

# Pupil Premium Strategy and Report 2017/18



Chesswood Middle School  
Pupil Premium Report 2017 - 18

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## Introduction

The Pupil Premium was introduced in April 2011 to tackle 'educational inequality' by raising achievement and improving outcomes for children from low-income families who are eligible for free school meals; also pupils in care and those from families with parents in the Armed Forces. The additional funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

From September 2012, schools have been required to publish online information to parents about how they have used the Pupil Premium funding and what the impact has been on learning, attainment and pupil wellbeing and/or pastoral care.

## 1. Aims

At Chesswood Junior School, we believe that all children have an equal entitlement, and should have an equal chance to:

- be creative and have a chance to shine (Be a Bright Spark)
- develop a love for learning
- engage with the full range of educational and social experiences in school
- achieve – especially in reading, writing and maths
- feel safe, valued and grow in confidence

To ensure that our Pupil Premium funding is spent in the most effective way to meet these aims, we -

- Target the funding well from the outset, being responsive and flexible to the needs of groups and individuals – this is reviewed each year using evidence from the Education Endowment Foundation
- Use progress tracking procedures effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.
- Use effective intervention classes and individual tuition to improve achievements in English and maths.

- Ensure that well-trained Teaching Assistants help to raise standards.
- Minimise the barriers to learning and achievement.
- Actively involve the governors in our decision making processes.
- Effectively monitor and evaluate the impact of spending.

## 2. Principles

The government provides additional funding to schools in the form of a pupil premium grant in order to address any disadvantage brought about by economic or social circumstance and provide equal opportunity for all. Pupil Premium money is specifically provided for pupils who have been eligible for free school meals at any point over the past 6 years (Ever 6), children who have been looked after continuously for at least 6 months (CLA) and children who have been adopted from care in England or Wales<sup>1</sup>. Schools are free to determine how best to use this money to achieve the intended outcomes. We are clearly focussed on promoting strategies that narrow the attainment gap between children who have been and are disadvantaged and those who haven't. In addition, for children that have been in care at anytime – in the United Kingdom or beyond, provide effective support to address the likely negative impact of their early experiences, in close partnership with adoptive parents.

The school receives funding streams additional to the Pupil Premium that may be used in conjunction, as pupil need may determine that they are accounted for in more than one funding sub-group e.g. a pupil may qualify for pupil premium and be registered on the SEN code of practice. Senior leaders and governors manage school funding holistically to account for individual children identified through multiple funding streams ensuring as far as possible the support and provision for the individual is comprehensive and coherent. This report goes beyond simply reporting the Pupil Premium Grant seeking to ensure a coherent picture is detailed for the reader. The School is accountable for how the funding has been used and the success of the intended outcomes.

As a School we:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils, with a clear focus on quality first teaching.

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<sup>1</sup> Refer to DFE conditions of grant

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- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognise that not all pupils who receive free school meals will be disadvantaged, likewise we also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.
- Ensure that Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Recognise that limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Seek to provide appropriate support for pupil premium eligible children regardless of current attainment i.e. we do not restrict support to the lower or lowest attaining pupil premium children. Instead we take the view that a high attaining Ever 6 child may have secured accelerated progress from key stage 1 starting points and even higher attainment had disadvantaged not been a factor. Therefore, using pupil premium funding we seek to sustain and extend their position as a high performer within school, local authority and the country in the belief they may one day have increased opportunities within university or career choice.
- Are mindful that the development of the whole child is critical to their achievement - providing opportunity for experiences that would not readily be accessible and extend beyond the school based curriculum is actively promoted and supported by the school.
- Prioritise the needs of children who have been in care or are in care above all others, individual plans are developed with parents to ensure bespoke support is tailored to the needs of individual children.

### 3. Finance

#### 3.1. National Funding Overview

Year	Qualifying indicator	Planned funding† (per pupil)
Deprived children		
2017-18	Primary	£1,320
	Secondary	£935
Looked After Children		
2017-18	Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority. or Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.	£1,900

For further information:

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018>

**3.2. Pupil Numbers and funding**

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Pupil Premium Funding	£116,100	164700	£158624	£151740	£164,360
Pupil Premium Numbers	107 (Autumn 14)	116 (Autumn 14)	117 (Summer 16)	119 (Aut 16) 125 (sum 17)	119 (Aut 17)
FSM			66 (0 FSM & PP+)	66 (aut 16) 67 (sum 17)	68 (Aut 17)
Ever 6			51	46 (aut 16) 58 (sum 17)	47 (Aut 17)
Pupil Premium Plus			3 children in care 7 children adopted	2 children in care 10 children adopted	1 child in care; 5 adopted from care (4 – Y6)

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#### 3.3. *School Income*

	September 17 - March 18	April 2018 - August 2018 Estimation		
	7 twelfths	5 twelfths	Total	Funding Source
Pupil Premium Grant	£87,010	£62,150	£149,160	Pupil Premium
Pupil Premium + Grant	£8,867	£6,333	£15,200	Pupil Premium
Free School Meals - Food	£18,988	£13,563	£32,551	Deprivation (Ring Fenced)
Additional Educational Needs - 7%	£61,966	£44,262	£106,228	SEN & Deprivation
Additional Educational Needs - 5%	£4,375	£3,125	£7,500	SEN & Deprivation
Deprivation	£28,375	£20,268	£48,642	Deprivation
SEN	£55,814	£39,867	£95,681	SEN
SEN - Individual Assigned Resources	£14,477	£10,341	£24,818	SEN
			£164,360	Pupil Premium
			£32,551	Deprivation (Ring Fenced)
			£48,642	Deprivation
			£120,499	SEN
			£113,728	SEN & Deprivation
			£479,780	Grand Total



