



Pupil Premium (2016-2017) Godwin Junior School

The Pupil Premium is additional funding given to state schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools are responsible for assessing what additional provision these pupils need and are accountable for how it is spent.

Pupil Premium funding is paid to schools according to the number of pupils who:

- have been registered as eligible for free school meals at any point in the last 6 years
- are in local authority care
- have left local authority care since the last spring school census due to; adoption, special guardianship order, child arrangements order or a residence order

In the 2016-17 financial year, pupil premium funding received will be:

- £1,320 for each eligible primary-aged pupil
- £1,900 for each child who:
 - is in local authority care
 - left local authority care since the last spring school census left local authority care since the last spring school census due to; adoption, special guardianship order, child arrangements order or a residence order

DESIRED OUTCOMES - targeted support/ whole school/raising aspiration/raising academic achievement

- All pupils to achieve at the expected National Averages at the end of Year 6
- Pupils to have similar opportunities/experiences during their time at our school as those from more affluent areas
- Pupils to leave our school as confident and determined learners ready to succeed in their various secondary schools

Financial year	Total Pupils on roll	Number of pupils eligible for Pupil Premium – free school meals (FSM)	Number of pupils eligible for Pupil Premium – Children Looked After (CLA)	Total amount Pupil Premium received
2014/2015	334	84	1	£108,000
2015/2016	356	97	0	£128,040
2016/2017	354	126	0	£166,320

2016-2017

Pupil Premium Intervention	Amount allocated	New or continued	Year group /pupils	Intended outcomes	Monitored by
<p><u>Targeted support</u></p> <p>Fischer Family Trust Wave 3 Literacy intervention – reading (and writing)</p>	£18,000.00	Continued	Pupils allocated from years 4-6, based on a) being below age related expectations in reading b) has not participated in the programme before	<ul style="list-style-type: none"> • To continue to provide intensive input on key skill learning • To provide intensive input on daily 1:1 sessions, developing key skills in reading (and writing) • To increase confidence in reading (and writing) • To build transferrable skills that can be developed by a specialist teaching assistant • To enable high level learning in class to be more accessible 	Inclusion Leader
<p><u>Targeted support</u></p> <p>Maths interventions</p>	£30,000.00	New	Year 5 and 6 every afternoon Years 3 and 4, two afternoons a week	<ul style="list-style-type: none"> • To provide intensive input through daily small group sessions • To develop, revise and rehearse basic key skills in number • To increase confidence in fast recall of facts • To build transferrable skills that can be developed by an experienced TA • To enable high level learning in class to be more accessible 	Inclusion Leader
<p><u>Targeted support</u></p> <p><u>Raising academic achievement</u> Booster classes after school in reading and maths</p>	£5000.00	Annual; October-May	Year 6	<ul style="list-style-type: none"> • Teacher led tuition to directly teach skills required in test situations • Targeted Y6 pupils who needed additional support in preparing for the SATs. 	SLT/Year 6 teachers

				<ul style="list-style-type: none"> • Small groups of similar ability • Opportunities to learn strategies to increase pace and access to the tests 	
<p><u>Whole School</u></p> <p><u>Raising academic achievement</u></p> <p>Class cover costs: pupil progress meetings; once per term</p>	£5000.00	Continued	All year groups	<ul style="list-style-type: none"> • SLT use the sessions as a 'coaching' model, enabling teachers to consider pupils who are underachieving, and how to close the gap, but make suggestions • This will enable individual pupils to fill in the gaps in learning and work towards age related expectations 	SLT
<p><u>Targeted support</u></p> <p>1:1 targeted support (not SEND HNF), as required.</p>	£18,000.00	Continued	Identified pupils in various year groups	<ul style="list-style-type: none"> • Some pupils require 1:1 or small group adult support to aid access to the curriculum or for a more individualised curriculum 	Inclusion Leader
<p><u>Targeted support</u></p> <p>Specialised programmes</p>	£7,000.00	Continued	Identified pupils in all year groups	<ul style="list-style-type: none"> • Specialised programmes; language, dyslexia/spelling difficulties, OT etc. • Language programmes delivered by a specialist TA • TAs trained to deliver other specialist programmes - language, dyslexia/spelling difficulties, OT etc. 	Inclusion Leader
<p><u>Targeted support</u></p> <p><u>Emotional health and well-being</u></p> <p>Learning Mentor (part payment)</p>	£10,000.00	Continued	Identified pupils in all year groups	<ul style="list-style-type: none"> • Allocated time to meet and work with parents/carers, as required, to aid Free School Meals/Pupil Premium applications, and signposting to various services • To provide strong social and emotional support to children • Working with vulnerable pupils, on 1:1 basis • Social/nurture groups each afternoon 	Inclusion Leader
<p><u>Targeted support</u></p>	£10,000.00	Continued	All year groups	<ul style="list-style-type: none"> • Curriculum enrichment programme and access for all 	SLT

