

# Pupil Premium

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

## Termly Review of Support and Impact

Allocated resources are spent holistically to ensure all disadvantaged pupils are sufficiently supported allowing them make as much progress as possible. Due to the variety of needs and barriers to learning, Banstead Community Junior School has allocated the finite resources to meet individual pupil needs. However, not all the interventions can be accessed for all pupils. The impact may be in relation to academic progress or attitude to work, growing self-esteem or the ability to communicate socially. Some of the major barriers are identified below with examples of their associated intervention programmes.

### 1. Social, Emotional and Various Mental Health Issues

Pupils can have access to a professionally trained counsellor and an Emotional Literacy Support Assistant (ELSA). They have had opportunities to go to Fun Club. This intervention ensures that pupils can become more confident, and show less disruptive behaviour. They are happier and develop a more positive attitude.

### 2. Cognitive and Learning

Several pupils have complex learning issues, which include ADHD, ASC, dyslexic traits and speech and language needs. To reduce these barriers a selection of programmes have been introduced, for example: Extra reading groups, additional 1-2-1 tuition or group work, specialist support literacy and maths teaching and homework club. The impact can be seen in some pupils through their progress academically and/or their attitude to learning and overall behaviour.

### 3. Social deprivation

Without support, some pupils would be unable to attend the whole breadth of the schools activities and events. Through support they have had the opportunity to access all clubs and trips. The impact is that all pupils can feel that they are fully part of our school and participate in all that our school has to offer. This has had a positive effect on pupils' self-esteem and consequential learning.

### 4. Attendance

Pastoral Support Plans have been implemented to ensure pupils attend school more regularly. This increase in attendance can have a positive influence on pupils' academic attainment.

### 5. Physical Impairment

Resources have been used to ensure that any pupil who has a physical impairment does not suffer as a result of that impairment. Any child who has a physical impairment has had the benefit of an individual programme to enable mobility and to ensure their personal care needs are met. The impact is that the pupils involved are as fully as possible included in all aspects of the school.

## 6. Medical Needs

Pupils who need specific medical care plans have been supported. The impact of such is that they can fully participate, within their limits, to the whole of the life of the school.

## 7. Behaviour

Individual resourced Pastoral Care Plans have been provided to ensure the increasing good behaviour of pupils. This may include the use of outside agencies, counsellors and ELSA. The impact is that pupils can better manage their behaviour, leading to happier children, who can more fully access the curriculum which enables them to make greater progress.

## Financial Year 2018-19 - Received £68,620

### Allocation

For the Financial Year 2018-19 we were allocated £68,620 to aid the attainment and progress of the 59 pupils who were defined as disadvantaged pupils within the school.

### Use

With the money we organised 1-2-1 tuition for Maths and English support. Some of the Pupils in addition attended yearlong Support Maths and English classes.

Other resources were also used to support trips, counseling and for the support of the Home School Link Worker. Some of the pupils also attended Homework and Fun Clubs.

**Impact - Year 6 Pupils - 2019 11 pupils were disadvantaged (1 pupil = 1%)**

Disadvantaged			
	2018 School	2019 School	All Pupils National
Reading	78	82	73
Writing	67	83	78
Maths	67	55	79
SPAG (Spelling, Punctuation, Grammar)	78	83	78

## **Financial Year 2019-20 – Received £74,380**

### **Allocation**

For the Financial Year 2019-2020 we were allocated £74,380 for 61 pupils deemed disadvantaged. This is 18% of the pupil population.

### **Planned activities**

In light of research completed by the Sutton Trust into the most effective ways of allocating the monies provided we at BCJS provide a variety of activities to aid each pupil depending upon their needs. We will be providing:

1. 1-2-1 tuition/group work  
Maths (minimum of 10 sessions)  
English (minimum of 10 sessions)
2. Pre-lesson preparations in maths.
3. Support Groups - Maths and English – all year groups (5 x 1 hour per week).
4. Support for trips/residential trip, extra curriculum activities – all year groups.
5. Support, where necessary from Home School Link Worker
6. Professional counselling for selected pupils
7. Support Spelling and homework clubs/Fun club
8. Gifted and talented program supported by external bodies.

### **Review and evaluation**

Year Groups will monitor the progress of the pupils termly under the direction of the subject leaders and Inclusion Manager. A written account of the activities will take place annually and published on the website in September. All pupils' assessments will be monitored termly to ensure they are making adequate progress. Activities may be adapted throughout the year to cater for each child's needs.