

Pupil Premium Impact Report 2018/19

Southbourne Junior School received £34,320 Pupil Premium funding in the year 2018-19.

<u>Desired outcome</u>	<u>Funding</u>	<u>Impact</u>
<p>A. Writing assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally</p> <ul style="list-style-type: none"> • Lower KS2 pupils' sentence structure and composition is improved. • Upper KS2 'cusp' pupils have a range of evidence to show ARE. 	<p>£3,580</p>	<p>13 disadvantaged pupils across year 3 to year 6 received a targeted writing intervention this term. The intervention accelerated progress for 33% of pupils who made more than typical progress. 46% of the group met end of year expectations for their year group.</p> <p>Overall the percentage of disadvantaged pupils meeting ARE or above in writing is as follows: Year 6 57% (SATs 43%) Year 5 63% Year 4 50% Year 3 14%</p> <p>The intervention did not commence until late in the spring term for year 3 and 4 pupils leading to less impact on end of year figures than we had hoped. SLT will need to consider staffing available in the autumn/early spring term next year in order to see improved results in lower KS2.</p>
<p>B. Reading assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally.</p> <ul style="list-style-type: none"> • Targeted pupils have raised their level of engagement with reading at home and they are selecting a wider range of literature. 	<p>£750</p>	<p>100% of disadvantaged pupils who attended the book club reading intervention made at least sufficient progress of which 30% made more than expected progress. 70% of targeted pupils achieved end of year expectations for their year group. During the 10 week period of the intervention, all pupils gained 50-100 reading miles through reading with an adult at home-when the intervention commenced in the spring term over half the group had read less than 40 times to an adult since the start of the academic year in September.</p> <p>Overall the percentage of disadvantaged pupils meeting ARE or above in reading is as follows: Year 6 57% (SATs 57%) Year 5 88% Year 4 100% Year 3 29%</p> <p>The data clearly demonstrates the impact of this type of reading intervention which has shown to be effective with low cost implications. We will continue to build on this model in the next academic year with a focus on year 3 pupils as the reading attainment of disadvantaged pupils in this cohort is low in comparison to other year groups.</p>

<p>C. Maths assessments across the school show progress and attainment of PP children compares well to all pupils both in school and nationally.</p> <ul style="list-style-type: none"> • Address gaps in foundation learning 	<p>£21,025</p>	<p>86% of disadvantaged pupils who received a maths intervention this year made at least sufficient progress from their starting points of which 21% made accelerated progress. 57% met the end of year expectations for their year group. Progress can be demonstrated for the 14% of pupils who made less than sufficient progress (year to year) through the intervention assessments which show an increase in the number of calculation questions answered correctly, 1 pupil increased their raw score by 100%.</p> <p>Of the 5 year 6 pupils who received either Success@Arithmetic:calculation or the Booster group for cusp pupils, 4 met ARE and 100% made at least sufficient progress from their starting points. This success is reflected in year 5 where 4 out of 5 pupils met ARE and 80% made at least sufficient progress. In year 4 `66% of pupils who received Success@Arithmetic:Numbersense met the end of year expectations.</p> <p>Overall the percentage of disadvantaged pupils meeting ARE or above maths is as follows: Year 6 57% TA (SATs 43%) Year 5 88% Year 4 75% Year 3 29%</p>
<p>D. Raise attendance of disadvantaged pupils so this group are at least in line with other pupils</p>	<p>£8,965</p>	<p>100% of disadvantaged pupils have benefited from either a forest school or bushcraft experience this year delivered by Havant based charity Releasing Potential. The final session consisted of a whole day assessment, all children made progress in one or more areas of social and emotional development from their baseline. Year 6 pupils have now achieved their fire lighting and shelter building badges.</p> <p>The learning mentor has mentored 5 pupil premium pupils. These children have a range of social, emotional and wider home issues which impact affect their readiness to learn. The learning mentor has planned sessions with the children on a one to one and group basis. She is also available throughout the school day where the need may arise for pupils to be supported by a trusted adult. Due to the complexity of these cases all 5 pupils will continue to receive support into the next academic year.</p>