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### 3.4. School Expenditure

	Financial Year 16-17	Financial Year 17-18			
	September 2017 - March 2018	April 2018 - August 2018			
Expenditure Area	7 twelfths	5 twelfths	Total	Funding Source	Expenditure Area
Head teacher 1 day p/w	£10,881	£7,772	£18,654	SEN, PPG and Dep	Leadership
Year Leadership	£6,328	£4,520	£10,848	PPG and Dep	Leadership
SENCO	£25,236	£18,026	£43,262	SEN Only	Leadership
Teaching Assistants	£125,673	£89,766	£215,439	SEN, PPG and Dep	Academic Provision
Pupil Premium Tutorial	£25,447	£18,177	£43,624	PPG Only	Academic Provision
Academic HLTA	£12,481	£8,915	£21,396	SEN, PPG and Dep	Academic Provision
Deputy Head – IXL club	£4,037	£2,884	£6,921	PPG Only	Academic Provision
Middle Leader RWM support (Jan 18)	£1,907	£3,178	£5,085	SEN, PPG and Dep	Academic Provision
Year 6 intervention class	£19,630	£14,021	£33,651	SEN, PPG and Dep	Academic Provision
Pastoral HLTA	£17,185	£12,275	£29,460	PPG and Dep	Pastoral Provision
Learning Mentor	£11,928	£8,520	£20,448	SEN, PPG and Dep	Pastoral Provision
Learning Mentors (Jan 18)	£11,283	£8,059	£19,343	SEN, PPG and Dep	Pastoral Provision
Therapeutic Services	£3,990	£3,990	£7,980	PPG Only	Pastoral Provision
Breakfast Club	£2,016	£1,440	£3,456	PPG Only	Pastoral Provision
Individual Music Tuition (Estimated)	£875	£625	£1,500	PPG Only	Specialist Provision
PE & Sport Extra Curricular Access	£500	£500	£1,000	PPG Only	Specialist Provision
Extend & Enrich (Estimated)	£10,000	£10,000	£20,000	PPG Only	Community Inclusion
School Uniform Subsidy	£500	£0	£500	PPG Only	Community Inclusion
Free School Meal food provision	£18,988	£13,563	£32,551	Deprivation Only	Community Inclusion
<b>Area Expenditure</b>	<b>Expenditure</b>	<b>Funding Stream</b>	<b>Expenditure</b>	<b>Original Funding</b>	
Leadership	£84,407	SEN Only	£43,262		
Academic Provision	£310,655	SEN, PPG and Dep	£334,016		
Pastoral Provision	£55,549	PPG and Dep	£40,308		
Specialist Provision	£3,923	PPG Only	£84,981		
Community Inclusion	£59,092	Deprivation Only	£32,551		
Grand Total	£513,625	Grand Total	£535,118	£479,780	
Total Check	£0	Income/Expenditure Difference		-£55,338	

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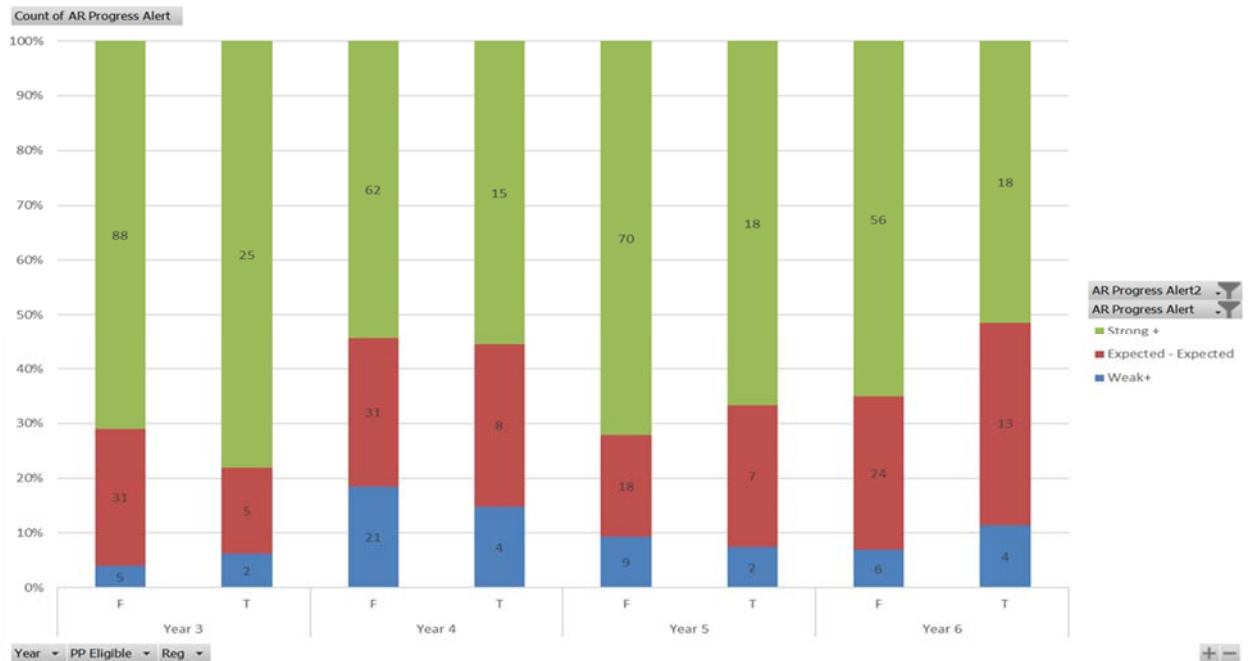
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£55,338 extra is expended on disadvantaged and Special Educational Needs children at Chesswood compared to the revenue specifically available.

## 4. Outcomes 2016-17

### Reading

Year	Non KS1 Target/ PP KS1/2017 71% (2016 Nat 66%)	AR Test/ diff to PP target /to nat	TA	KS1 Gap/Non Gap/ Strong+ Progress N/PP
<b>3</b> 34 3% (31 3.2)	85%/77%	65% (61%) (59%) ↑ -4/13% (-5/15%) 2017 -2/6% (2016 -1/5%)	53% ± 1/-2% (55%) ↓-1/4% (59%)	-3/8% (-1/-4%) -5/16% (-4/-14%) 71%/78%
<b>4</b> 27 3.7%	73%/65%	67% (56%) (44%)↑↑ 0/1% (-3/10%) 2017 -1/4% (2016 -3/-10%)	70 %↓ 2/-7% (78%) = 0/0% (78%)	-2/8%(-3/-12%) -4/15%(-5/-20%) 54%/56%
<b>5</b> 28 3.6%	83%/66%	(57%) (54%) (52%) ↑ -2/-9% (-3/11%) 2017 -4/14% (2016 -3/-12%)	61% ± -1/-3% (64%) ± 1/1% (63%)	-3/9% (-3/-10%) -7/27% (-8/-28%) 72%/67%
<b>6</b> 36 2.7% (35 2.9)	79%/69%	(56%) (51%) (46%) ↑ -5/14% (-6/17%) 2017 -6/15% (2016 -5/-15%)	56%± 1/1% (57%) ±1/3% (54%)	-3/10%(-2/-4%) -7/19% (-5/-16%) 65%/51%

