

Use and impact of Pupil Premium Funding for the 2016/2017 Academic Year

The Pupil Premium for the academic year 2016/17 was used to provide additional teaching support throughout the school from both teachers and teaching assistants. In addition to small group support for identified pupils throughout the year an Easter Booster was provided for Year 6 children. The additional funding allowed the school 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 (including residential trips) and provide uniform for identified pupils. Pupil Premium pupils also attended the full range of extra-curricular clubs on offer, which have been altered and increased to cater for pupils needs. It also provided additional resources throughout the school.

Whilst pupils in all year groups have made progress and the attainment gap is reducing at the end of Key Stage 2, the range of intervention programmes implemented in 2016 to 2017 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 in reading and writing, the challenge facing us is to ensure that this is reflected in maths for the coming year.

The National Context Percentage of all pupils achieving national expectations

Subject	National	Squirrels Heath Junior School	Difference
Writing	74%	90%	+ 16%
Reading	66%	78%	+ 12%
Mathematics	70%	61%	-9%
SPAG	73%	78%	+ 5%
Reading, Writing and Mathematics	53%	52%	-1%

Comparison of Pupil Premium and Non Pupil Achievement at Squirrels Heath Junior School

Subject	Pupil Premium	Non Pupil Premium	Difference
Writing	88%	89%	-1%
Reading	72%	78%	-6%
Mathematics	44%	70%	-26%
SPAG	72%	73%	-1%
Reading, Writing and Mathematics	25%	52%	-27%

Overcoming Barriers to Learning

As a school we are committed to all children achieving their full potential and that they are 'proud to be me' regardless of their background or ability.

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 (24%)
- A number of families are facing difficult financial difficulties

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

Children with poor attendance are targeted early and work is done with the Learning Mentor and Parents to improve this. The attendance of Pupil Premium currently is 94.29% compared to 94.4% last year.