



Chandag Road, Keynsham, Bristol, BS31 1PQ
 Telephone 0117 9863614 Fax 0117 9869616 Email chandag_jun@bathnes.gov.uk
 www.chandag-jun.bathnes.sch.uk

PUPIL PREMIUM GRANT EXPENDITURE & IMPACT

End of academic year report (September 2014 – July 2015)

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 (CLA).

Number of children and pupil premium grant (PPG) received		
Total number of pupils on roll (2014-2015 academic year):		260
PPG received per eligible pupil (2014-2015 academic year):		£300 / £1320
Pupils on roll generating PPG funding:	Financial year 2014-2015	16
	Financial year 2015-2016 (current)	26
PPG received:	Financial year 2014-2015	£17,076
	Financial year 2015-2016 (current)	£29,040
Total PPG available for children on roll September 2014 – July 2015:		£22,061

Principles at Chandag Junior School:

- The school will publish information on how they have used their Pupil Premium Grant to address the challenge of 'narrowing the gap' for socially disadvantaged pupils on www.chandag-jun.bathnes.sch.uk
- 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, 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
Discrete Intervention Group / 1:1	£10,559	Support underachieving pupils in the year group including Pupil Premium Group (PPG) children: EHWP/Nurture group and focused Literacy and Numeracy support. <i>*EEF: Small group tuition +4 months</i> <i>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
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.
Social interaction and self-confidence programmes	£578	ZAP Assertiveness in conjunction with the Local Authority. 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
Enrichment Programmes	£770	Musical and outdoor adventurous activity. <i>EEF: after school programmes +2 months over time</i>	Extend and enrich the number, variety and quality of activities that children have opportunity to participate in, in order to broaden social skills and increase own skills and self-confidence.	Discussions, evaluations and assessment
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.
Funding Breakfast club and Childcare provision.	£435	Work alongside external childcare provision agency, B&NES Social Care provision, Connecting Families and B&NES 'children missing education service'.	Improved attendance of targeted students.	Monitoring of attendance data at school and attendance at childcare agency.
Resources	£390	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
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.
Professional development and training	£130	Appropriate CPD to enhance provision and promote best practice and also financial efficiency for Pupil Premium Group.	Ensure adults have the up-to-date knowledge and skills to enable investment to be 'best value'	Evaluate how the increased levels of knowledge and skills have improved children's outcomes and in which areas.
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.



Chandag Road, Keynsham, Bristol, BS31 1PQ
 Telephone 0117 9863614 Fax 0117 9869616 Email chandag_jun@bathnes.gov.uk
 www.chandag-jun.bathnes.sch.uk

The impact of the PPG across the whole school for academic year 2014/2015 was:

Curriculum area outcomes: whole school attainment & progress for PPG children	
Reading	<ul style="list-style-type: none"> ● 63% of PPG children in KS2 achieved or exceeded the age-related national expectation for attainment in reading. ● 37% of the children did not achieve this, however: <ul style="list-style-type: none"> ○ 29% were also in receipt of SEN support ○ 8% 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 2015. ● However, 100% of PPG children within the 2015 Y6 leaver's cohort did achieve or exceed their attainment <u>and</u> progress targets by the end of the key stage.
Writing	<ul style="list-style-type: none"> ● 42% of PPG children in KS2 achieved or exceeded the age-related national expectation for attainment in writing. ● 58% of the children did not achieve this, however: <ul style="list-style-type: none"> ○ 38% were also in receipt of SEN support ○ 20% 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 2015. ● However, 100% of PPG children within the 2015 Y6 leaver's cohort did achieve or exceed their attainment <u>and</u> progress targets by the end of the key stage.
Mathematics	<ul style="list-style-type: none"> ● 46% of PPG children in KS2 achieved or exceeded the age-related national expectation for attainment in mathematics. ● 54% of the children did not achieve this, however: <ul style="list-style-type: none"> ○ 38% 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 2015. ● However, 100% of PPG children within the 2015 Y6 leaver's cohort did achieve or exceed their attainment <u>and</u> progress targets by the end of the key stage.



Chandag Road, Keynsham, Bristol, BS31 1PQ
 Telephone 0117 9863614 Fax 0117 9869616 Email chandag_jun@bathnes.gov.uk
 www.chandag-jun.bathnes.sch.uk

‘Narrowing the gap’ over time:

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

The ‘over time’ end of key stage result for the 2015 Y6 cohort only (Y6 children *leaving* Chandag Junior School in July 2015) was:

Progress results by end of key stage for 2015 cohort only:	
Reading	100% of the children met or exceeded expected progress measures in reading
Writing	100% of the children met or exceeded expected progress measures in writing
Mathematics	100% of the children met or exceeded expected progress measures in mathematics
Attainment results by end of key stage for 2015 cohort only:	
Reading	100% of the children met or exceeded expected attainment measures in reading
Writing	100% of the children met or exceeded expected attainment measures in writing
Mathematics	100% 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 2014-2015, 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, and will therefore continue to be a target for intervention from September 2015:					
Not yet on track:	Cohort	2018	2017	2016	*2015
Reading achievement		0%	20%	17%	*0%
Writing achievement		22%	40%	17%	*0%
Mathematics achievement		22%	20%	17%	*0%

Children not yet on track to achieve in line with their peers in the 2016-2018 cohorts above, and children joining Chandag Junior School in September 2015 (2019 cohort), and, in line with our principles, children who are subsequently identified to be socially disadvantaged, will benefit from continued targeted intervention from September 2015 in order to rapidly close any gaps in achievement by the end of this key stage.

* This Y6 cohort completed their key stage and left Chandag Junior School at the end of July 2015 to begin their secondary education. For this cohort, any previously identified gap in achievement was closed completely by the end of their key stage.