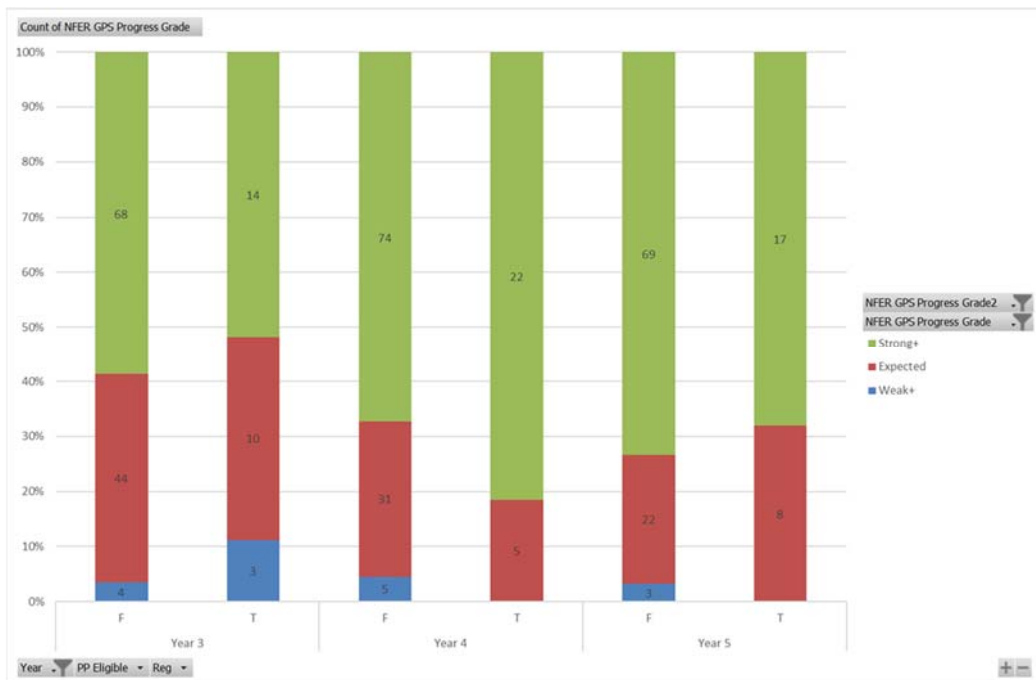


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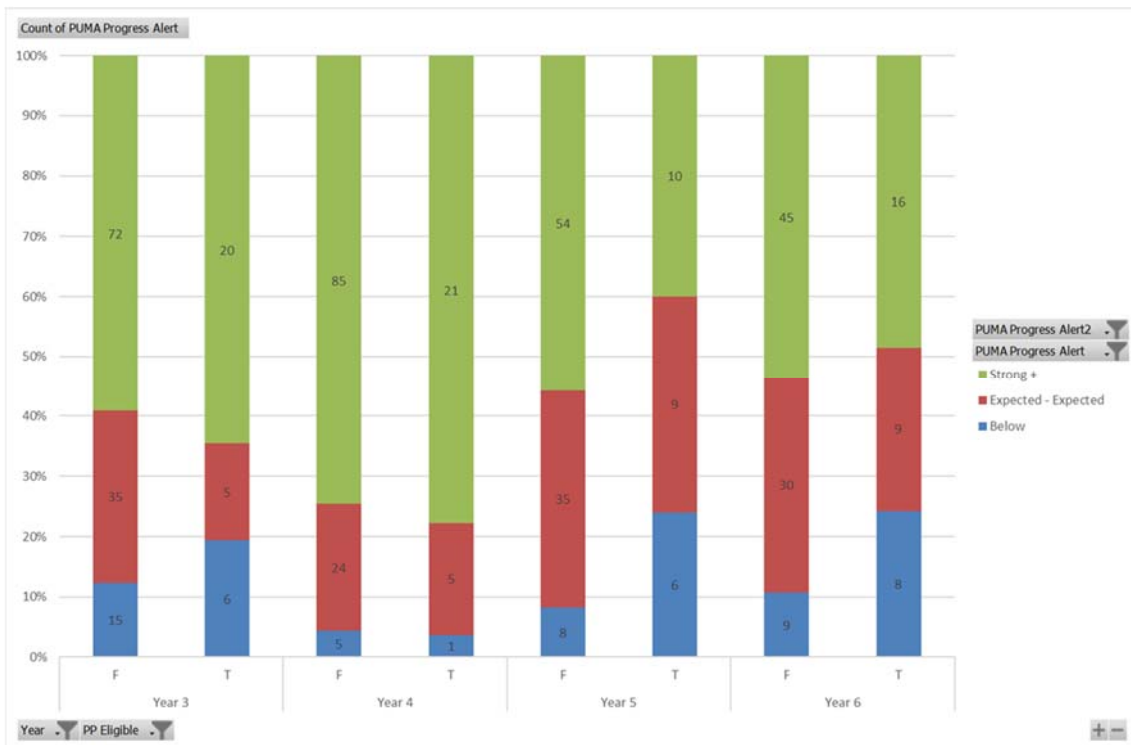
**Writing**

Year	KS1 Target/ 2017 77% 2016 74%	Spelling Test (newest top)	Grammar Test (newest top)	GPS Combined Actual/ Diff to KS1 target/	TA	KS1 Gap/ progress nonvPP
<b>3</b> 34 3% (31 3.2)	66% (65%)	53% ↑ (46%) ↑ (39%)	68% ↑ 67% ↑ ↑ (52%)	56% (55%) -4/-11% (-3 /-10%) 2017 -7/-21% (2016-6/-19%)	38% -10/28% ↓ 42% = 45%	-1/-4% = (-3%/-1) 59%/52%
<b>4</b> 27 3.7%	58%	52% ↑ 44% ↑ 37%	78% ↑ ↑ 59% ↑ ↑ 22%	56% (52%) -1/2% (-2 / 6%) -6/-21% (-22%/-6)	44% -4/-13% ↓ 48% ↓ 59%	-3/10% = (-3/-13%) 67%/81%
<b>5</b> 28 3.6%	55%	61% ↑ ↑ 50% ↑ ↑ (36%)	57% ↑ 54% ↑ ↑ (33%)	64% (50%) 2/18% (-1/-5%) -4/13% (-7/-24%)	43% -4/14% ↓ 46% ↑ ↑ 37%	-1/4% = (-1/-3%) 73%/68%
<b>6</b> 36 2.7% (35 2.9)	59%	-	-	SATS egps 49%	50% -4/10% ↑ 43%/15 ↑ (37%/13)	N/A



