



## **PUPIL PREMIUM REPORT 2016-2017**

### **Great Bardfield PRIMARY SCHOOL**

The Pupil Premium was introduced in April 2011, and is paid to the school by means of a specific grant based on the school census figures for pupils registered as eligible for free school meals (FSM) and for pupils who have been registered for free school meals at any point in the last 6 years (known as Ever 6 FSM). For “looked after children” the Pupil Premium is calculated using the Children Looked After data return. There is also a premium for children whose parents are currently serving in the armed forces; we have no children in school eligible for this at present.

The Pupil Premium is additional to main school funding and is used by the school to help ‘close the gap’ in attainment. This is achieved by addressing any underlying inequalities between children by ensuring that funding benefits the pupils who need it most, so that there is a significant impact on their education and their lives. As a school we decide how the allocated pupil premium funding should be spent. All schools are required to report on the amount of funding received and how it is being used.

<b>Number of pupils and pupil premium grant (PPG) received 2015-2016</b>	
<b>Total number of pupils on roll</b>	<b>118</b>
<b>Total number of pupils eligible for PPG: LAC (3) FSM (5) Ever 6 (9)</b>	<b>17</b>
<b>Total amount of PPG received</b>	<b>£25,800</b>

### **At Great Bardfield Primary School:**

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Identified barriers to educational achievement**

Great Bardfield Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Children joining us from another school, later in KS2, who have wide gaps in their learning to close.
- Access to language –in particular books.
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register with EHC Plans or for cognition and learning
- Social and emotional well-being of PPG Pupils.

## Rationale for expenditure

- As identified in the 2015-16 end of Year results, accelerated progress is required for PP pupils in Year 5 and 6 in all areas of learning. Allocated PP tutor time has been dedicated with particular focus on these pupils not on target to achieve year 5 and 6 in all areas. In addition, funding has been allocated to allow the DHT to tutor specific PPG children who are not at ARE at the start of the year.
- In Year 3 and 4 there are three pupils who are LAC children who have EHC Plans and fulltime 1:1 support. Additional resources have been allocated to these pupils such as –i-pads.
- Additional TA hours have been allocated to provide further support to Year 3/4 and Year 1/ 2 PP pupils with specific reading and writing difficulties.
- Reading and access to language has been identified as a key priority for 2016-2017. We have used PPG money to fund an interactive reading programme Bug Club.
- We are working to improve the emotional health and well-being of our PPG children. Specific children have been identified as needing specialist counselling services and play therapy. Where funding is not available for this PPG money has been used to enable PPG pupils to access these sessions.
- Some PP pupils have been identified as benefiting from receiving specialist resources to support their learning and these have been purchased from the PPG budget. We also run additional clubs for children which PPG pupils attend eg: Gifted and Talented Art Club. PPG funding is allocated to purchase resources which will support pupils with their learning eg: Specialist ART Materials, i-pads and Small World equipment.
- Many of the PP pupils' parents are unable to afford to pay for school trips, residential and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

## Impact of Pupil Premium Funding-Closing the Gap (Based on end of term results July 2016)

### Key Stage Two Pupils end of Year 6

Average Points Scores APS (Expected Progress 6 Steps) based on Teacher Assessment at the end of Year 6

Group	No	Percentage of children making expected or better progress in Reading	Percentage of children making expected or better progress in Writing	Percentage of children making expected or better progress in Maths
Other Pupils	19	100%	94.7%	98.2%
Pupil Premium Pupils	2	100%	100%	100%
Non Pupil Premium Pupils	17	100%	94.1%	100%

### Key Stage One Pupils end of Year 2

Average Points Scores APS (Expected Progress 6 Steps) based on Teacher Assessment at the end of Year 6

Group	No	Percentage of children making expected or better progress in Reading	Percentage of children making expected or better progress in Writing	Percentage of children making expected or better progress in Maths
Other Pupils	13	78.6%	71.4%	78.6%
Pupil Premium Pupils	2	50.0%	50.0%	50.0%
Non Pupil Premium Pupils	11	83.3%	75.0%	83.3%

## Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Dedicated PP tutor 4 sessions per week	English and Maths	£14,500
Additional TA support in classes and for focused interventions/ Clubs	English and Maths	£6200
Funding for DHT extra afternoon 1:1 Tuition sessions	English and Maths	£1000
Funding for extra-curricular music lessons/clubs	Personal and social	£1300
Additional learning resources (Art Equipment, iPads)	English and Maths	£1000
Funding for school trips and residential trips	Personal and social	£1500
Funding for Counselling, Learning Mentor Time and Play therapy	Personal and social	£3000

