



Inspiring minds through opportunity

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## THE PUPIL PREMIUM

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and 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.

At Cyril Jackson Primary School, the Pupil Premium allocation is £313,300 (2014-15), £298,320 (2015 – 2016), £284,629 (2016 – 2017) and £234,334 (2017 – 2018) it is used strategically to ensure maximum impact on attainment, as follows:

- **Employment of additional teaching staff**

Although Cyril Jackson is a two form entry school, there are three teachers in each year group. This greatly reduces pupil:teacher ratios and ensures high levels of progress are achieved in all ability groups.

Lower pupil:teacher ratios enables greater opportunities for specific feedback; both orally and through high quality diagnostic marking.

- **Booster Groups**

Booster groups are run with support from The Pupil Premium to provide targeted support for identified pupils. During termly pupil progress meetings, children are selected for this additional intervention based on need and Pupil Premium status.

## Pupil Premium Data – Impact

### Year 1 Phonic Screening Data

	Cohort	Number achieving expected standards	% School	% National 2015
All Pupils	59	50	85%	81%
Free School Meals	27	22	81%	70%

### Key Stage 2 Attainment - Achieving a scaled score of 100+

	Mathematics, Reading & Writing (TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %
All Pupils (57)	56%	53%	74%	70%	58%	66%	79%	74%	79%	72%
Free School Meals (30)	50%	60%	57%	75%	53%	71%	67%	78%	67%	77%

FSM updated cohort numbers from RAISE online

### Key Stage 2 Attainment - Achieving a high scaled score (110+) or Greater Depth (writing)

	Mathematics, Reading & Writing (TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %
All Pupils (55)	5%	5%	14%	17%	12%	19%	19%	15%	12%	22%
Free School Meals (30)	10 %	7%	13%	20%	23%	23%	23%	18%	10%	26%

FSM updated cohort numbers from RAISE online

### Key Stage 1 Attainment - Achieving a scaled score of 100+

	Mathematics, Reading & Writing (TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %	School %	Nat Other %
All Pupils (59)	51%	60%	66%	73%	61%	74%	61%	75%	NA	NA
Free School Meals (25)	NA	NA	60%	77%	60%	78%	64%	70%	NA	NA

FSM updated cohort numbers from RAISE online

### Key Stage 1 Attainment - Achieving a high scaled score (110+) or Greater Depth (writing)

	Mathematics, Reading & Writing (TA)		Mathematics		Reading		Writing (TA)		English Grammar, Punctuation & Spelling	
	School %	Nat %	School %	Nat %	School %	Nat %	School %	Nat %	School %	Nat %
All Pupils (59)	2%	9%	10%	18%	14%	24%	8%	13%	NA	NA
Free School Meals (25)	NA	NA	12%	20%	12%	27%	4%	16%	NA	NA

FSM updated cohort numbers from RAISE online

## **Barriers to educational achievement faced by eligible pupils at the school:**

The significant majority of children enter the school with starting points well below expected levels and very few achieving age related expectations at the start of the EYFS points. (In September 2016 this was 0% in Nursery and 12% (1child out of 8 in Reception)).

A large percentage of children enter the school with low levels of spoken English and language skills well below those expected for their age. 86% of children have English as an additional language.

Parental support for their children's learning is difficult. Parents are often unable to support their children's learning at home for a range of reasons, including high levels of EAL in the family, lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home.

Home visits have shown that there is a lack of English reading material in children's homes.

Social and emotional learning: we recognise that social and emotional wellbeing is all important, not only to our children's welfare but has a direct impact on their learning.

## **How will the school measure the impact of the funding?**

Individual PP children will be tracked from their starting points to ensure they make good or better progress. Where progress or attainment is a concern children will be identified for intervention and support.

## **Pupil Premium Strategy Review:**

Main Governing Body Meeting – Thursday 23<sup>rd</sup> May 2017