



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 two Assistant Head teachers with responsibility for Pupil Premium lead 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
2018-19	£157,520
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 our pupils.
- In order to support the social and emotional needs of our pupils, 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 disadvantaged pupils 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 our pupils.
- We invest in both additional Senior Learning Support assistants and 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 clubs which provide 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.

Numbers of pupils in receipt of the pupil premium funding 2017 - 2018

Number of Pupils and Pupil Premium Grant 2017 -2018			
Numbers of pupils eligible for PPG		Male	Female
Year 3 PP Pupils	27	10	17
Year 4 PP Pupils	27	16	11
Year 5 PP Pupils	38	21	17
Year 6 PP Pupils	44	16	28
TOTAL PP Pupils	136		

Strategies showing impact for 2017-2018 include:

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	Improved outcomes for disadvantaged pupils in reading, writing and combined RWM percentages (see data highlights below)
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 outcomes for disadvantaged pupils.	Pupils make substantial and sustained progress. Pupils are provided with opportunities to articulate their learning.		Improved outcomes for disadvantaged pupils in reading, writing and combined RWM percentages (see data highlights below)

<p>Additional enrichment projects to support core English and Maths skills</p>	<p>£15000</p>	<p>New</p>	<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>			<p>Improved outcomes for disadvantaged pupils in reading, writing and combined RWM percentages (see data highlights below)</p>
<p>Teaching and learning resources</p>	<p>£7000</p>	<p>Continued</p>	<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>			<p>Improved outcomes for disadvantaged pupils in reading, writing and combined RWM percentages (see data highlights below)</p>

<p>Employ a parent support advisor and education welfare officer to support the families of pupil premium children, to improve their attendance and parent engagement.</p>	<p>£17000</p>	<p>Continued</p>	<p>Targeted pupils and families throughout the year</p> <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>Upskilling of parents to support learning</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>		<p>Pupil premium attendance has improved by 1.1%</p> <p>Pupil premium persistent absence has decreased by 9.2%</p> <p>Current FSM attendance has improved by 2.7%</p> <p>Current FSM persistent absence has decreased by 13.5%</p>
<p>Attendance at more able pupil events</p>	<p>£1000</p>	<p>Continued</p>	<p>More able pupils</p> <p>Attendance at events, ie more able maths workshops</p>	<p>Accelerated progress and raised self esteem</p>		<p>Improved outcomes for most able disadvantaged pupils in reading, GPS and maths percentages (see data highlights below)</p>

<p>Individual contingency fund- Ensure there is a funding reserve to provide additional social and emotional support for disadvantaged families.</p>	<p>£4620</p>	<p>Continued</p>	<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>		<p>Improved outcomes for disadvantaged pupils in reading, writing and combined RWM percentages (see data highlights below)</p>
<p>Total amount spent</p>	<p>£153120</p> <p>Achievement data was used termly to check whether interventions or techniques were making a difference and adjustments were made accordingly.</p>					

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

Key Stage 2 SATs 2018

2018 KS2 Assessments: Percentage of children reaching the expected standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	75%	78%	78%	76%	64%
National Non PP*	77%	81%	82%	80%	67%
School all pupils	81%	86%	68%	78%	68%
School Non PP	86%	91%	73%	81%	73%
School PP	62%	71%	50%	62%	50%
Difference (School PP to National Non PP*)	-15	-10	-32	-18	-17

2018 KS2 Assessments: Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	28%	20%	34%	24%	9%
National Non PP*	29%	21%	36%	27%	11%
School all pupils	31%	19%	22%	27%	11%
School Non PP	34%	23%	24%	31%	13%
School PP	18%	6%	15%	15%	3%
Difference (School PP to National Non PP*)	-11	-15	-21	-12	-8

**National Non PP for 2018 is not yet available and therefore 2017 figures are used in the above table.*

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%
National Non PP	77%	81%	82%	80%	67%
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 Non PP)	-22	-13	-25	-16	-19

2017 KS2 Assessments: Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	25%	18%	31%	23%	9%
National Non PP	29%	21%	36%	27%	11%
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 Non PP)	-20	-10	-27	-18	-6

Evaluative statement

The percentage of pupils in receipt of pupil premium funding reaching the expected standard for reading, writing and reading/writing/mathematics combined, has increased from 2017 to 2018 and is closer to the national non pupil premium percentages.

The percentage of pupils in receipt of pupil premium funding reaching the higher standard for reading, GPS and mathematics has increased from 2017 to 2018 and is closer to the national percentages.

