

Ranvilles Junior School Pupil Premium Statement- Academic Year 2017-18

Total Funding based on Academic Year 2017-18		Total number of eligible pupils	Amount per pupil (£)	Total amount (£)
Deprivation – based on the January 2017 and 2018 census	September-March	19.25	1,320	23,410
	April-August	11.25	1,320	14,850
Service Children- based on the January 2017 and 2018 census	September-March	40.25	300	12,075
	April-August	26.25	300	7,875
Post LAC- based on the January 2017 and 2018 census	September-March	0.00	1,900	0
	April-August	0.42	2,300	966
			Total Allocation	61,176
			Total Spend	66,722

FSM

Action- How it has been used	How the money was spent	Outcome- The impact	Cost
<p><u>To implement intervention sessions to address gaps in English ensuring that children make expected progress and 'close the gap'</u></p> <p>Target Tracker assessment software and teacher assessments were used to analyse pupil attainment and progress. Children's targets were identified and they</p>	<p>Specialist teacher focus groups</p> <p>Reading groups 5 x 30 mins per week with a focus on fluency, accurate word reading and comprehension</p> <p>Spelling interventions e.g.</p>	<p>Reading</p> <p>10 out of 11 children made expected progress or better in reading</p> <p>The measure of an effective intervention is whether a child makes double the rate of progress. The standard rate of progress is 1. Reading</p>	<p>Reading group-£884</p> <p>Spelling group- £196</p>

<p>were supported in small groups or on a one-to-one basis to address any misconceptions thus enabling good progress towards individual targets and Age Related Expectations.</p>	<p>Cued Spelling; SOS Spelling.</p> <p>Teaching Assistants are employed for additional contracted hours to facilitate the support.</p>	<p>interventions for an individual child showed a ratio gain of 2.25, more than double the rate of progress.</p> <p>All children (11/11) made the expected progress in writing</p> <p>Writing</p> <p>All children (11/11) made the expected progress in writing</p>	
<p><u>To implement intervention sessions to address gaps in maths ensuring that children make expected progress and 'close the gap'</u></p> <p>Target Tracker assessment software and teacher assessments were used to analyse pupil attainment and progress. Children's targets were identified and they were supported in small groups or on a one-to-one basis to address any misconceptions thus enabling good progress towards individual targets and Age Related Expectations. The Sandwell Early Numeracy Test was used to identify small steps in knowledge of place value and number learning. Children worked in small groups with a trained 1st Class@Number Teaching Assistant to address gaps in maths</p>	<p>Specialist teacher focus groups in class</p> <p>1st Class@Number maths intervention 3 hours per week for 12 weeks. Led by Teaching Assistant</p> <p>Maths Booster sessions 4 hours per week for 24 weeks. Led by SENCo and supported by a HLTA</p> <p>Teaching Assistants are employed for additional contracted hours to facilitate the support.</p>	<p>10/11 children made expected progress or better in maths.</p> <p>The maths age of 1 child was increased by 2 years as a result of the 1stClass@Number maths intervention.</p>	<p>1st Class@ Number group £8,098</p> <p>Maths Booster group £30,030</p>

<p>knowledge and understanding. Identified children worked in a small booster group with the SENCo and a HLTA to address gaps in knowledge and understanding.</p>			
<p><u>To fund a full time ELSA to support children with social and emotional needs at school</u> One to one ELSA sessions to address social and emotional needs focusing on a wide range of issues including parental separation; self-esteem; anger management; anxiety. Circle of Friends sessions.</p>	<p>Circle of Friends 1 hour per week for 6 weeks ELSA sessions</p>	<p>ELSA sessions with two FSM children enabled them address emotional needs and feel secure in their learning. This intervention had a positive impact on their emotional well-being and attendance at school.</p>	<p>£86</p>
<p><u>To fund a Home-School Link Worker to support parents with organisation, behaviour and emotional needs at home.</u> One to one sessions with parents Phone calls to parents Parenting advice given to support with behaviour and home learning e.g. reward charts, homework Liaising with class teachers to communicate individual children's needs</p>	<p>Total of 120 hours Home School Link Worker time</p>	<p>This intervention has had a positive impact on individual children's learning as a result of advice and support given to parents. Children who accessed this support made expected progress or better in reading, writing and maths.</p>	<p>£1305</p>

