

Pupil Premium Report 2017

Please note that funding beyond pupil premium is also used to support activities too.

| 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 |
| 2017-18 | £57,168 |

| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number of disadvantaged pupils | 54 | 55 | 54 | 54 | 46 | 45 |

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 Berteline'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 pupils including those in low-income families.

Main barriers:

- Social and Emotional aspects of learning (pupils being 'ready to learn' in class often as a result of 'change')
- Maintaining consistent attendance/ punctuality
- Oral and communication difficulties including poor language acquisition
- Poor learning skills (organisation, resilience, commitment)

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
- Staff training and CPD
- Broadening life experiences
- Improving reading

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 2016- 2017

NB: Disadvantaged means pupils eligible for Pupil Premium Grant

EYFS

- There were 7 eligible pupils in EYFS. (cohort 44)
- 4 of the 7 pupils achieved a good level of development.

Phonics – Year 1

- There were 4 eligible pupils in Year 1 (cohort 44)
- 4 of the 4 pupils achieved the expected standard 100% (National 84%)

KS1

- There were 5 eligible pupils in Year 2 (cohort 36)
- 3 of the 5 achieved the expected standard in reading 60% (National 79%)
- 2 of the 5 achieved the expected standard in writing 40% (National 72%)
- 3 of the 5 achieved the expected standard in maths 60% (National 79%)

KS2

- There were 14 eligible children in Year 6 (cohort 42)
- 12 of the 14 achieved the expected standard in reading. 86% (National 77%)
- 9 of the 14 achieved the expected standard in writing. 64% (National 81%)
- 11 of the 14 achieved the expected standard in maths 79% (National 80%)
- 11 of the 14 achieved the expected standard in GPS 79% (National 82%)
- 8 of the 14 achieved the expected standard in reading, writing and maths 57% (National 67%)

Attendance

- Disadvantaged pupils' attendance in 2016-17 was 96% (however, this figure was 95% for the FSM children of this cohort)
- **Overall** attendance in 2016-2017 was 97%
- Attendance for non-disadvantaged group in 2016-2017 was 97%

Strategies used showing impact of expenditure, academic year 2016/17

(See action plan for details)

□ Within Early Years Foundation Stage, a focus on the Communication and Language and early literacy and numeracy strands has enabled 4 of the 7 disadvantaged children to achieve GLD. The 3 children who did not achieve GLD are SEN children whose baseline assessment was very low. These 3 children are all currently under assessment by the LA in order to secure an EHC Plan which will address their needs.

Targeted interventions for disadvantaged pupils in phonics in Years 1 and 2, ensured that 5 of the 5 in this group passed the phonics screening in Year 1 and of the 2 retaking the phonics screening in Year 2, one passed and one scored zero. This child is under an EHC plan and undergoing further assessment.

Targeted 1:1 support and tailored phonics, maths and writing interventions have secured expected progress and attainment in line with national average of our disadvantaged pupils by the time they leave our school.

Of particular relevance to the 2016/17 Year 6 cohort is the fact that they experienced the loss of one of their peers. As a result a significant amount of time was given to all of the children (not just the disadvantaged). It was necessary to involve counsellors, bereavement experts as well as psychologists to ensure the social and emotional

aspects of the children's learning were catered for. It was imperative that the children could share their feelings and express their emotions in order to focus successfully on their academic learning. In addition, quality targeted interventions such as guided teaching, homework clubs, personalised reading and other interventions have enabled these children to access the end of KS2 tests and to make a smooth transition into High School.

October 2017

To be reviewed Summer '18 and updated Oct'18