

<p><b>Pupil Premium: A rationale for Featherby Junior School</b></p>	<p>At Featherby Juniors we are striving to close the achievement gap between the most disadvantaged pupils and their peers, both in this school and nationally. Our goal is that each child discovers the enjoyment of learning, gaining the confidence to reach their full potential. Teaching and learning is at the heart of all we do. It is important to us that our children become resilient, resourceful and reflective independent learners. To achieve this they are encouraged to solve problems, develop good communication skills and work as part of a team. We are committed to creating a safe, happy and secure learning environment, and through the rigorous monitoring of attainment and progress we ensure that all pupils receive the best possible learning regardless of socio-economic background.</p>
<p><b>Key Questions</b></p>	<p>As we strive to ensure that we close gaps between the most disadvantaged pupils and their peers, we continually ask and review the following questions:</p> <ol style="list-style-type: none"> <li><b>1. What are the specific needs of the most disadvantaged pupils at Featherby Juniors?</b></li> <li><b>2. What do we want the outcomes to be for these pupils?</b></li> <li><b>3. What strategies are going to be the most effective in ensuring educational excellence for all, in particular the most disadvantaged?</b></li> <li><b>4. How will the impact of the strategies be monitored and what are the success indicators?</b></li> <li><b>5. What impact are the strategies employed having on the achievement of the disadvantaged pupils?</b></li> </ol>
<p><b>Our Answers</b></p>	<ol style="list-style-type: none"> <li><b>1. What are the specific needs of the most disadvantaged pupils at Featherby Juniors?</b> <ul style="list-style-type: none"> <li>• Difficulty in speaking and communicating</li> <li>• Lack of confidence to take risks in learning</li> <li>• Lack of educational aspiration</li> <li>• Lack of wider world experiences</li> <li>• Social, emotional and behavioural difficulties</li> <li>• Poor attendance</li> </ul> </li> <li><b>2. What do we want the outcomes to be for these pupils?</b> <p>Our desired outcomes for all pupils are:</p> <ul style="list-style-type: none"> <li>• That at least expected attainment is reached each year to ensure that pupils are achieving age-related expectations within and at the end of each key stage.</li> <li>• That pupils make at least expected progress each year to ensure that they remain in-line with age-related expectations.</li> <li>• That children with low starting points at the beginning of school and within each year make accelerated progress to bring them to the level at which they should be working.</li> <li>• That higher achieving children, in particular those eligible for Pupil Premium continue to make good progress from their starting points.</li> <li>• That children come to school feeling happy, safe and confident.</li> <li>• That children learn to enjoy reading for pleasure and understand the value of accessing texts.</li> <li>• That children have the confidence and skills to communicate clearly.</li> <li>• That children engage in extracurricular activities.</li> <li>• That children attend school every day and on time.</li> <li>• That children develop a passion for learning and become reflective, independent life-long learners.</li> </ul> </li> <li><b>3. What strategies are going to be the most effective in ensuring educational excellence for all, in particular the most disadvantaged?</b></li> </ol>

	<p>Our Pupil Premium funding will be allocated towards strategies which will directly or indirectly lead to the desired outcomes above. These will be presented under the following categories:</p> <p>Learning Support Family Support Attendance</p> <p><b>4. How will the impact of the strategies be monitored and what are the success indicators?</b></p> <p>The impact of the strategies will be monitored closely by the Senior Leadership Team. This will include:</p> <ul style="list-style-type: none"> <li>• Monitoring through learning walks and lesson observations to ensure strategies are being employed.</li> <li>• Unequivocal expectation that all teachers are aware of the vulnerable groups within their class.</li> <li>• List of PP funded pupils to be shared termly with all staff.</li> <li>• Monitoring of pupil achievement data and vulnerable group achievement;</li> <li>• Quality pupil conferencing of all PP funded pupils to gather information about PP expenditure preferences.</li> <li>• Termly summative analysis of projected teacher assessment to measure progress.</li> </ul>
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Funding for 2015-16	£133,300 including LAC and service pupils	Number of disadvantaged pupils	102
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<b>End of Key Stage 2 Progress Summary</b>		
<b>Subject</b>	<b>All</b>	<b>Disadvantaged</b>
Reading	-3.40	-4.30
Writing	-2.90	-4.70
Maths	-4.00	-4.50

<b>End of KS2 Attainment Summary</b>				
<b>Subject</b>	<b>Expected or above</b>		<b>Greater Depth</b>	
	<b>National other</b>	<b>Disadvantaged</b>	<b>National other</b>	<b>Disadvantaged</b>
Reading	71%	41%	23%	6%
Writing	79%	50%	18%	0%
Maths	75%	41%	20%	3%
Combined	60%	25%	7%	0%
GPaS	78%	53%	27%	3%