

Pupil Premium Report 2016-17

Please note that funding beyond pupil premium is also used to support activities to benefit disadvantaged children.

Financial Year	Amount of Pupil Premium Funding
2012-13	£32,400
2013-14	£49,286
2014-15	£70,072
2015-16	£70,070
2016-17	£60,720

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Number of disadvantaged pupils	54	55	54	54	46

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

St Bertelina's Church of England Primary School is committed to ensuring maximum progress for all groups of children and strives to diminish any differences. We actively promote equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, the Head teacher, SENDCO and Deputy Head teacher leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors, ensuring that the school is held to account for the impact of spending.

An integrated approach for the support of PPG pupils is enabling school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for this identified group.

Key Priority

To diminish the difference, by addressing inequalities and raising the attainment of those pupils in low-income families.

Main barriers:

- Social and Emotional aspects of learning
- Attendance
- Oral and communication difficulties including poor language acquisition

How we spend our Pupil Premium

The school looks carefully at the needs of each pupil and have decided to use the following, most appropriate strategies:

- Small group work with an experienced teacher/ TA
- 1:1 support
- Additional teaching and learning opportunities provided through external agencies eg Speech and Language, Education Psychologist, Counselling
- Recognised intervention strategies
- Purchasing additional resources
- Purchasing assessment tools
- Facilitating transition and liaison
- Organising parent workshops/ family learning
- Family support
- Specialised teaching to challenge more able children

What do we expect to see:

Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences. All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress thus diminishing the difference in attainment.

PPG impact: Academic Year 2015- 2016

NB: Disadvantaged means pupils eligible for Pupil Premium Grant

EYFS

- There were 5 eligible pupils in EYFS. (cohort 46)
- All 5 pupils achieved a good level of development.

Phonics – Year 1

- There were 4 eligible pupils in Year 1 (cohort 35)
- 3 of the 4 pupils achieved the expected standard 75% (National 70%)

KS1

- There were 7 eligible pupils in Year 2 (cohort 45)
- 4 of the 7 achieved the expected standard in reading 57% (National 78%)
- 2 of the 7 achieved the expected standard in writing 29% (National 70%)
- 3 of the 7 achieved the expected standard in maths 43% (National 77%)
- 2 of the 7 achieved expected standard in reading, writing and maths 29%

KS2

- There were 7 eligible children in Year 6 (cohort 45)
- 3 of the 7 achieved the expected standard in reading. 43% (National 71%)
- 4 of the 7 achieved the expected standard in writing. 57% (National 79%)
- 6 of the 7 achieved the expected standard in maths 86% (National 75%)
- 6 of the 7 achieved the expected standard in GPS 86% (National 78%)
- 3 of the 7 achieved the expected standard in reading, writing and maths 43% (National 60%)

Attendance

- Disadvantaged pupils' attendance in 2015-16 was 95.43%
- **Overall** attendance in 2015-2016 was 96.5%.
- Attendance for non-disadvantaged group in 2015-2016 was 96.67.

Strategies used showing impact of expenditure, academic year 2015/16

(See action plan for details)

Within Early Years Foundation Stage, a focus on the Communication and Language and early literacy and numeracy strands has contributed to our data continuing to show a rising trend in the percentage of all pupils achieving a good Level of Development from 68% [2015] to 73% [2016]. All 5 disadvantaged pupils achieved GLD in 2016

Targeted 1:1 support and tailored phonics, maths and writing interventions have secured the high achievement for some of our disadvantaged pupils by the time they leave our school. Disadvantaged pupils in KS2 are in the top 10% nationally for progress in maths, making significant + progress. One child made exceptional progress in reading.

Targeted interventions for disadvantaged pupils in phonics in Years 1 and 2, ensured that 3 of the 4 in this group passed the phonics screening in Year 1 and 100% of those retaking the phonics screening in Year 2 passed.

Quality targeted interventions such as guided teaching, homework clubs, personalised reading and other interventions have enabled our disadvantaged pupils to achieve good progress from their starting points.

What is the National Expectation?

From 2015-16, the system of levels has ended for all year groups. Instead, schools will use a variety of assessment tools to measure the progress of pupils, although pupils in Year 2 and Year 6 will continue to be assessed using new standardised tests. Our aspirational targets will continue and ensure that our pupils [all groups] make good progress from their individual starting points.

October 2016

To be reviewed Summer '17 and updated Oct'17