



Background

The Pupil Premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups.

Schools receive Pupil Premium funding for:

- all children who are eligible for free school meals (FSM)
- all children who have been eligible for free school meals (FSM) at any point in the last 6 years
- all children who have been looked after continuously for more than six months by someone other than their immediate family.

The government awards this funding to help raise attainment for these children. National data shows that as a group, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

A Service Premium has also been introduced for children whose parents are currently serving in the armed forces. This is designed to support the emotional and social well-being of these pupils.

It is up to schools to decide how the Pupil Premium is spent, but this funding should be used to support these children. All schools are required to publish, on their websites, what funding they have received and how the money is being used.

How the money is allocated

Local authorities decide how to allocate the Pupil Premium for pupils from low-income families in non-mainstream settings. The local authority (LA) must consult non-mainstream settings about how the premium for these pupils should be used.

Additional funding per pupil:

2012-13 £488

2013-14 £623

2014-15 £935 (secondary) £1300 (primary) £1900 (Children in Care)

2015-16 £935 (secondary) £1300 (primary) £1900 (Children in Care)

How the money is spent

It is for schools to decide how the Pupil Premium is spent. However, they are accountable for their use of this funding. Since September 2012, schools have been required to publish online information about their Pupil Premium allocation and how they plan to spend it in the coming year. They must also publish a statement of how they spent the money for the previous year and its impact on the attainment of pupils eligible for support through the Pupil Premium.

Ofsted inspectors will ask:

- The level of Pupil Premium funding received by the school in the current academic year and levels of funding received in previous academic years.
- How the school has spent the Pupil Premium and why it has decided to spend it in the way it has. This incorporates whether the funding is targeted at the groups for whom it is intended.

John Ball's approach to spending the Pupil Premium

The schools core vision is "Achievement, ambition and progress for all..."

As such our key priorities for children eligible for Pupil Premium funding are to raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with non-Pupil Premium peers (both nationally and within their own school).

Address any inequalities in education of pupils eligible for Pupil Premium funding in order to:

- raise attainment
- accelerate progress
- increase enjoyment of and participation in school life

How do we spend the funding?

Our belief and research evidence (from The Sutton Trust, John Hattie, Michael Barber etc) shows that, the quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from less affluent backgrounds. This remains a consistent and relentless focus of the school – we call this 'Quality first Education' and it is the focus of our staff training and support from the senior leadership team.

In addition to this, additional targeted intervention and support strategies are deployed to make sure all children fulfil their potential – we call this 'Whatever it takes'.

In 2015/16, John Ball received £114,812 of Pupil Premium Funding.

How did we use the money in 2015/16?

Strategy / project	Cost
Additional Teaching Assistant time in KS2 to support groups and enhance curriculum provision / early intervention strategy e.g. HLTA out of class full time supporting learning across KS2 and some 1:1 with KS1 pupils	£25,340
Additional teaching staff – maintaining SfL teacher at 2.5 days providing core literacy support.	£28,190
Early morning Maths booster groups in Year 6 as well as 1:1 tuition for identified pupils.	£12,970
Maintain the role of the Pastoral Care Manager to support PP pupils and their families with issues such as attendance, welfare access support	£36,962
Subsidised trips and music lessons for PP pupils	£6000
Provide free places for a range of extra-curricular clubs to pupils eligible for FSM / PP	£1700
Funding extra learning resources for a LAC pupil with SEN.	£650
Provided free places for PP pupils at the Superkids After school club and Summer holiday scheme	£3000
Total	£114,812.00

What impact has this had?

1. To raise the attendance of Pupil Premium to be closer to that of Non PP pupils by July 2017 (Link to Equality objectives)

Attendance of all pupils as of July 2015	96.23%	3.1%	0.7%	0.4%
Attendance of all pupils as of July 2016	96.82%	2.16%	1.04%	0.26%
Non FSM (2015)	96.53% (96.23%)	2.14% (2.86%)	1.06% (0.6%)	0.25% (0.49%)
Differential (2015)	0.11% (2.17%)	-0.22% (0.83)	0.28% (0.85%)	0.18% (0.49%)
FSM (2015)	96.42% (94.06%)	2.36% (3.69%)	0.78% (1.45%)	0.43% (0.78%)

The difference or gap between the attendance of Non PP and PP pupils is down from 2.17% in 2015 to 0.11%. The gap has been virtually closed.

2. To continue to raise the achievement of pupil premium pupils and continue to close the in school gap between Non PP and PP pupils across the school.

KS2 Disadvantaged Outcomes

KS2 data shows a very positive picture for Disadvantaged learners. In RWM the Disadvantaged group achieved 56% which was above 'ALL' children nationally 'at expected' and 'Greater Depth'. The higher prior attainment Disadvantaged learners attained above both national 'ALL' and national OTHER at 'Greater Depth'.

The Disadvantaged learners attain above the national 'ALL' and are very close to national OTHERS in all separate subject areas 'at expected'. The gap is closing but this remains an area of focus.

The John Ball Disadvantaged learners attain higher than the national Disadvantaged learners 'at expected' and Greater Depth in all subject areas.

The small statistical group of 2 low prior attaining group of Disadvantaged children are marked as –Sig in maths. This group had significant SEN concerns – both with EHCPs.

The Disadvantaged average scaled score was 0.1 above the national OTHERS in maths and was 1.0 below in reading.

KS1 Disadvantaged Outcomes

The Disadvantaged group attained above the national 'ALL' in reading and writing. The Disadvantaged learners also attained higher than the National Disadvantaged learners in reading, and writing 'at expected' and Greater

Depth. In maths the disadvantaged John Ball learners fall 3% below the national Disadvantaged 'at expected' but are above at Greater Depth. The low prior attaining group are below national OTHER/ALL in all subject areas.

The school has made a positive impact on the Disadvantaged children who attain above the same group nationally in nearly all areas. The group also perform very positively against the group of ALL and in some case OTHERS nationally . The outcomes demonstrate that the school interventions and provision are continuing to close the gap.

OVERALL KS2 outcomes July 2016

Y6 RWM at expected for PP is 64% (Above NA for all pupils at 53%. We don't have the NA for PP yet)

Y6 RWM at expected for non PP is 72% (Above NA for all pupils at 53%. We don't have the NA for non PP yet)

Gap is 8%

Reading

86% non PP achieved expected in reading

31% non PP achieved high score / greater depth in reading

82% PP achieved expected in reading

12% PP achieved high score / greater depth in reading

Writing

87% non PP achieved expected in writing

45% non PP achieved greater depth in writing

91% PP achieved expected in writing

27% PP achieved greater depth in writing

Maths

85% non PP achieved expected in reading

24% non PP achieved high score / greater depth in reading

82% PP achieved expected in reading

12% PP achieved high score / greater depth in reading

	Average Scaled Score		
	R	GPS	M
PP	102.9	104.8	104.6
NON PP	106.8	107.0	106.1