



The Pupil Premium is a government grant allocated to all schools, based on the number of children who have received Free School Meals in the past six years. Nationally, pupils who receive Free School Meals underperform in comparison to those children who do not and Pupil Premium funding is therefore allocated to this vulnerable group of pupils in order to close the attainment gap.

In September 2016 at Ardleigh Green Junior School there were **18** children in receipt of Free School Meals and **32** children who have received Free School Meals at some point during the past six years. 17 of these children sat the 2016 SATS. This figure continues to be **significantly below** the national average. Despite the school writing annually to parents explaining Free School Meals entitlement setting out the benefits to the school and family, we are aware that not all eligible families at Ardleigh Green Junior School choose to apply for Free School Meals.

Pupil Premium eligibility at Ardleigh Green Junior School 2012 to 2015

School	2012/13	2013/14	2014/15	2015/2016	2016/2017
% of School	12.9%	12.7%	15.3%	16%	13%

Ardleigh Green Junior School has a proven track record of narrowing the attainment gap between children in receipt of the Pupil Premium and non-Pupil Premium children. This has been recognised by the National College for Teaching and Leadership, who have asked Ardleigh Green to support other schools develop appropriate teaching and learning strategies to help raise the attainment of vulnerable children. In 2015 Ardleigh Green Junior School received the Mayor of London's Gold Club accreditation in recognition of sustained high achievement of children in receipt of the Pupil Premium.

Pupil Premium Co-ordinator: Janelle Johnson

Pupil Premium Champion: Theresa Jordan

Pupil Premium Governor: Tina Murray

John Morris OBE, as a Local Leader of Education, has been commissioned to carry out Pupil Premium Reviews for the National College for Teaching and Leadership.



Summary of Pupil Premium Funding and Performance 2012 to 2016

2012/2013 Funding	
Total Number of pupils on roll	356
Total number of pupils eligible for PPG	31
Total amount of Pupil Premium grant received	£20,460

2012 End of Key Stage 2 SATS	
Number of vulnerable pupils in cohort	6
% of pupils in cohort	7%
% achieving Level 4+ in English and Mathematics	96%
% making expected progress in Reading	100%
% making expected progress in Writing	100%
% making the expected progress in Mathematics	100%

2013/2014 Funding	
Total Number of pupils on roll	364
Total number of pupils eligible for PPG	43
Total amount of PPG received	£43,838

2013 End of Key Stage 2 SATS	
Number of vulnerable pupils in cohort	8
% of pupils in cohort	9.9%
% achieving Level 4+ in English and Mathematics	100%
% making expected progress in Reading	100%
% making expected progress in Writing	100%
% making the expected progress in Mathematics	88%



2014/2015 Funding	
Total Number of pupils on roll	364
Total number of pupils eligible for PPG	44
Total amount of PPG received	£59,800

2014 End of Key Stage 2 SATS	
Number of vulnerable pupils in cohort	10
% of pupils in cohort	11.1%
% achieving Level 4+ in English and Mathematics	100%
% achieving Level 4b+	100%
% making expected progress in Reading	100%
% making expected progress in Writing	100%
% making the expected progress in Mathematics	100%

2015/2016 Funding	
Total Number of pupils on roll	361
Total number of pupils eligible for the Pupil Premium	58
Number of children currently in receipt of Free School Meals	18
Total amount of PPG received	£74,500

Pupil Premium Expenditure 2015 to 2016	
Contribution towards additional Teacher Support	22400
Contribution towards Additional Teaching Assistant Hours	29700
Contribution to SENCO release	5400
1: 1 Tuition (Teacher support/release)	10000
Trips/Equipment Subsidy	5000
Breakfast/After School Club	2000
Reading Enrichment Programme	4000
Clubs	2000
Music	1500
Total	£74,500



2015 End of Key Stage 2 SATS	
Number of vulnerable pupils in cohort	15
% of pupils in cohort	15.3%
% achieving Level 4+ in English and Mathematics	87%*
% achieving Level 4b+	87%*
% making expected progress in Reading	93%*
% making expected progress in Writing	93%*
% making the expected progress in Mathematics	100%*

* One child was allocated the pupil premium at the beginning of Year 6 as a result of temporarily being taken into care. The particular pupil had significant SEN and was therefore not entered for the SATS. Taking this particular child out of the calculation, results in all subjects would have risen by 7%.

