worker within school	<ul style="list-style-type: none"> • To support families in ways to ensure pupils arrive to school every day, on time, ready to learn. 	4500
	Weekly Class Attendance Competition	<ul style="list-style-type: none"> • To raise the profile and awareness of the worthiness of attendance and punctuality. 	150
	Pre-school Breakfast club and after school learning/supervision	<ul style="list-style-type: none"> • Allows parents work opportunities, sibling drop off at Infant feeder school, enables greater opportunity for punctuality and attendance • Pupils have access to learning/homework tasks • Pupils have access to Learning Support to complete homework. 	12,000
	Employment of fully qualified School Counsellors and support of LS undertaking Counselling training. Senior Learning Support – to deliver wellbeing (anxiety) workshops.	<ul style="list-style-type: none"> • Two counsellors available for specific 1:1 sessions also through the week and lunchtimes for pupils. • SLS to deliver wellbeing group weekly and feedback to teachers. 	5400

Develop pupils' resilience and self-belief / Raise aspiration of learners	Meditation - provides calming techniques	<ul style="list-style-type: none"> • Groups and Classes during stress points within the year 	250
	Employment of a Pupil Premium Development Leader	<ul style="list-style-type: none"> • Support Learning in Maths / Literacy • Promote engagement through offering a series of after school clubs targeted at resilience and cooperation and self-esteem building • Improve pupils experience and behaviour by leading lunch time sports clubs • Develop leadership skills through Leadership Development Programme 	10,000
	The Pegasus Award	<ul style="list-style-type: none"> • A scheme which re-engages pupils into the school community through positive reinforcement of self and others 	1700
	Financial support to enable all children to participate in school visits	<ul style="list-style-type: none"> • Support for families so all children receive the same enrichment opportunities 	1400
	Raise aspirations of PP pupils developing an ethos of resilience	<ul style="list-style-type: none"> • School visits and assemblies • PSHE lessons 	Costs included above
	Broadening PP outlook participating in extracurricular clubs	<ul style="list-style-type: none"> • Encourage PP to take part in extra curricular 	NA

Data Highlights (comparison year on year) – how is the funding making a difference?

Numbers of pupils in receipt of the pupil premium funding

Number of Pupils and Pupil Premium Grant 2016 -2017			
Numbers of pupils eligible for PPG		Male	Female
Year 3 PP Pupils	29	18	11
Year 4 PP Pupils	34	19	15
Year 5 PP Pupils	37	15	22
Year 6 PP Pupils	34	14	20
TOTAL PP Pupils	134		

Key Stage 2 SATs 2017

2017 KS2 Assessments: Percentage of children reaching the expected standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	71%	76%	77%	75%	61%
School all pupils	65%	74%	65%	71%	55%
School Non PP	71%	76%	69%	75%	59%
School PP	55%	68%	57%	64%	48%
Difference (School PP to National)	-16	-8	-20	-11	-13

2017 KS2 Assessments: Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	25%	18%	31%	23%	9%
School all pupils	18%	12%	18%	15%	4%
School Non PP	23%	12%	23%	19%	4%
School PP	9%	11%	9%	9%	5%
Difference (School PP to National)	-16	-7	-22	-14	-4

Key Stage 2 SATs 2016

2016 KS2 Assessments: Percentage of children reaching the expected standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	66%	74%	73%	70%	53%
School all pupils	67%	70%	69%	61%	51%
School Non PP	73%	75%	71%	62%	55%
School PP	48%	55%	62%	55%	38%
Difference (School PP to National)	-18	-19	-11	-15	-15

2016 KS2 Assessments: Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	19%	15%	22%	17%	5%
School all pupils	19%	17%	16%	10%	6%
School Non PP	21%	15%	16%	12%	8%
School PP	10%	24%	17%	0%	0%
Difference (School PP to National)	-9	+9	-5	-17	-5

Evaluative statement

The percentage of pupils in receipt of pupil premium funding reaching the expected standard for reading, writing and mathematics, together with the overall combined in reading, writing and maths has increased from 2016 to 2017 and is closer to the national percentages.

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Attendance 2016 - 2017

	Cohort (Whole School)		Percentage Attendance					Persistent Absence >10%	Lates
			Whole School	Year 3	Year 4	Year 5	Year 6		
All Students	542	100%	95.5%	95.8%	95.4%	96.0%	94.7%	10.9%	0.8%
Male	276	51%	95.4%	96.3%	95.0%	95.6%	94.6%	10.5%	0.8%
Female	266	49%	95.6%	95.0%	95.9%	96.3%	94.9%	11.3%	0.8%
<i>GENDER GAP (F-M)</i>			0.2%	-1.3%	1.0%	0.7%	0.3%	0.8%	0.0%
Pupil Premium	131	24%	93.3%	92.6%	92.7%	94.9%	92.7%	24.4%	1.6%
Not Pupil Premium	411	76%	96.2%	96.6%	96.2%	96.3%	95.7%	6.6%	0.5%
<i>PUPIL PREMIUM GAP</i>			2.9%	3.9%	3.5%	1.4%	3.0%	17.9%	1.1%