**Maths**

Year	Non KS1 Target/ PP KS1/ Nat 2017 75% 2016 70%	PUMA Test diff to PP target/to nat	TA	KS1 Gap/Non Gap/ Strong+ Progress N/PP
<b>3</b> 34 3% (31 3.2)	85%/62% Changed!	68% ↑↑(42%) ↓(45%) 2/6% (-6/18%) 2017 -3/-7% (2016 - 9/28%)	53% ↑ 2/5% (48%) ↑ 4/10% (38%)	2/6% (-2/6%) -6/17% 59%/65%
<b>4</b> 27 3.7%	77%/76%	81% ↑↑ 37%↑ (26%) 1/5% (-11/-39%) 2/6% (-9/33%)	63% 3/11%↑↑ (52%) ↑↑ 3/11% (41%)	-2/7%(-7/27%) -2/7% 75%/78%
<b>5</b> 28 3.6%	84%/69% Changed!	39%=(39%) (22%) -8/30% (-8/28%) 2017 -10/36% (2016 - 9/31%)	36% ↓-2/7% (43%) ± 0/- 2% (44%)	-6/-21% (-3/-11%) -10/36% 56%/40%
<b>6</b> 36 2.7% (35 2.9)	80%/70% Changed!	42%↑ (34%) =(34%) -10-28% (-12/-35%) 2017 -12/33% (2016 - 13/-36%)	39%↓-1/-4% (43%) ↑ 2/6% (37%)	-6/-18% (-6/16%) -10/-28% 54%/48%





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### 5. Pupil Premium Provision

Strategy	Detail	Desired Impact
Fund school trips and residential	School funds trips and residential for pupil premium/+ children on request.	Children fully engaged with school and all aspects of school life.
Subsidise school uniform.	The school will refund £10 on receipt of a receipt showing purchase of the full uniform. £15 refunded if 2 sets of uniform are bought. In exceptional circumstances school will fund full cost of Chesswood Uniform. A high quality used uniform stock is available.	All children adhere fully to the school uniform policy and feel a full part of the Chesswood community.
Tutorial booster programme	PP funding pays for specialist teachers in music and P.E. During this time, class teachers lead tutorial groups for PP children in class (booster groups in reading, writing or maths). These focus primarily on children who are not yet meeting age-related expectations, however, across the year, all PP children will have access to some tutorials. Children will bring their targets home when they are accessing tutorials.	Accelerated progress to support children meeting their targets and expectations in reading, writing and maths.
Therapeutic Services	Pupil premium funding has been used to commission 10 hours counselling capacity per week. The school counsellor is able to provide support, subject to parent permission for a maximum of 10 children per week.	Address severe and complex barriers to learning to enable children to engage in learning and accelerate progress as a result.
Early bird groups.	Early bird groups – engaging sessions in reading, writing and maths will be provided in response to need throughout the year. From 8.15am – children are also included within the breakfast club provision when attending this club.	Accelerated progress to support children meeting their targets and expectations in reading, writing and maths.



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Strategy	Detail	Desired Impact
Lunch time learners	From January 2018, year leaders will organise supported learning sessions tailored to individual needs. The lunch time learners session is by invitation and children are selected with a focus on improving ability to secure all of reading, writing and maths.	Accelerated progress to support children meeting their targets and expectations in reading, writing and maths
Late Learners	From January 2018, year leaders will organise supported learning sessions tailored to individual needs. The late learners session is by invitation and children are selected with a focus on improving ability to secure all of reading, writing and maths.	Accelerated progress to support children meeting their targets and expectations in reading, writing and maths
Improving attendance and punctuality.	Learning mentor supports children and families to ensure high levels of attendance.	Attendance of pupil premium children is in excess of 95%
High Supervision Playground & Lunch Club	To provide a safe and positive space for children who struggle to regulate appropriate behaviour with the intention of providing supported play and guidance that allows individuals to return to the main playground – keeping themselves and others safe.	Safe and positive school experience for all.
Breakfast club	Free breakfast club places are available for pupil premium children by invite. This must relate to a specific target – e.g. improving attendance; attendance at 'early birds' learning groups.	Attendance, engagement and achievement are raised.
Pastoral support and learning mentor.	We have an excellent pastoral team who support children and families on a needs basis.	Children and families feel supported at Chesswood.
Club attendance	A wide range of quality clubs are provided by specialist teachers in music and P.E.  Pupil Premium children are given priority	Children fully engaged with school and all aspects of school life.



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Strategy	Detail	Desired Impact
	access to sports and music clubs.	Identified gifts and talents given opportunities to shine – increasing confidence and widening life opportunities.
Promoting gifts and talents	Specialist teachers (P.E. and music) seek out talented pupils (with a key focus on pupil premium) – supporting them in developing their talents through clubs, tuition and performances. (Although some music and PE will be missed during the course of the year, specialist teachers have a key focus on promoting their subjects for pupil premium children, resulting in a wide range of opportunities.)	Children fully engaged with school and all aspects of school life. Identified gifts and talents given opportunities to shine – increasing confidence and widening life opportunities.
Rock-steady music	Due to children missing some blocks of music, due to tutorial sessions, we fund 'Rock-Steady Music' – high quality music provision giving children an opportunity to be part of a rock band, culminating in a performance at the school's 'Stars of the Future' concert.	Children fully engaged with school life. PP children have a highly enriched music experience.
P.E enrichment days	Due to children missing some blocks of PE (they will always receive at least one session of PE each week), Mr Quick will be arranging sport enrichment days – e.g. Bouldering for those who have engaged with tutorials.	Children fully engaged with school life. PP children have a highly enriched sports experience.
Access to technology.	Children have priority access to iPads during lessons to support learning. 4 x pupil premium iPads in each classroom – for priority use of PP children.	Increased engagement / access to high quality apps to support learning, leading to accelerated progress.