<u>Raising aspirations</u> Enrichment activities: targeted after-school clubs				<ul style="list-style-type: none"> All pupils given opportunities to attend after-school clubs and some pupils will be specifically targeted to meet their needs. 	
<u>Targeted support</u> Educational Psychologist	£4,313 (SLA)	Continued	All year groups	<ul style="list-style-type: none"> Pupils identified for EPS advice, observations and assessments EPS expertise to identify areas of difficulty, make suggestions within the classroom, and also give feedback to parents/carers and school staff 	Inclusion Leader
<u>Targeted support</u> Inclusion leader	£10,000.00 Salary (proportion)	Continued	All year groups	<ul style="list-style-type: none"> To monitor interventions for PP pupils and consider alternatives or amendments To plan and deliver training for support staff to improve their practice, supporting children more effectively by promoting independence Training based on research; 'maximising the impact of teaching assistants' and 'making effective use of teaching assistants' 	SLT
<u>Raising aspirations</u> Debate Mate	£2000.00	Continued	Years 5 and 6	<ul style="list-style-type: none"> Weekly sessions for 50 Hope this will be more like 75 but will let you know pupils delivered by Debate Mate mentors (university students) Develop <ul style="list-style-type: none"> speaking and listening skills debating and reasoning skills organising thinking on a logical basis impacting on writing additional skills such as leadership, teamwork and confidence 	SLT

				<ul style="list-style-type: none"> • Raise aspirations and expectations • Engage with the world beyond the classroom, addressing issues that affect them, their communities and the wider world • Participate in debating competitions, locally, across London and, potentially, nationally 	
<p><u>Targeted support</u></p> <p><u>Raising aspirations</u></p> <p>Fairplay House Contributions</p>	£1000.00	Continued	Year 6	<ul style="list-style-type: none"> • Pupils will attend Fairplay House for two nights / three days - having the opportunity to learn new skills and complete various outdoor adventure tasks. • Developing skills in team work, decision-making, self-awareness and independence • Discounted Fairplay House places are offered to PP pupils 	SLT
<p><u>Targeted support</u></p> <p><u>Raising aspirations</u></p> <p>Brilliant Club, the Scholars Programme</p>	£2000.00	New	Year 6	<ul style="list-style-type: none"> • Pupils study rigorous academic subjects, which are 'super curricular', and complete weekly homework assignments. • Providing an academic challenge that takes them above and beyond their current Key Stage • Developing a range of core academic skills • Modelling how to become independent learners • Broadening their horizons about what excellent learning is • Making University an achievable prospect for children who may not come from 	Inclusion Leader

				<p>families where this is the norm</p> <ul style="list-style-type: none">• Exposes pupils to a challenging academic environment that supports continued success within a context of high expectations and promotes a culture that champions excellence and hard work• The Scholars Programme leads to a final assignment 1000 words long, which is pitched above pupil's current level, and is marked in the style of university grading, receiving a 1st, 2:1, 2:2 or 3rd.	
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