Attendance 2015 - 2016

	% of sessions missed due to Overall Absence		% Persistent absentees - absent for 10% or more sessions	
	School	National average for primary schools	School	National average for primary schools
All Pupils	4.6	3.9	12.6	8.8
Gender				
Male	4.8	4.0	14.6	9.0
Female	4.4	3.9	10.5	8.6
Free School Meals*				
FSM	6.4	5.2	19.7	15.1
Non FSM	4.1	3.4	10.6	6.2

Evaluative statement

Newquay Junior Academy recognises that absence rates and persistent absence rates for those in receipt of the pupil premium funding have increased from the 2015 – 2016 to the 2016 – 2017 academic year. The 2017 – 2018 pupil premium action plan (see below) identifies how we aim to address this issue.

For further information about the use of the Pupil Premium at Newquay Junior Academy please contact;

Craig Hayes - Headteacher
 Karen Dickens – Senior Assistant Headteacher
 Steve Dunn – Pupil Premium Governor

Further information about school data is available through the link to the Department for Education website on the results section of our website

Action Plan for use of Pupil Premium 2017-2018

Pupil premium used for	Amount allocated to the intervention / action (£)	New or continued activity or cost centre	Summary of Intervention/Action Year group and pupils involved Time scale	Intended outcomes How this intervention will improve achievement for pupils eligible for pupil premium	Monitored by	Impact
Employ two senior learning supports to: <ul style="list-style-type: none"> • provide opportunities for pupils to reflect on teachers feedback and whether this is leading to sustained improvement. • Support pupils with their social and emotional development 	£38,000	New	All pupils throughout the year Sutton Trust learning reviews One to one support during lessons, before school, after school Group support during lessons, before school, after school Smaller class sizes for interventions Social and emotional support	Diminishing the differences between PP children and Non PP children and to raise attainment and achievement across the school. Raised self-esteem, promoting confidence and increased motivation.	Local Governing Body Senior Leadership Team Leadership team Class teachers	
Class learning support to facilitate interventions and provide group or 1:1 support, both in lesson time and before/after school	£62,000	Continued	Time for teachers and teaching assistants to regularly analyse ongoing pupil information. Identify the barriers to learning and plan effective strategies to improve learning	Pupils make substantial and sustained progress. Pupils are provided with opportunities to articulate their learning		

			outcomes for disadvantaged pupils.			
Additional enrichment projects to support core English and Maths skills	£15000	New	<p>All pupils throughout the year</p> <p>Extra-curricular English and maths support through ICT</p> <p>Targeted outdoor learning to promote practical applications of English and Maths skills</p> <p>Raising aspirations days by visiting local universities, colleges and industry</p>			
Teaching and learning resources	£7000	Continued	<p>Targeted pupils throughout the year</p> <p>Writing interventions</p> <p>Maths interventions</p> <p>Spelling interventions</p> <p>ICT resources to support the above</p>			
Employ a parent support advisor and education welfare officer to support the	£17000	Continued	<p>Targeted pupils and families throughout the year</p>	<p>Improved welfare of disadvantaged families</p> <p>Upskilling of parents to support learning</p>		

families of pupil premium children, to improve their attendance and parent engagement.			<p>Support for families in crisis</p> <p>Lead professional for TAC meetings</p> <p>Monitoring and improve attendance</p> <p>Coordinating pastoral meetings and conducting home visits</p>	<p>Improved welfare of disadvantaged families</p> <p>Improved learning outcomes for disadvantaged pupils.</p> <p>Increased progress</p> <p>Improve the attendance of free school meals children to at least 95%</p>		
Attendance at more able pupil events	£1000	Continued	<p>More able pupils</p> <p>Attendance at events, ie more able maths workshops</p>	<p>Accelerated progress and raised self esteem</p>		
Individual contingency fund- Ensure there is a funding reserve to provide additional social and emotional support for disadvantaged families.	£4620	Continued	<p>Related to specific children</p> <p>Targeted pupils throughout the year</p> <p>Attendance at extra curricular workshops/activities</p> <p>Class trips</p> <p>Residentials</p> <p>Sporting events</p> <p>Additional counselling sessions</p>	<p>Diminishing the differences between PP children and Non PP children and to raise attainment and achievement across the school.</p> <p>Raised self-esteem, promoting confidence and increased motivation.</p> <p>Pupils make substantial and sustained progress. Pupils are provided with opportunities to articulate their learning</p>		

Total amount spent

£153120

The date of the next review of the strategy: achievement data to be used frequently to check whether interventions or techniques are working and adjustments made accordingly.