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## Pupil Premium Report



### 5.1.1. Leadership

Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Headteacher – academic leadership 1 day per week	£10,881	£7,772	£18,654	PPG and Deprivation Only	Head teacher leadership, systems, processes, policies, consistent provision and pupil achievement. Achievement outcomes – teacher assessment, summative tests – accelerated reader, NFER, PUMA.	
Year Leadership	£6,328	£4,520	£10,848	PPG & Dep	Year leaders are provided with an additional leadership payment and one day per week to undertake their duties, principally, securing improved achievement for all children particularly pupil premium children (25% of middle leadership day). They undertake quality assurance work that sustains a core focus on impact for pupil premium children. Providing guidance and feedback on how to improve alongside sharing good practice are key element of this role. This year there are four active year leaders provided with one day per week to undertake duties - a proportion of this time is funded by pupil premium funding. Achievement outcomes – teacher assessment, summative tests – accelerated reader, NFER, PUMA	



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure <i>Evidence, measurement and benchmark information</i>	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
SENCO	£25,236	£18,026	£43,262	SEN, PPG & Dep	<p>The SENCO prioritises support for pupils who receive PP whenever appropriate to do so. In the termly SEN Review Meetings, discussion broadens to discuss not only academic needs but also broader life experiences. When possible the SENCO will make direct contact with club leaders in order to help prioritise SEN pupils who are also PP.</p> <p><i>Achievement outcomes – teacher assessment, summative tests – accelerated reader, progress test English and maths. Additional SEN assessments – first class at number, rapid phonics programmes</i></p>	



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### 5.1.2. Academic Provision

Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Teaching Assistants	£125,673	£89,766	£215,439	SEN, PPG & Dep	<p>Teaching assistants are used to support learning and teaching in all classrooms throughout the school principally supporting children with special educational needs.</p> <p>The funding for TAs comes from multiple streams and is needs led in each classroom. In terms of pupil premium children, 55% of the PP children are on the SEN register (33 of 60 children) – without additional PP funding directed at TAs quality first teaching would be undermined and frustrated.</p> <p>Teaching assistants are always targeted for individual and group support for children. TAs provide substantial additional supervision during unstructured times of the day; at playtime.</p> <p>Achievement of individual children – teacher assessment and summative testing. Outcomes of SENCO quality assurance</p>	



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Pupil Premium Tutorial	£25,447	£18,177	£43,624	PPG Only	<p>Class teachers select small groups of pupil premium children from their class (where the number of PP children is very small in the class – 1-6; a teacher may include other children within the support). Each intervention programme will last for half a term – usually 5-6 sessions of 40 minutes.</p> <p>The group size is typically 4-6 children. The class teacher will record children’s progress against specific individual objectives over the course of the intervention leading to an impact judgement of the intervention for each child. The impact judgement is recorded by teachers each half term.</p> <p>Progress against objectives set within tutorial programme, pupil view, Achievement of individual children – teacher assessment and summative testing.</p>	
Y6 high need high support class	£19,630	£14,021	£33,651	SEN, PPG and Dep	<p>14 children from Y6 have been selected based on need to join a class with very high levels of support – one teacher and two teaching assistants. This has reduced the number of children within the remaining four Y6 classes.</p> <p>Achievement of individual children – teacher assessment and summative testing.</p>	
Deputy Head – IXL club	£4,037	£2,884	£6,921	PPG Only	Deputy Head Teacher runs IXL club for 30 mins every morning before school (2.5 hours per week throughout the	



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure <a href="#">Evidence, measurement and benchmark information</a>	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
					<p>year). This is open to all PP children and is offered with free breakfast club place for those who wish. IXL is an online learning tool focusing on objectives within the maths and English National Curriculum.</p> <p><a href="#">Club attendance, pupil engagement / pupil view, mastered objectives</a></p>	
TA Intervention 1st Class Number	£948	£677	£1,625	PPG and Dep	<p>An evidence based intervention supported by Edge Hill College. Designed to be undertaken with small groups – 4 children over a 10 week period. Pre and post-test undertaken using Sandwell assessment. Two further TAs have been trained by Edgehill University and their 1stclass@Number intervention is overseen by the HLTA who also adapts the programme to support high level needs pupils who are below the level of the programme.</p> <p><a href="#">Sandwell test outcomes, pupil view.</a></p>	
Academic HLTA	£12,481	£8,915	£21,396	SEN, PPG & Dep	<p>Specific SEN management duties – teaching assistant quality assurance and SEN pupil assessment &amp; support.</p> <p><a href="#">Achievement outcomes – teacher assessment, summative tests – accelerated reader, progress test English and maths. Additional SEN assessments – first class at number, rapid phonics programmes. Consistency and provision by teaching assistants</a></p>	



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Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Rapid Phonics Intervention			30 children approx. 1:4 TA led 2 x weekly on average. Included within TA funding		An evidence based phonic intervention programme delivered through a multi-sensory, highly structured group session, generally led by TAs. Progress is measured through an entry and exit Rapid Phonics Placement which identify specific achievements and future targets. This intervention targets pupils who are struggling to access the year group's spelling curriculum.	

### 5.1.3. Pastoral

Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Pastoral HLTA	£17,185	£12,275	£29,460	PPG and Deprivation Only	The pastoral HLTA post is part of the inclusion team This post was created as part of the 'Vulnerable Child Intervention Team' (now referred to as 'The Inclusion Team'). The focus includes leadership for: <ul style="list-style-type: none"> <li>- Child protection</li> <li>- Behaviour Administration &amp; Support</li> <li>- Emotional and social welfare</li> <li>- Family Liaison</li> <li>- Line management of learning mentor</li> </ul>	



# Chesswood Junior School

## Pupil Premium Report



Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Learning Mentor	£11,928	£8,520	£20,448	SEN, PPG and Dep	<p>We have one learning mentor working 37 hours per week during term time.</p> <p>This post was created as part of the inclusion team. The focus includes:</p> <ul style="list-style-type: none"> <li>• Behaviour Support and Response</li> <li>• Attendance Intervention Work</li> <li>• Personal Organisation Support</li> <li>• Emotional &amp; Social Welfare and intervention</li> <li>• Academic Group and Individual Intervention</li> <li>• Transition Support</li> <li>• Outside Agency Liaison &amp; Signposting</li> <li>• Parental liaison and support</li> <li>• Reporting and Record Keeping</li> </ul> <p>Impact against individual objectives, attendance rates</p>	See case studies available
Additional Learning Mentor	£11,283	£8,059	£19,343	SEN, PPG and Dep	Additional 35 hours capacity in line with tasks above.	
Therapeutic Services	£3,990	£3,990	£7,980	PPG	Specialist Counselling and play therapy services commissioned through Your Space. capacity for 10 children 1 hour per week for 12 weeks. Additional inclusion team supervision 1 hour per month. Prioritised for pupil premium and pupil premium + children.	