We recognise that the percentage of pupils in receipt of pupil premium funding reaching the expected standard in maths has decreased slightly by 2% in mathematics (2017 – 64%, 2018 – 62%) and 7% in GPS (2017 – 57%, 2018 – 50%)

Our in school assessment information highlights that our disadvantaged pupils made accelerated rates of progress during the 2017 – 2018 academic year. This information is available upon request.

Attendance 2017 - 2018

Newquay Junior Academy - Attendance Analysis (2017/18)													
	Cohort (Whole School)		Percentage Attendance							Persistent Absence >10%			Lates
			Whole School	NJA (16/17)	National (16/17)	Year 3	Year 4	Year 5	Year 6	Whole School	NJA (16/17)	National PA (16/17)	
All Pupils	570	100%	95.8%	95.4%	96.0%	96.2%	96.0%	95.3%	95.8%	6.1%	11.4%	8.7%	0.6%
Male	299	52%	95.7%	95.4%	96.0%	96.1%	96.5%	94.6%	95.5%	7.7%	10.9%	8.9%	0.6%
Female	271	48%	96.0%	95.5%	96.1%	96.3%	95.3%	96.1%	96.0%	4.4%	11.9%	8.5%	0.5%
<i>GENDER GAP</i>			<i>0.3%</i>	<i>0.1%</i>	<i>0.1%</i>	<i>0.2%</i>	<i>-1.2%</i>	<i>1.6%</i>	<i>0.6%</i>	<i>3.3%</i>	<i>-1.0%</i>	<i>0.4%</i>	<i>0.1%</i>
Pupil Premium	119	21%	94.1%	93.0%	94.1%	94.4%	94.4%	93.4%	94.4%	13.4%	22.6%	15.6%	1.0%
Not Pupil Premium	451	79%	96.3%	96.1%	96.4%	96.6%	96.5%	95.9%	96.1%	4.2%	8.1%	6.1%	0.4%
<i>PP GAP</i>			<i>2.1%</i>	<i>3.1%</i>	<i>2.3%</i>	<i>2.2%</i>	<i>2.1%</i>	<i>2.5%</i>	<i>1.7%</i>	<i>9.2%</i>	<i>14.5%</i>	<i>9.5%</i>	<i>0.6%</i>
FSM	49	9%	93.4%	90.7%	94.1%	92.5%	93.8%	93.5%	94.0%	18.4%	31.9%	17.9%	1.0%
Service Children	7	1%	96.5%	95.7%	-	97.6%	-	95.6%	95.6%	0.0%	0.0%	-	0.4%
SEN On Alert	33	6%	94.9%	-	-	96.1%	94.7%	95.4%	94.3%	9.1%	-	-	1.2%
SEN Add'l Needs	7	1%	93.9%	-	-	-	92.6%	96.1%	98.3%	28.6%	-	-	0.8%
SEN Support	21	4%	95.9%	95.2%	94.7%	96.2%	94.6%	93.0%	98.2%	5.0%	6.1%	14.4%	2.3%
EHCP	7	1%	93.8%	92.6%	93.3%	88.4%	99.7%	96.1%	-	14.3%	20.0%	19.7%	0.5%

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>			<i>0.2%</i>	<i>-1.3%</i>	<i>1.0%</i>	<i>0.7%</i>	<i>0.3%</i>	<i>0.8%</i>	<i>0.0%</i>
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>			<i>2.9%</i>	<i>3.9%</i>	<i>3.5%</i>	<i>1.4%</i>	<i>3.0%</i>	<i>17.9%</i>	<i>1.1%</i>

Evaluative statement

- Pupil premium attendance has improved by 1.1%
- Pupil premium persistent absence has decreased by 9.2%
- Current FSM attendance has improved by 2.7%
- Current FSM persistent absence has decreased by 13.5%

Newquay Junior Academy recognises that absence rates and persistent absence rates for those in receipt of the pupil premium funding have improved from the 2016 – 2017 to the 2017 -2018 academic year. The 2018 – 2019 pupil premium action plan (see below) identifies how we aim to further improve attendance figures for disadvantaged pupils.

