

Pupil Premium at Four Lanes Community Junior School



At Four Lanes Community Junior School we have high expectations for children's attainment and progress. We value the importance of sharing success with children and their parents as well as supporting every child so that they can perform to the very best of their ability. At Four Lanes Community Junior School we believe that children learn best when they are fully engaged, challenged in their thinking and motivated to achieve. They have opportunities to work both collaboratively and to become confident independent learners

The Pupil Premium is an element of school funding aimed at narrowing the gap in achievement between certain groups of pupils. At Four Lanes Community Junior School it is allocated in the majority, for those children receiving free school meals

Context

The percentage of children who are currently in receipt of free school meals is 2.6%. This is below the national average. Our Pupil Premium figure is 10.9% with children adopted from care and Looked After Children also included in the delegation of funds. For reasons of confidentiality, the information on delegated funding and related support in this document includes all groups.

Allocated funding

Pupil premium funds allocated for 2015-16	£57,340
Pupil premium funds allocated for 2016-17	£50,320

Areas of expenditure

In order to support the needs of all pupils, including those in receipt of FSM the school has:

2015-16	IMPACT	2016-17
<p>Employment of an Inclusion manager to ensure pupil premium children's needs are met both within and beyond the curriculum, working with parents and whole families of some children (Parent Liaison role) Parent Drop in sessions offered monthly.</p> <p>HLTA is deployed to provide pupil premium interventions, mainly in English and Maths.</p> <p>Increased Learning Support Assistant hours to continue to provide pupil premium interventions</p>	<p>In 2016 Pupil Premium pupils made good progress with the gap closing. In some subjects and year groups the gap closed between PP pupils and their peers and some gaps were positive towards PP pupils against the rest of the cohort.</p> <p>The gap at the end of KS2 2016 did not appear to close due to the number of children who were also SEN.</p>	<p>Continued employment of an Inclusion Manager to ensure pupil premium children's needs are met both within and beyond the curriculum, working with parents and whole families of some children. Parent Drop-In sessions offered half termly. Parents able to arrange meetings with the Inclusion Manager whenever needed.</p> <p>Increased Learning Support Assistant hours to continue to provide pupil premium interventions.</p> <p>HLTA deployed to improve the quality of pupil premium interventions, mainly in English and Maths through working closely with staff.</p> <p>Availability of Educational Psychologist support for identified children.</p> <p>Language Link testing and support for identified children.</p>
<p>An additional LSA trained as an ELSA, alongside the HLTA, to offer specific emotional and behavioural support and provide sessions to help pupils' develop social and communication skills; to boost confidence and improve learning behaviour</p>	<p>Children are able to talk to an adult about any worries or concerns that they may have and will have specific emotional and behavioural interventions to meet their needs.</p>	<p>Two trained ELSAs (upper school and lower school) to offer specific emotional and behavioural support and provide sessions to help pupils' develop social and communication skills; to boost confidence and improve learning behaviour.</p> <p>ELSA supervision sessions with an EP to improve ELSA practice and support.</p>

Homework support for Maths and English at lunchtime	Pupils received help to enable them to consolidate and progress in their learning.	Continued homework support for Maths and English at lunchtime. Bug club access at home and school to read books online and answer 'bug' comprehension questions to improve reading and comprehension skills.
In addition to this, the following extra expenditure is being made specifically to benefit pupil premium pupils:		
Payments for holiday sports courses	All children participated in holiday sports courses if they wished.	Payments for holiday sports courses
Subsidising after school/breakfast club	All children on FSM participated in after school/breakfast club if desired.	Subsidising after school/breakfast club
Payment for identified children to participate in off-site, residential visits Payment for identified children to take part in before and after school clubs.	All children participated in these activities in line with their peers. This increased children's self-confidence, independence and ability to work in a team. Children able to participate in before and after school clubs.	Payment for identified children to participate in off-site, residential visits Payment for identified children to take part in before and after school clubs.
Payment for identified children to take part in peripatetic music lessons	All children able to participate in music lessons if they wish.	Payment for identified children to take part in peripatetic music lessons

In addition to the above areas of expenditure, further financial help is also considered according to individual need.

Monitoring

Where children are at risk of not achieving Age Related Expectations (ARE) further strategies and support have been put in place. These are detailed on Individual Education Plans and in teachers' and support staff's planning and assessment records. The school continues to set challenging and robust targets for all pupils and through close liaison with parents, intervention strategies, robust assessment procedures, school improvement work, performance management and self-evaluation, all possible action is taken to achieve the high expectations that it sets.