# Chesswood Junior School

## Pupil Premium Report



Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure <a href="#">Evidence, measurement and benchmark information</a>	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Breakfast Club	£2,016	£1,440	£3,456	PPG	<p>An additional breakfast club supervisor has responsibility for pupil premium children. Approximately 15-20 children will be invited to attend the breakfast club who are pupil premium eligible. Invitation to the club will target attendance, punctuality, support with social integration and enjoyment of school.</p> <p><a href="#">Pupil view, Attendance rates</a></p>	





# Chesswood Junior School

## Pupil Premium Report



### 5.1.4. Specialist Teaching

Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Specialist Music Provision	-	-	No additional cost – see tutorials	PPG Only	<p>Specialist Music Provision. Specialist music teacher releases class teachers for one hour per week throughout the academic year. Typically the overwhelming majority of children within the groups are Pupil Premium. Guidance has been developed to judge impact of tutorials each half term. Music room is open at lunchtimes for all children and typically, children who have missed music through tutorial are coming to and using the equipment in the room in their own time.</p> <p>Achievement – attainment and progress in music. Quality of music teaching within school compared to typical expectations. The proportion of leadership provision undertaken by PP children. Pupil View</p>	
Individual Music Tuition	£875	£625	£1,500	PPG Only	<p>There are currently 6 children receiving funded music tuition that otherwise would not be affordable for the family (3 further pending)</p> <p>Individual skill development, music assessment</p>	
Extra Curricular Music Provision	-	-	No cost – see tutorials		<p>Encouraging children to participate in clubs – seeking out opportunities to perform.</p> <p>The breadth and frequency of music activities, the proportion of PP children attending music, the proportion of 'Red' and 'Amber' PP attending clubs. The proportion included in performances within and beyond the school.</p>	



# Chesswood Junior School

## Pupil Premium Report



Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Specialist PE and Sport Provision	-	-	No cost – see tutorials		As with music release, the specialist PE teacher releases teachers for one hour per week to undertake tutorials.  Achievement – attainment and progress in PE. Quality of PE teaching within school compared to typical expectations. The proportion included in school teams. The proportion of leadership provision undertaken by PP children.	
PE & Sport Extra Curricular Access	£500	£500	£1,000	PPG Only	Specialist PE lead has key role in encouraging club attendance for PP children. The school has been funding clubs for pupil premium children, where talent is shown, for external club providers. The breadth and frequency of PE and Sport activities, the proportion of PP children attending PE and sport, the proportion of 'Red' and 'Amber' PP attending clubs.	
Computing extra-curricular opportunities	£1,266	£905	£2,171		The target is to ensure at least 50% of pupil premium children take part in extra curricular computing activities – undertaking constructive activities under supervision. The breadth and frequency of computing activities, the proportion of PP children attending computing opportunities, the proportion of 'Red' and 'Amber' PP attending clubs.	



# Chesswood Junior School

## Pupil Premium Report



Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure <i>Evidence, measurement and information</i>	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Specialist teachers promoting gifts and talents	-	-	-		Recognising that a significant number of pupil premium children need additional help and support to 'Get Involved' and therefore to excel both specialist teachers seek to identify and include pupil premium children with unnurtured talent and include within key roles in productions and concerts (e.g. Stars of the future, Rock Steady, main characters in the annual production) and within sports teams.	
Specialist enrichment days	-	-	-		Termly enrichment days will be used to reward children engaged in the tutorial process. Enriched activities in music, PE and computing will be provided – Beginning Spring 2017 <i>The quality of enriched provision for PP children</i>	

### 5.1.5. Community Inclusion

Expenditure Area	7/12	5/12	Total	Funding Source	Information Overview of expenditure Evidence, measurement and benchmark information	Impact Assessment Blue – Significant; Green – Good; Amber – Requires Improvement or further evidence; Red – Inadequate.
Extend & Enrich	£10,000	£10,000	£20,000	PPG Only	Full and free access for all registered pupil premium children to participate without any voluntary contribution to any visit – on site, off site or residential – subject to request. This has ensured that all pupil premium children can attend all residential visits during their time at Chesswood.  <a href="#">Pupil and parent view</a>	
School Uniform Subsidy	£500	£0	£500	PPG Only	All pupil premium eligible parents are able to claim £10 subsidy after purchasing a full school uniform.  <a href="#">Pupil and parent view</a>	

## 6. Context

### 6.1. Context Overview

### 6.2. Key Factors – Autumn 2017

- The impact of the school continuing to hold unfilled pupil places. Acknowledging this is likely to peak from September 2018 (-£157,000) with current forecast. Currently there are more children leaving than being admitted to Chesswood, however, overwhelmingly there is little or no action the school could take to adjust this natural flow i.e. family relocations.
- Managing increasing numbers with uncertainty regarding funding as the school increases in size – ‘growth fund’ allocation; national funding formula changes.
- Managing the staffing structure to ensure the school can meet demand; remain ‘in the black’ and avoid potential redundancy procedures resulting from funding uncertainties.
- Variations in Gender proportions in current Y4&5 and their potential impact on achievement, SEN provision (2/3 SEN register boys) and curriculum provision – boys English and girls maths outcomes.
- Managing the needs and the increasing number of children and families



# Chesswood Junior School

## Pupil Premium Report



subject to safeguarding and family support services – currently 13% of the school population.

- Managing needs of increasing number of SEN children within current budget restraints particularly on SENDCO management and administration time. Teaching assistant capacity is at minimum expected levels.
- The school SEN spend is broadly in balance i.e. revenue and expenditure are broadly in line. The amount of teaching assistant time within many classes is severely restricted and further admissions of children during the year place further pressure on already stretched resource.
- Meeting the needs of children adopted or subject to a special guardianship order. Using the pupil premium + money in partnership with individual families, we have secured therapeutic services within the past year.
- Maintaining consciousness and understanding of all staff on the factors affecting pupil premium children ensuring the multi-faceted provision and support available is organised to secure the best outcomes possible for individuals.
  - Factors include:
    - **Substantially increased incidence of safeguarding and family support – 8 times greater with 48% having level 2-4 intervention or officially reported concern - past or present. Non pupil premium children are currently 6%.**
    - Increased absence
    - Reduced homework submission
    - Poorer behaviour, engagement and motivation
    - Significantly lower attainment and variable progress
    - 33% of SEN register is populated by PP children whilst there are only 18% on roll – this is disproportionate but less so than in previous years.
    - The majority (2/3) of PP children are not on the code of practice and therefore provision for their achievement must be levelled at children achieving in line or above expectations.
- Managing additional provision for children whom are eligible through SEN and PP interventions whilst maintaining coherent learning experiences with the whole class.
- Accounting for impact on pupil premium children of provision – Ofsted 2015 key focus.
- Although current proportions remain lower than national averages with 14 different ethnic groups (25% of school roll) and 36 languages accounted for the importance of an international perspective and community cohesion remains high. The changing characteristics with a notable increase of Eastern European families must also be catered for.
- The proportion of children registered with some form of Christianity is at its lowest ever at Chesswood (35%). A narrow majority have recorded no religious persuasion. Although this has not overtly affected school activities



# Chesswood Junior School

## Pupil Premium Report



it does directly impact on the concept of an act of daily worship that is broadly Christian.