Numbers of pupils in receipt of the pupil premium funding 2018 - 2019

Number of Pupils and Pupil Premium Grant 2018 -2019			
Numbers of pupils eligible for PPG		Male	Female
Year 3 PP Pupils	27	20	7
Year 4 PP Pupils	28	11	17
Year 5 PP Pupils	30	15	15
Year 6 PP Pupils	35	21	14
TOTAL PP Pupils	120		

Action Plan for use of Pupil Premium 2018-2019

Pupil premium used for:	Amount allocated to the intervention / action (£)	New or continued activity	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 	£26,000	Continued	All pupils throughout the year Based on Sutton Trust learning reviews One to one coaching during lessons to offer both academic and social/emotional support Targeted breakfast intervention to improve attendance and social skills	Diminishing the differences between disadvantaged pupils and non-disadvantaged pupils and to raise attendance, attainment and achievement across the school. Raised self-esteem, promoting confidence and increased motivation. Pupils make substantial and sustained progress. Pupils are provided with opportunities to articulate their learning.	Directors – QA meetings Local Governing Body Senior Leadership Team Leadership team Class teachers	
Employ four senior learning supports, one for each year group to: <ul style="list-style-type: none"> • Provide one to one and group support during maths and English lessons and at the beginning and end of the academy day to ensure disadvantaged pupils make accelerated progress 	£36000	New	All pupils throughout the year Based on Sutton Trust learning reviews Identification of gaps in specific learning skills and knowledge and providing high quality teaching of targeted one to one and group intervention	Pupils make substantial and sustained progress. Pupils are provided with opportunities to articulate their learning.		

Class learning support to facilitate interventions and provide group or 1:1 support, both in lesson time and before/after school	£55,520	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 outcomes for disadvantaged pupils.			
Additional enrichment projects to support core English and Maths skills and improve confidence and self esteem: <ul style="list-style-type: none"> • Beach school • Outdoor learning • Forest school • Creative writing clubs 	£2000	New	All pupils throughout the year Extra-curricular English and maths support Targeted outdoor learning to promote practical applications of English and Maths skills Raising aspirations days by participating in local projects			
Teaching and learning resources	£4000	Continued	Targeted pupils throughout the year Writing interventions Maths interventions Spelling interventions ICT resources to support the above			

<p>Employ a parent support advisor, education welfare officer and counsellor to support the families of disadvantaged pupils, to improve their attendance and parent engagement</p>	<p>£24000</p>	<p>Continued</p>	<p>Targeted pupils and families throughout the year</p> <p>Support for pupils/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>Counselling sessions</p>	<p>Improved welfare of disadvantaged families</p> <p>Upskilling of parents to support learning</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 96%</p>		
<p>Purchase a software application to provide an intuitive system for monitoring child protection, safeguarding, pastoral and welfare issues.</p>	<p>£1000</p>	<p>New</p>	<p>All pupils throughout the year</p> <p>Build chronologies around pupils and families so that all members of staff provide timely pastoral support to families in need</p>	<p>Improved welfare of disadvantaged families</p> <p>Diminishing the differences between disadvantaged pupils and non-disadvantaged pupils and to raise attendance, attainment and achievement across the school.</p>		
<p>Attendance at most able pupil events</p>	<p>£1000</p>	<p>Continued</p>	<p>Most able pupils</p> <p>Attendance at events, ie most able maths workshops</p>	<p>Accelerated progress and raised self esteem</p>		

<p>Individual contingency fund- Ensure there is a funding reserve to provide additional social and emotional support for disadvantaged families.</p>	<p>£4000</p>	<p>Continued</p>	<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>Diminishing the differences between disadvantaged pupils and non-disadvantaged pupils and to raise attendance, 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>		
<p>Provide attendance initiatives to improve the attendance of disadvantaged pupils</p>	<p>£2000</p>	<p>New</p>	<p>Targeted pupils throughout the year</p> <p>Weekly analysis of attendance information by the leadership team and pastoral team</p> <p>Identify disadvantaged pupils whose attendance is falling below the academy trigger points</p> <p>Communicate with disadvantaged families to offer incentives for improved attendance</p>	<p>Diminishing the differences between disadvantaged pupils and non-disadvantaged pupils and to raise attendance, attainment and achievement across the school.</p> <p>Build positive, working relationships with our disadvantaged families</p>		

Use the local pupil premium champion from the teaching school alliance to support and train our pupil premium workforce, sharing good practice across the academy trusts	£2000	New	<p>All pupils throughout the year</p> <p>Termly visits to:</p> <ul style="list-style-type: none"> • advise on strategies to improve outcomes for disadvantaged pupils and their families • review strategies and evaluate impact <p>Attend KTSA pupil premium meetings to share good practice</p>	Diminishing the differences between disadvantaged pupils and non-disadvantaged pupils and to raise attendance, attainment and achievement across the school.		
Total amount spent	<p>£157520</p> <p>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.</p>					

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

Craig Hayes - Headteacher
 Sian Nicholls – Assistant Headteacher, Pupil Premium lead Y3/Y4
 Lisa Mann - Assistant Headteacher, Pupil Premium lead Y5/Y6
 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