



Chandag Road, Keynsham, Bristol, BS31 1PQ
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www.chandag-jun.bathnes.sch.uk

PUPIL PREMIUM GRANT EXPENDITURE & IMPACT

End of academic year report (September 2015 – July 2016)

Chandag Junior School receives a Pupil Premium Grant (PPG) for each child whose parents have successfully registered for their entitlement to receive Free School Meals (FSM) now, or who has been in receipt of FSM at any time within the last six years (Ever6), Service Children (Ever5) and for any children *who are* looked after (LAC).

Number of children and pupil premium grant (PPG) received	
Total number of pupils on roll (2015-2016 academic year):	269
PPG received per eligible pupil (2015-2016 academic year):	£300 / £1320
Pupils on roll generating PPG funding:	22
Total PPG available for children on roll September 2015 – July 2016:	£29,040

Principles at Chandag Junior School:

- In order to address the challenge of ‘diminishing differences’ in achievement for socially disadvantaged pupils the school will publish on www.chandag-jun.bathnes.sch.uk information specifying how we have used their Pupil Premium Grant.
- All activities funded by the pupil premium grants are aimed at every area of the children’s development, and are targeted to accelerate progress over time, swiftly move children’s attainment to their age related expectation or beyond, and rapidly reduce the possibility of those children falling behind their peers.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are effectively assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding is allocated following a needs analysis which will identify priority year groups or individual children. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Our pupil premium cohort is made up of children with a range of attainment; therefore interventions will take account of this range.
- We ensure that teaching and learning opportunities meet the needs of all of the pupils.

The range of provision the school may consider over time includes, but is not limited to:

- Additional teaching and learning opportunities provided by teachers, trained teaching assistants or external professionals
- Providing small group work with an experienced teacher, supplemented where necessary by teaching assistants, focussed on overcoming gaps in learning
- 1:1 support from a teacher or teaching assistant, or other appropriate professional
- Acquiring effective resources aimed at raising standards in reading, writing and mathematics.
- Pupil premium resources may also be used to target able children on FSM to achieve higher standards at the end of KS2, and/or to broaden their learning experiences in other disciplines.

Area of Spend	Cost	Description of Intervention <i>*where identified by Education Endowment Fund</i> https://educationendowmentfoundation.org.uk/	Intended Outcomes	How impact measured
Supporting the cost of trips	£80	Subsidising the cost of the off-site activities in consultation with parents.	Children take full part in the activities as part of the enrichment provision and parents are happy.	Enjoyment reported back to school via pupils and parents.
Discrete small group booster intervention	£2,460	Small group support for pupils in two year groups including Pupil Premium Group (PPG) children with a teacher for focused Literacy and Numeracy support. <i>*EEF: Small group tuition +4 months,</i>	To secure greater levels of progress and attainment for pupils in maths and literacy. This will increase progress of PPG students within maths and literacy.	Analysis of progress and attainment tracking termly, through pupil progress meetings with teachers and teaching assistants.
Pre-school clubs	£497.50	Breakfast club attendance at private facility near to the school, where children join friends for breakfast, social time and preparations for school. Work alongside external childcare provision agency, B&NES Social Care provision, Connecting Families and B&NES 'children missing education service'.	Increased rates of attendance and decreased late arrival, improved preparations for school and enjoyment of healthy breakfast	Attendance reports from agency and school, discussions with child, application to learning, reports from teachers, meetings with parent and CF / CME0 professionals.
Discrete Intervention Group / 1:1	£6,621	Support underachieving pupils in the year group including Pupil Premium Group (PPG) children for developing self-esteem and self-efficacy, 'check-ins 1:1', CBT program/Attachment and Theraplay style sessions. <i>EEF: Social and emotional learning +4 months over time</i>	Specifically targeted at vulnerable students to develop social skills and self-esteem.	Discussions with children, music tutor, parents, and demonstration of growing ability if confident to do so. Questionnaires at start and end.
Discrete Intervention Group / 1:1	£10,559	Support underachieving pupils in the year group including Pupil Premium Group (PPG) children: EH&WB/Nurture group and focused Literacy and Numeracy support. <i>*EEF: Small group tuition +4 months, Group tuition + 4months, Phonics + 4 months over time, 1:1 tuition + 5 months over time</i>	To secure greater levels of progress and attainment for pupils in maths and literacy. This will increase progress of PPG students within maths and literacy.	Analysis of progress and attainment tracking termly, through pupil progress meetings with teachers and teaching assistants. Questionnaires at start and end.
Social Skills group (RW)	£3,592	EH&WB pastoral support: build social skills and self-esteem, anger management sessions, play therapy. <i>EEF: Social and emotional learning +4 months over time</i>	Specifically targeted at vulnerable students to develop social skills and self-esteem.	Regular monitoring by teachers, intervention staff and leadership team through Pupil Progress meetings. Questionnaires at start and end.
Social interaction and self-confidence programmes	£578	Structured playtime training and provision. Quiet Room to supplement the structured play program. <i>EEF: Social and emotional learning +4 months over time</i>	Improvement in social skills, levels of self-confidence and assertiveness. Increased ability to take part in play and social activities inside and outside school, and choose appropriate environments to enhance quality of play and social interaction.	Meetings with parents and direct family feedback. Pupil progress meetings termly, very frequent communication and monitoring (informal and formal meetings) with staff leading interventions. Some Questionnaires at start and end.
Supporting Emotional, Health and Well-Being	£1,406	<i>Quiet room for developing self-esteem, 'check-ins 1:1', CBT program/Attachment and Theraplay</i> EH&WB pastoral support: build social skills and self-esteem, anger management sessions, play therapy. <i>EEF: Social and emotional learning +4 months over time</i>	Improvement in social skills, levels of self-confidence and assertiveness. Increased ability to take part in play and social activities inside and outside school, and choose appropriate environments to enhance quality of play and social interaction	Discussions, evaluations and assessment. Questionnaires at start and end.
RM Maths	£2,770	2 to 3 x 45min sessions a week per pupil IT based program to provide repetition of Number based work to consolidate understanding. <i>EEF: Digital technology +4 months over time</i>	To secure greater levels of progress for pupils in maths. This will increase progress of PP students within maths.	Analysis of data tracking termly.
Resources and contingency	£250	Resources that may need to be purchased within the year to support provision.	Supplement the interventions taking place throughout the school	Monitor use and evaluate effectiveness in assisting adult implement interventions
School Meals Provision	£254	Provision of hot school meal daily.	Physical needs are met and can be prepared for an afternoon of learning.	Feedback from teachers show children better prepared for their afternoon of learning and enjoyment of meal.
Y6 Transition Groups	£465	Supported work using a program to help certain pupils cope with transition from junior to secondary school. <i>EEF: Social and emotional learning +4 months over time</i>	Pupils are able to access the transition to secondary confidently and access their learning successfully once there.	Liaison with secondary teachers and parents after transition. Extra visits planned to schools to feel better prepared for the change in setting.
Middle and Senior Leadership coordination	£1,970	Leadership, management and coordination of organisational and operational resources and activities.	Ensure monitoring takes place in order to constantly evaluate the effectiveness of the provision, and the value of the financial and human investment in the interventions in place.	Evaluate effectiveness of the adults' interventions termly through pupil progress meetings and reviews of improvements to children's abilities to engage with peers and own learning.