- Sustain comprehensive partnership work with infant feeder schools, particularly around admission and transition.
- Although daily experience feels different, the national contextual figures clearly indicate deprivation measures for the school either notably lower or in line. On that basis the current expectation for attainment being above national outcomes remains a key priority.

### 6.3. Ofsted and school information– Key Facts

Category	Ofsted 2017 – based on data from academic year 2016-17	School Data – based on 2017-18 academic year																																				
School Size	No longer identified within the report. The report states 554 children were enrolled.	<p>The school continues to increase in size. This year 20 additional children enrolled. There are currently 575 pupils. Year 3-5 remain significantly below capacity</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Roll</th> <th>Classes</th> <th>180</th> <th>X30</th> <th></th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>147</td> <td>5</td> <td>-33</td> <td>-3</td> <td>£10,500</td> </tr> <tr> <td>Year 4</td> <td>163</td> <td>6</td> <td>-17</td> <td>-17</td> <td>£59,500</td> </tr> <tr> <td>Year 5</td> <td>138</td> <td>5</td> <td>-42</td> <td>-12</td> <td>£42,000</td> </tr> <tr> <td>Year 6</td> <td>127</td> <td>4 (+1)</td> <td>+7 (120)</td> <td>+7</td> <td>+£24,500</td> </tr> <tr> <td>Totals</td> <td>575</td> <td>20 + 1</td> <td>-85</td> <td>-25</td> <td>£87,500</td> </tr> </tbody> </table> <p>Maximum Class size in school is 30; Lowest 25 (Y4). A high need high support class of 14 children has been created reducing numbers in Y6 classes.</p>		Roll	Classes	180	X30		Year 3	147	5	-33	-3	£10,500	Year 4	163	6	-17	-17	£59,500	Year 5	138	5	-42	-12	£42,000	Year 6	127	4 (+1)	+7 (120)	+7	+£24,500	Totals	575	20 + 1	-85	-25	£87,500
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Gender	The gender balance has been the same as the national figure over three years masking year group variations.	Year groups are broadly similar to national figures with the exception of the current Y5 where 63% are boys.																																				
Safeguarding	There are no national benchmarks	<p>In 2016-17 there were 73 children on the school role who had required a referral to external family support and safeguarding services. 60% of these were children registered as pupil premium. On that basis 48% of the pupil premium register were or had been subject to external school support. That compared with 6% of non pupil premium children.</p> <p>13% of the school cohort have been subject to this level of safeguarding and family support.</p> <p>The number and proportion of children subject to this level of support increased markedly between 2015-16 and 2016-17 49-69 children</p>																																				



# Chesswood Junior School

## Pupil Premium Report



FSM & Ever 6/ Deprivation	<p>The proportion of children eligible for free school meals has now fallen below national mean for two years. This is a result of adjustments from 2015 age of transfer and adjusted catchment areas. We are now 12% below the national average of 24%. The proportion reside within the 3<sup>rd</sup> (middle quintile)</p> <p>The school deprivation factor is consistently in line with the national average which is different to previous reports indicating the deprivation indicator was lower for the school. The school is within the middle quintile for deprivation.</p>	<p>The index of multiple deprivation indicates the schools catchment area mostly serves a community that resides within the bottom 30-40% of deprivation in England with aspects such as living environment being significantly lower within the bottom 10% within England.</p> <p>The proportion of current FSM is 12% (68 consistent with 2016-17). Ever 6 FSM is currently 20% - with notably higher number in Y6 25%. There are currently 106 pupil premium children and a further 7 children in receipt of pupil premium plus – 113 overall this is one of the highest numbers in recent years.</p> <p>Of the pupil premium children 35% are SEN compared to 9% non-pupil premium.</p>
Ethnic Minority	<p>The proportion of pupils from ethnic minority groups is consistently lower than the national average. The national averages are increasing over time whilst those at Chesswood are fluctuating – they are currently lower. The ethnic minority proportion lies within the second quintile.</p>	<p>There are 14 ethnic minority groups recorded. The largest among these are Any other white background – typically European a change from the long standing largest group: ‘any other Asian background’- Filipino Community.</p> <p>There are 142 children registered within an ethnic minority group. This represents 25% of the school population currently.</p>
First Language	<p>In keeping with the above information, there have been notable increases in pupils whose first language is not English – this is now falling slightly. The proportion of children with English as an additional language is within the second quintile.</p>	<p>Other than English, there are 36 languages spoken by children at Chesswood – Tagalog/Filipino is the most prevalent (22), followed by a significant change with Eastern European languages increasing Polish, Russian and Romanian.</p> <p>18% of children (101) do not speak English as their first language – the proportion is consistent with previous years whilst the number is increasing (Note: this should not be confused with needing additional support as the overwhelming majority of this group speak and understand English confidently and competently).</p>
Religion	<p>No National Information</p>	<p>The proportion of children with no declared religion is 51% of the population. 35% are Christian based, 5% other major world religions. No religion is the largest proportion.</p>



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## Pupil Premium Report



SEN	The proportion of children registered with SEN has fallen, for the first time below the national average and is within the third quintile. However, children subject to an EHCP (Education Health Care Plan) is notably higher than the national average and is in the first quintile.	17% of the school population is currently registered on the SEN register. The SEN register has reduced significantly within past few years but is now increasing again. There are now 95 children registered with SEN. 2% of the population are subject to EHCPs – 9 children.
Care	No information	There is 1 child currently in care. This number has been consistent in recent years. The number of adopted children is 4 children adopted (or SGO) from the UK and 1 child beyond UK borders.
Stability	No information.	Internal data suggests stability is less secure – by Y6 typically 25% or more children have left or joined after Y3 (Y4 as middle school). Of current cohorts 56 children left before the end of Y6. This is calculated on the basis of counting each admission and each child leaving outside of normal admission arrangements a significantly greater number is evident
Previous Schools	No information	The proportions of children from our main feeder schools remains broadly consistent in each year group. The number of pupils from Heene has dropped significantly in the lower school from 5 to 1 – this is will progress measures given concerns over KS1 anomalies. Children transferring from outside Worthing is increasing, hence the adjustment in estimates for future cohorts.