2016 End of Key Stage 2 SATS	
<i>These results are not comparable to previous years as 2016 saw the introduction of new assessment procedures based on a new National Curriculum. (Number in brackets shows the % of all pupils nationally achieving expectations)</i>	
Number of vulnerable pupils in cohort	17
% of pupils in cohort	15.3%
% of pupils meeting national expectations in Reading	88.2% *
% of pupils meeting national expectations in Writing	94.0%*
% of pupils meeting national expectations in Mathematics	76.0%*
<p>As a result of the increased expectations of the new National Curriculum and related assessment procedures, the percentage of our pupils meeting national expectations and working beyond expectations was lower than in previous years for all pupils. To redress this situation in 2016, the priority for all pupils, but particularly those in receipt of the pupil premium, will be to have an:</p> <ul style="list-style-type: none"> • Increased focus on mathematical reasoning and test technique. • Increased opportunities for mathematics across the curriculum. • Increased focus on reasoning, inference and deduction in reading comprehension. • Increased focus on working at speed and test technique. <p>* One child represents 6% of the Pupil Premium cohort.</p>	



2016/2017 Funding	
Total Number of pupils on roll	364
Total number of pupils eligible for the Pupil Premium	58
Number of children currently in receipt of Free School Meals	18
Total amount of PPG received	£66580

Proposed Pupil Premium Expenditure 2016 to 2017	
Contribution towards additional Teacher Support including Pupil Premium Champion and Year Group support)	20000
Contribution towards Additional Teaching Assistant Hours	10000
Contribution to SENCO release/Pupil Premium Champion	10000
Resources (Year 6 Chrome Books, ICT Licences, books) and Reading Enrichment Programme	12580
Trips/Equipment Subsidy	5000
Breakfast/After School Club	5000
Clubs	1000
Music	3000
Total	£66580

Use and impact of Pupil Premium Funding for the 2015/2016 Academic Year

The Pupil Premium for the academic year 2015/16 was used to provide additional teaching support throughout the school from both teachers and teaching assistants. In addition to 1:1 and small group support for identified pupils, Summer Term Booster provision was provided for Year 6 children judged to be working below national expectations in Reading, writing and mathematics. The additional funding allowed us to extend our range of intervention programmes, provide increased support for identified pupils, purchase additional resources and offer before and after school provision for all pupils. The Pupil Premium Funding also allowed the school to subsidise school trips, provide a uniform grant for identified pupils whose families are experiencing financial hardship and provide additional resources throughout the school.

Each year group was allocated a designated pupil premium teacher to allow class teachers to be released to support individual and small groups of pupils. A reading enrichment programme, "Mr M's Reading Club," which involved the purchase of books recommended by the children has had a positive impact on pupil engagement. This project, overseen by Mrs Theresa Jordan, will be further developed school wide in 2016 to 2017.



Whilst pupils in all year groups have made progress and the attainment gap reduced for the third consecutive year at the end of Key Stage 2, the range of intervention programmes implemented in 2015 to 2016 have been evaluated and necessary modifications have been made to ensure that the additional support provided continues to have an impact on progress and achievement. We recognise that planned interventions contributed to the vast majority of pupils in receipt of the pupil premium achieving national expectations, the challenge facing us is to ensure that those pupils identified as more able attain a higher level of achievement in reading and mathematics.

Year 6 Booster Support (17 pupils)

As well as teacher and teaching assistant support for Literacy and Numeracy as an integral part of the curriculum, additional after school booster support was offered to all eligible pupils. This support focussed on reading comprehension, grammar spelling and punctuation and mathematics. This additional support accelerated progress for all pupils who were able to attend. The purchase of Chrome Books for all Year 6 pupils allowed the implementation of an individualised teaching programme for English and Mathematics for the summer term.

Teacher assessment for writing was moderated by the L.A. who praised the school for the high percentage of Pupil Premium Pupils achieving national expectations. This was as a result of targeted writing interventions for pupil premium children based on the interim writing assessment criteria.