Service

Action- How it has been used	How the money was spent	Outcome- The impact	Cost
<p><u>To implement intervention sessions to address gaps in English ensuring that children make expected progress and 'close the gap'</u></p> <p>Target Tracker assessment software and teacher assessments were used to analyse pupil attainment and progress. Children's targets were identified and they were supported in small groups or on a one-to-one basis to address any misconceptions thus enabling good progress towards individual targets and Age Related Expectations.</p>	<p>One to one reading interventions with SENCo- daily Paired Reading sessions 15 minutes per day for a total of 30 hours</p> <p>Handwriting groups with TAs- 47.5 hours with identified children working on specific targets to improve letter and number formation.</p> <p>Reading groups with TAs- 295 hours with identified children working on specific targets from assessments.</p> <p>Spelling groups-86.5 hours with children identified on Target Tracker and teacher assessment as having gaps in spelling knowledge</p> <p>Catch Up phonics- 48 hours of intervention with specific children</p> <p>Teaching Assistants are employed for additional contracted hours to facilitate the support.</p>	<p>49/52 children made expected progress or better in reading.</p> <p>9 children exceeded their target in reading.</p> <p>48/52 made expected progress or better in writing.</p> <p>5 children exceeded their target in writing</p>	<p>One to one reading interventions with SENCo- £ 1174</p> <p>Handwriting groups- £511</p> <p>Reading groups with TAs- £3176</p> <p>Spelling groups- £922</p> <p>Catch Up phonics- £517</p>

<p><u>To implement intervention sessions to address gaps in maths ensuring that children make expected progress and 'close the gap'</u></p> <p>Target Tracker assessment software and teacher assessments were used to analyse pupil attainment and progress.</p> <p>Children's targets were identified and they were supported in small groups or on a one-to-one basis to address any misconceptions thus enabling good progress towards individual targets and Age Related Expectations.</p> <p>The Sandwell Early Numeracy Test was used to identify small steps in place value and number learning. Children worked in small groups with a trained 1st Class@Number Teaching Assistant to address gaps in maths knowledge and understanding.</p> <p>Identified children worked in a small group with the SENCo and a HLTA to address gaps in knowledge and understanding.</p>	<p>Maths Booster group with SENCo</p> <p>1st Class@Number intervention group with trained TA</p> <p>One-to-one personalised interventions with TAs</p> <p>Teaching Assistants are employed for additional contracted hours to facilitate the support.</p>	<p>46/52 children made expected progress or better in maths</p> <p>7 children exceeded their target in maths.</p> <p>All service children included in the 1stClass@Number maths intervention made significant gains in their maths ages.</p>	<p>Maths Booster group with SENCo- £12,512</p> <p>1stClass@Number group- £3,180</p> <p>One to one interventions- £809</p>
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<p><u>To fund a full time ELSA to support the specific pastoral needs of service children</u></p> <p>Circle of Friends groups One-to-one personalised ELSA sessions to help children cope with deployment of parents</p>	<p>Total of 102 hours ELSA time</p>	<p>Children’s emotional and pastoral needs were met thus enabling them to feel secure at school and able to focus on their learning.</p>	<p>£1,100</p>
<p><u>Home School Link</u> One-to-one sessions with parents</p>	<p>4 hours of Home-School Link Worker time</p>	<p>Three service families accessed this offer, which was invaluable in supporting parents to manage issues at home which may be affecting their child.</p> <p>All children whose parents accessed this service made expected progress or better in reading, writing and maths.</p>	<p>£43</p>
<p><u>HMS Ranvilles Lunchtime Club</u></p> <p>Social group run every lunchtime by a HLTA to develop a support network of service children at school</p>	<p>30 hours of HLTA time to enable lunchtime club to run</p> <p>Teaching Assistants are employed for additional contracted hours to facilitate the support.</p>	<p>An average number of 20 children accessed this support per week.</p> <p>Children’s emotional and pastoral needs were met. They were able to access support at the point of any difficulty they had in terms of separation or long deployments. The impact of this was that they felt secure in school and that they had a network of friends on which they</p>	<p>£379</p>

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Post LAC

Action- How it has been used	How the money was spent	Outcome- The impact	Cost
<p>This money was spent on funding school trips and out of school clubs in order to develop confidence, social skills and widen experiences of the world.</p> <p>Supporting home learning by funding an iPad.</p>	<p>Funding trips</p> <p>Funding after school and out of school clubs, including uniforms and equipment required.</p> <p>Provision of iPad for home learning</p>	<p>LAC child made expected progress or better in reading, writing and maths.</p> <p>End of year targets were met in reading and writing.</p> <p>End of year targets were exceeded in maths.</p>	<p>£966</p>