## 7. Education Endowment Foundation

- When considering the Education Endowment Foundation research outcomes, many aspects of Chesswood’s strategy align with their positive outcomes.

	Cost	Evidence	Impact	Chesswood
Arts participation	££	☑☑☑	+2	<ul style="list-style-type: none"> <li>Specialist Music (60 mins per week)</li> <li>Music extra-curricular activities – multiple choirs, samba band, musical theatre (Toy Story and</li> </ul>





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## Pupil Premium Report



				<p>Star Wars), Wembley Arena – On Stage, Performance in the community</p> <ul style="list-style-type: none"> <li>• Rock Steady bands</li> <li>• PP funded access to peripatetic music</li> </ul>
Attendance	-	-	-	<ul style="list-style-type: none"> <li>• Learning mentor focus</li> <li>• Recording and reporting to parents (half termly)</li> <li>• Rewards and awards</li> <li>• Individual child and family support and intervention</li> </ul>
Behaviour Interventions	£££	☑☑☑☑	+4	<ul style="list-style-type: none"> <li>• Inclusion team – specialist individual and group support</li> <li>• Bright Sparks</li> <li>• Behaviour Procedures and policies –</li> <li>• Awards and rewards - Spark of the week, CCK, Be the best you can be, House points and gold awards</li> </ul>
Digital Technology	£££	☑☑☑☑	+4	<ul style="list-style-type: none"> <li>• IPAD Project 2013-14 onwards</li> <li>• IT Specialist teaching (CPD for teacher and additional support for PP children) 2015-16</li> <li>• Extra curricular - PP IT club, Minecraft, Computing (Lego Robotics).</li> </ul>
Extending School Time	£££	☑☑☑	+2	<ul style="list-style-type: none"> <li>• Y6 Lunchtime intervention groups</li> <li>• Y6 Homework club</li> <li>• Senior Leader Reading</li> <li>• Early Bird Reading Buddies</li> <li>• Breakfast Club</li> <li>• Planned action – develop homework club for each year group.</li> </ul>
Feedback	£	☑☑☑	+8	<ul style="list-style-type: none"> <li>• Marking and feedback policy and procedures.</li> <li>• Use of success criteria</li> <li>• Tutorial process highly focussed feedback</li> <li>• Recording and reporting system – half termly</li> <li>• Accelerated Reader &amp; stickers</li> </ul>
Homework	£	☑☑	+2	<ul style="list-style-type: none"> <li>• Homework policy and procedures – basic skills focus, able pupil extension, flexibility – take away tasks</li> </ul>



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## Pupil Premium Report



Meta-cognition and self-regulation	£	✓✓✓✓	+8	<ul style="list-style-type: none"> <li>ACRO Project</li> <li>Blooms Taxonomy Growth Mindset (currently initiating)</li> <li>Recording and reporting system – half termly</li> <li>Use of success criteria</li> <li>Accelerated Reader</li> <li>Pupil leadership programme</li> </ul>
Peer tutoring	£	✓✓✓✓	+5	<ul style="list-style-type: none"> <li>Early Bird Reading Buddies</li> <li>Reading for pleasure buddies</li> <li>Marking and feedback – peer marking</li> </ul>
Phonics	£	✓✓✓✓✓	+4	<ul style="list-style-type: none"> <li>Rapid phonics programme</li> <li>Chesswood spelling programme</li> </ul>
Reading Comprehension strategies	£	✓✓✓✓	+5	<ul style="list-style-type: none"> <li>Resources – book purchase programme; specific reading comprehension – cracking comprehension, first news, rising stars.</li> <li>Accelerated Reader - quizzes</li> <li>Guided reading policy and procedure</li> </ul>
School Uniform	£	✓	0	<ul style="list-style-type: none"> <li>New school uniform – in response to AOT.</li> <li>Subsidised uniform</li> </ul>
School Visits	-	-	-	<ul style="list-style-type: none"> <li>Subsidised visits and residentials – full and free inclusion without financial fear</li> </ul>
Small group tuition	£££	✓✓	+4	<ul style="list-style-type: none"> <li>Tutorial system</li> <li>Teaching Assistants</li> <li>HLTA – 1<sup>st</sup> class at number, Y6 support severe and complex</li> <li>Early Birds</li> <li>SLT early birds</li> </ul>
Sports participation	£££	✓✓	+2	<ul style="list-style-type: none"> <li>Specialist PE</li> <li>Extra curricular – wide range of clubs (untenable without specialist teachers); competition entry; Performances – dance time</li> </ul>
Teaching Assistants	££££	✓✓	+1	<ul style="list-style-type: none"> <li>SEN focus – increased quality assurance</li> </ul>



# Chesswood Junior School

## Pupil Premium Report



### 8. Ofsted 2015

#### ***Key findings***

Too many pupils from disadvantaged backgrounds are not making sufficiently good progress to help them catch up with other pupils.

#### ***Next Steps***

Improve teaching to ensure that all pupils, including the most-able and disadvantaged pupils, make good progress from their different starting points by ensuring that:

- all teachers make effective use of information about pupils' learning to set work at the right level and move pupils on as soon as they are ready
- teachers' feedback to pupils about their work helps them make faster progress
- information about pupils' performance is used to plan the next steps for their learning.

#### ***8.1. Pupil Premium Review***

In line with the Ofsted requirement to hold an external review of the school's use of pupil premium funding a pupil premium review was commissioned. The report was published in June 2016 with recommendations including:

- Working in partnership with feeder infant schools to moderate Y2 outcomes building confidence with Junior colleagues of the validity and reliability of these.
- Review impact of money spent, particularly, review impact of tutorial provision.
- Review capacity of senior leadership team to manage competing demands following reduction from three FTE to two.
- Publishing pupil premium reports on school website

Current good practice was noted:

- Head and DH of school know staff and children well. They have worked hard by running reading workshops for the older children most mornings, seeing real progress.



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## Pupil Premium Report



- On learning walks, calm behaviour seen and children who spoke to reviewer, felt well supported and enjoyed their time at school.
- Behaviour throughout the school was good. The children I spoke to said there was a good learning environment with little disruption in class time.
- There is a good balance of pp teacher support and enrichment opportunities. Eg. residentials are paid for PP children.
- Teachers plan well and this was seen in the learning walk, children were engaged from year 3 to year 6 and topic work was clearly displayed.
- The school became a junior school last year and there is a real sense of pride, in its surroundings and new uniform.
- The special teachers for Arts, PE and Music had had a big impact, which was relieving class teachers to complete tutorials