The National Context

Percentage of all pupils achieving national expectations

Subject	National	Ardleigh Green	Difference
Writing	74%	94%	+20%
Reading	66%	84%	+22%
Mathematics	70%	88%	+18%
SPAG	72%	96%	+24%
Maths, Reading and Writing	53%	78%	+23%

Comparison of Pupil Premium and Non Pupil Achievement at Ardleigh Green Junior School

Subject	Pupil Premium	Non Pupil Premium	Difference
Writing	94%	96%	-2
Reading	88%	84%	+4
Mathematics	76%	88%	-12
Grammar Punctuation and Spelling	100%	96%	+4
Science	100%	98%	+2



Barriers to Learning

As a school we are committed to all children achieving their full potential and being the best that they can be regardless of their background or ability. In all that we do we seek to put our children **FIRST** ensuring that they are:

- F**it for Life
- I**nspired to Learn
- R**eady to Participate
- S**afe and Secure
- T**rained for Work and Play



Rather than see problems we look for opportunities! Where there are barriers we seek to overcome them through strategic planning, targeted support and the effective use of available human and financial resources.

In relation to the children in receipt of the pupil premium, it is important to stress that our children:

- Come from a range of social and economic backgrounds
- Have a range of academic ability
- Have varying degrees of parental support
- Many of the children in receipt of the pupil premium have been identified as having specific SEN needs (16%)
- A number of families are in temporary accommodation as a result of eviction
- A number of families are facing difficult financial difficulties
- A number of children are adopted from care

Overcoming Barriers to Learning

Academic needs are met through a range of group and/or individual interventions.

Social and financial needs are met through the work of our Family Centre

Issues related to Looked After Children and those Adopted from care are met through our TREES programme where through a planned programme involving parents and 1:1 support we seek to develop:

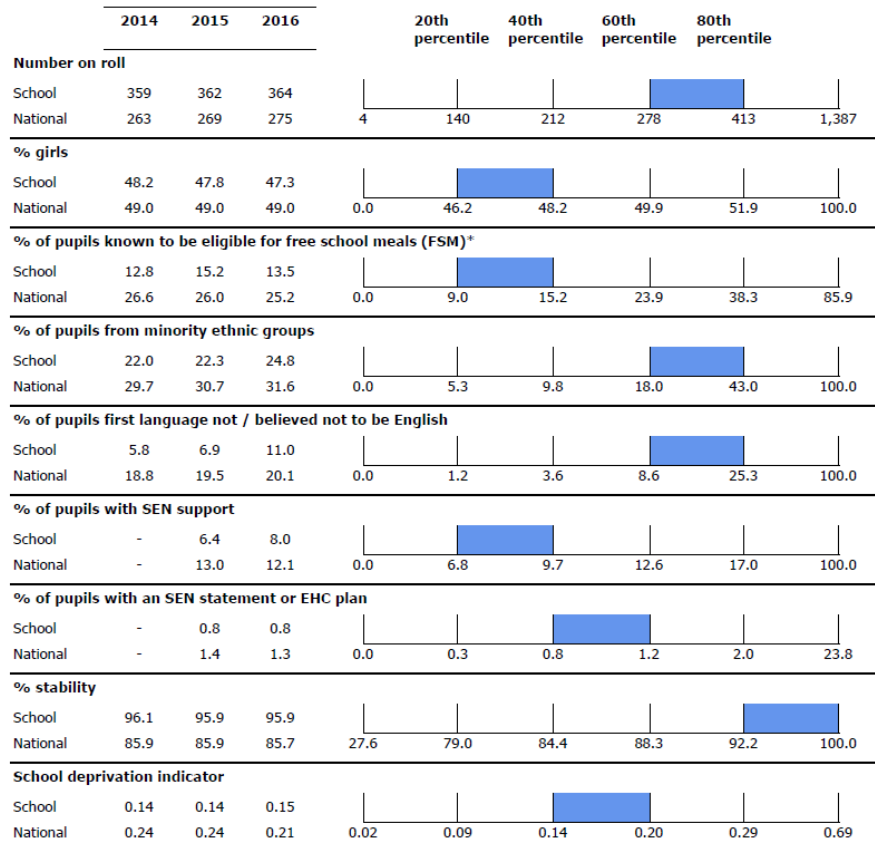
- T**rust
- R**espect
- E**mpathy
- E**xcellence
- S**upport