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Attendance comparison

Chandag Junior School (July 2016)	96.7%
B&NES; all primary age children (2013/14)	96.3%
South West England (2013/14)	95.3%
England; all primary age children (2014/15)	96.4%

Tracking the impact of the PPG across the whole school since September 2015:

Curriculum area outcomes: whole school attainment & progress for children in receipt of PPG	
Reading	<ul style="list-style-type: none"> ● 42 % of PPG children in KS2 achieved or exceeded the age-related national expectation for attainment in reading. ● 58 % of the children did not achieve this, however: <ul style="list-style-type: none"> ○ 42 % were also in receipt of SEN support ○ 16 % did not, therefore, achieve the expected level of attainment, are not in receipt of SEN interventions, and they are not yet on track to achieve the expected levels of <i>progress</i> within their key stage. These children will benefit from continued targeted intervention from September 2016.
Writing	<ul style="list-style-type: none"> ● 26 % of PPG children in KS2 achieved or exceeded the age-related national expectation for attainment in writing. ● 74 % of the children did not achieve this, however: <ul style="list-style-type: none"> ○ 47 % were also in receipt of SEN support ○ 27 % did not, therefore, achieve the expected level of attainment, are not in receipt of SEN interventions, and they are not yet on track to achieve the expected levels of <i>progress</i> within their key stage. These children will benefit from continued targeted intervention from September 2016.
Mathematics	<ul style="list-style-type: none"> ● 42 % of PPG children in KS2 achieved or exceeded the age-related national expectation for attainment in mathematics. ● 58 % of the children did not achieve this, however: <ul style="list-style-type: none"> ○ 47 % were also in receipt of SEN support ○ 11 % did not, therefore, achieve the expected level of attainment, are not in receipt of SEN interventions, and they are not yet on track to achieve the expected levels of <i>progress</i> within their key stage. These children will benefit from continued targeted intervention from September 2016.



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‘Diminishing differences’ in pupils’ achievement over time:

For the purposes of this document, the ‘difference’ is defined as any negative variance in achievement between children in receipt of PPG, and their peers.

The ‘over time’ picture for the 2016 Y6 cohort only (Y6 children who will be leaving Chandag Junior School in July 2016) is currently:

Progress results by end of key stage for 2016 cohort only:	
Reading	90% of the children met or exceeded expected progress measures in reading
Writing	83% of the children met or exceeded expected progress measures in writing
Mathematics	81% of the children met or exceeded expected progress measures in mathematics
Attainment results by end of key stage for 2016 cohort only:	
Reading	76% of the children met or exceeded expected attainment measures in reading
Writing	71% of the children met or exceeded expected attainment measures in writing
Mathematics	69% of the children met or exceeded expected attainment measures in mathematics

Impact of PPG funding on children’s achievement ‘over time’, up to the end of the academic year 2015-2016, by cohort:

Figures show percentage of children in each cohort who are <u>not yet on track</u> to achieve in line with their peers <u>and have no SEN status</u>, and will therefore continue to be a target for intervention from September 2016:					
Not yet on track:	Cohort	2019	2018	2017	2016
Reading achievement		0%	25%	50%	0%
Writing achievement		66%	14%	50%	0%
Mathematics achievement		50%	0%	33%	0%
<p>Children not yet on track to achieve in line with their peers in the 2016-2019 cohorts above, and children joining Chandag Junior School in September 2016 (2020 cohort) and, in line with our principles, children who are subsequently identified to be socially disadvantaged, will benefit from continued targeted intervention from September 2016 in order to rapidly diminish any differences in achievement by the end of this key stage.</p>					