Area of spend	Intended outcomes – why these approaches were taken	Actions
<b>Dedicated PP tutor 4 sessions per week For Year 5 and 6 pupils</b>	<ul style="list-style-type: none"> <li>Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives)</li> <li>Improved confidence for pupils in specified areas</li> <li>Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>Consolidation of learning completed in classes – time for practise and application of skills</li> <li>Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> <li>Pupils have time to complete homework tasks if unable to do at home</li> </ul>	<ul style="list-style-type: none"> <li>Regular reviews of PP group timetable with HT</li> <li>Regular communication between PP teacher and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources</li> <li>Teaching resources and materials – PP teacher to liaise with HT as necessary</li> <li>PP teacher to attend staff meetings – up-to-date with school priorities, teaching strategies and national developments</li> <li>Lunch time session to support pupils in completion of homework tasks.</li> </ul>
<b>TA support in classes and for focused interventions in Years 3/ 4 and 1/ 2</b>	<ul style="list-style-type: none"> <li>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</li> <li>Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>Consolidation of learning completed in classes – time for practise and application of skills</li> <li>Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to</li> </ul>	<ul style="list-style-type: none"> <li>Fortnightly TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources</li> <li>Teacher and SENCO review – careful planning of interventions to be completed each half term/phase</li> <li>TAs complete impact statements to provide evidence of outcomes and plan for next steps</li> <li>SENCO observe interventions and provide feedback regarding</li> </ul>

	<p>learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</p> <ul style="list-style-type: none"> <li>• Careful tracking of homework to include reading journals – ensure regular reading takes place</li> <li>• Priority reading with TAs if pupils are unable to read at home</li> <li>• Granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains</li> <li>• Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</li> </ul>	<p>strategies, next steps, resources</p> <ul style="list-style-type: none"> <li>• Clear communication between teachers and TAs – expectations within lessons</li> <li>• TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</li> <li>• Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary</li> <li>• Teachers and TAs liaise with PP tutor closely and regularly update granular tracking for pupils with SEN</li> </ul>
<b>Weekly targeted booster sessions run by DHT</b>	<ul style="list-style-type: none"> <li>• Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs)</li> <li>• Pupils gain in confidence with key concepts</li> <li>• Pupils feel equipped to tackle higher-level work</li> </ul>	<ul style="list-style-type: none"> <li>• SMT meet at each milestone (Nov, Feb, Apr, Jul) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes</li> <li>• Regular review of groupings and re-shaping of focus as required</li> <li>• Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes</li> </ul>
<b>Funding for extra-curricular music lessons/clubs</b>	<ul style="list-style-type: none"> <li>• Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>• Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Annual analysis of number of pupils who have taken part in clubs</li> <li>• Staff to talk to children/parents about possible interests and available clubs</li> <li>• SB to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)</li> </ul>
<b>Additional learning resources ( iPads, Art Materials and Small world equipment)</b>	<ul style="list-style-type: none"> <li>• Pupils are fully supported by learning resources being made available to them</li> <li>• Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning</li> <li>• A range of learning styles can be catered for</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils regularly asked for ideas about how to spend funding – School Council</li> <li>• Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)</li> </ul>
<b>Funding for school trips and residential</b>	<ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential</li> </ul>	<ul style="list-style-type: none"> <li>• Initial letters to include information for parents about available funding</li> <li>• KL to liaise with parents and HT regarding specific requests for funding</li> <li>• Teachers made aware of funding available – can approach parents if appropriate</li> </ul>

<b>Funding for dedicated paly therapy, Counselling and Learning Mentor for vulnerable pupils</b>	<ul style="list-style-type: none"> <li>• To provide dedicated time and support (1:1 and group) to help build pupils emotional development</li> <li>• To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</li> <li>• To support pupils with developing coping strategies for dealing with anxiety and stress</li> </ul>	<ul style="list-style-type: none"> <li>• Clear protocols in place to ensure pupils are referred for correct MHWB programmes</li> <li>• Regular opportunities for professionals to feedback to relevant staff and parents</li> </ul>
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### How will the school measure the impact of the Pupil Premium?

- To monitor progress and attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium.
- At Great Bardfield Primary School, there is a cycle of half termly data collection longside monitoring and tracking of the cohort’s attainment and progress. A discussion between the class teacher and the 1:1 Tutor will be used to inform pupil progress and monitor the impact of interventions. This will also enable the early identification of need, support and implementation of appropriate interventions and strategies.
- SMT Review meetings will take place at each milestone (approximately every 7 weeks) following Pupil Progress Meetings to review the impact of the PPG funding. At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase.
- When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.
- Pupil Premium Funding and the impact of this is a regular item on the Full Governing Body Meeting Agenda and Resource committee meeting

#### Designated staff member in charge:

Mrs Alison Kerrell and Mrs Rosemary Richardson

**Tutor:** Mrs Karen Williams and Mrs Andrea carey

**Nominated governor:** Mrs Julie Lowe

#### Date of next Pupil Premium Strategy Reviews:

18<sup>th</sup> November 2016, 1<sup>st</sup> February 2017, 3<sup>rd</sup> May 2017, 5<sup>th</sup> July 2017