Appendix 1

Ardleigh Green Junior School Contextual Information Autumn 2016



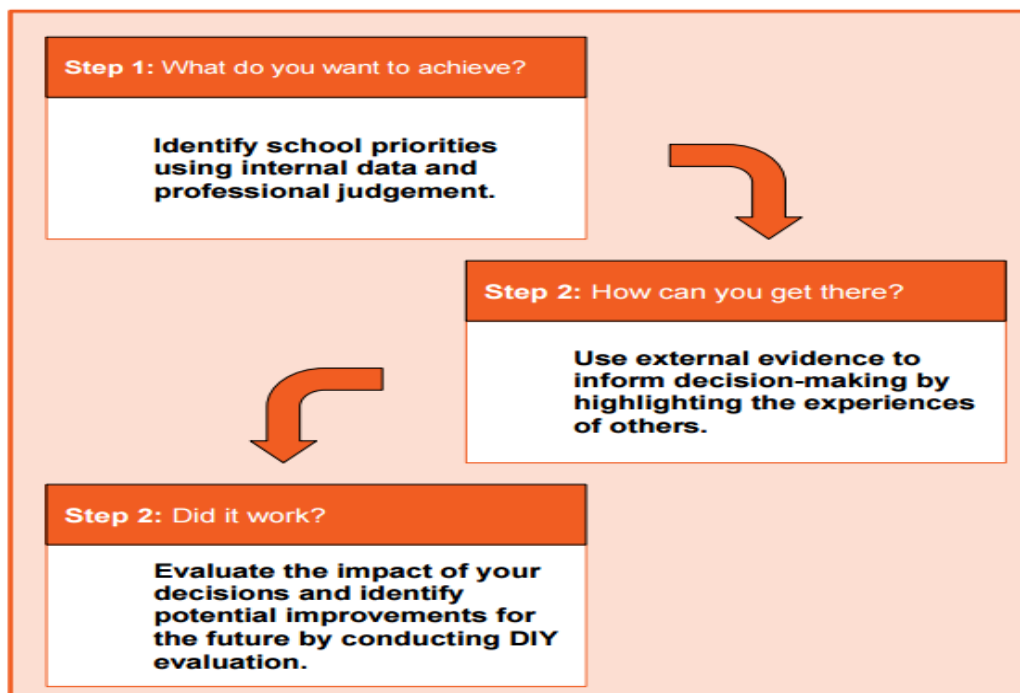
Summary

Ardleigh Green Junior School is a larger than average primary school. The percentage of pupils known to be eligible for free school meals is below the national average, whilst the percentage of children classed as SEN or in receipt of an Educational Healthcare Plan (EHP) is broadly average. The school currently has an above average percentage of boys and pupils from minority ethnic groups. Pupil stability is significantly above average and has a positive impact on progress and achievement.

Appendix 2

Pupil Premium Grant Cycle

1. Funding allocation received.
2. Priorities Identified.
3. Assessment Data (School and National) used to inform provision.
4. Intervention Programmes established.
5. On-going monitoring of provision.
6. Evaluation of impact of interventions.



Internal and end of key stage data is analysed regularly to identify areas where pupils eligible for the funding are vulnerable compared to national and non-pupil premium fund eligible pupils. The Education Endowment Fund Toolkit and Sutton Trust Website provides advice and data to help evaluate intervention programmes to ensure pupil progress is sustained.

Pupil Progress meetings are held once each term to discuss the progress and attainment of all pupils, as well as measuring the impact of interventions for target pupils selected. All interventions are continually evaluated to ensure that the impact of provision has the maximum impact on progress and attainment.

The overall analysis of progress and achievement is completed at the end of the academic year and reported to governors in the Autumn Term.



Appendix 2

For Information regarding our policy on meeting the needs of pupils please refer to our Pupil Premium Policy posted on the Statutory Information Tab on our school Home Page.

For information regarding historical and present assessment data please visit our school website and press the statutory information tab.

For comparison data relating to vulnerable pupils please visit the Ardleigh Green Ofsted Dashboard. <http://dashboard.ofsted.gov.uk/dash.php?urn=102270>

For information about school to school support for pupils in receipt of the Pupil Premium please visit:

http://apps.nationalcollege.org.uk/closing_the_gap/index.cfm

Last Review September 2016

Next Review September 2017



