



Great Bardfield Primary School  
Pupil Premium Impact  
Report  
2017 - 2018

## What is Pupil Premium Grant or PPG?

Introduced in 2011, **the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.**

This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

## How much Pupil Premium will the school receive?

Schools are given a pupil premium for:

- Children who have qualified for free school meals at any point in the past six years. The school receives £1320 for each of these children.
- Children who are or have been looked after under local authority care for more than one day. These children are awarded a premium of £2300.
- Children from service families who receive a child pension from the Ministry of Defence. They are awarded £300.

**In March 2018 the Government announced that free school meals would only be available to children in KS2 whose families have a net income of £7400 or under, effective from 1 April 2018.** If your child was previously entitled to free school meals but is no longer, they will still receive pupil premium based on the 'Ever 6' qualification (a pupil who has ever had free school meals in the past six years). **Funding is allocated at the start of every financial year in April rather than at the start of an academic year in September.** Also funding is allocated as a block of money rather than as individual amounts of money per child and can therefore be used in a variety of different ways to improve outcomes

## How is Pupil Premium Grant Spent?

**Schools can choose how to spend their pupil premium money,** as they are best placed to identify what would be of most benefit to the children who are eligible.

Common ways in which schools spend their pupil premium fund include:

- Extra one-to-one or small-group support for children within the classroom.
- Providing experiences and opportunities for disadvantaged children so that they experience opportunities equally with their peers
- Running catch-up sessions before or after school, for example for children who need extra help with maths or literacy.
- Providing extra tuition or after school clubs for able children.
- Providing music lessons for children whose families would be unable to pay for them.

- Funding educational trips and visits so that pupils can have experiences that they would not normally be able to have
- Paying for additional help such as counselling or mentoring.
- Investing in resources that boost children's learning such as software or tablets.

This list is not exhaustive and schools can use Pupil Premium in many different ways so that pupils have the maximum benefit from this. Often, **all of the children in a class or even in the school will reap some benefit from how the school spends its pupil premium**: for example, if the money is used to fund a whole school software package such as *Times Tables Rockstar*.

### **Can parents influence how the pupil premium is used?**

There is no obligation for your school to consult you about how they use the money they claim for your child. However, **schools do have to show that they are using their pupil premium fund appropriately**. This is measured through Ofsted inspections and annual performance tables showing the progress made by children who are eligible for pupil premium. In addition, they have to publish details online, including how much money they have been allocated, how they intend to spend it, how they spent their previous year's allocation and how it made a difference to the attainment of disadvantaged pupils. **A school is not obliged to provide a detailed breakdown of how money is spent for individual children but must show that children who are entitled to the Pupil Premium Grant have narrowed the gap with their peers (Please refer to our annual Pupil Premium Statement Report).**

### **How is PPG spent at Great Bardfield Primary School?**

At Great Bardfield Primary School we believe that every child should reach their full potential regardless of their background or ability. Accessing the PPG allows us to support our disadvantaged children to narrow the gap with their peers in their learning. It also allows us to work with children who are in need of additional support because of their difficult circumstances outside of school. This may be due to family breakdowns or traumas they may have experienced or those children who suffer from anxiety and low self-esteem. We fund experiences and trips for some pupils so that they can experience things equally. We also believe in the importance of interactive resources to support children with their home learning, we have used the PPG to purchase software to encourage reading, and to help pupils learn their times tables. Training staff to work effectively with all children is also of high importance and we have used our PPG to facilitate whole staff training sessions and for individual staff to attend specialist training that has supported a number of children who are eligible for the PPG.

# Pupil Premium Statement for the Academic Year 2017 – 2018

1. Summary information					
<b>School</b>	Great Bardfield Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	PPG budget for 2017 – 2018: 23,438	<b>Date of most recent PP Review</b>	April 2018
<b>Total number of pupils</b>	122	<b>Number of pupils eligible for PP (September 2017)</b>	14 Pupils PPG 1 child LAC	<b>Date for next internal review of this strategy</b>	April 2019

2. Current Progress and Attainment (July 2017)		
Data taken from School Performance Data	<i>Pupils eligible for PPG</i>	<i>Pupils not eligible for PP</i>
<b>% meeting the expected standard or above in reading, writing and maths</b>	80%	67%
<b>% meeting the expected standard or above in reading</b>	80%	67%
<b>% meeting the expected standard or above in writing</b>	80%	78%
<b>% meeting the expected standard or above in maths</b>	80%	78%
<b>Progress Score in reading from end of KS1</b>	5.2	2.6
<b>Progress Score in writing from end of KS1</b>	5.2	2.2
<b>Progress Score in maths from end of KS1</b>	8.1	0.8

## Attendance Summary July 2017

Attendance Summary 2016-2017 (Taken July 2017)	No. of pupils PPG	Attd 16-17	No of Pupils NON PPG	Attd 16-17
Year 1	0	NA	21	96.40%
Year 2	4	96.97%	16	96.19%
Year 3	2	91.97%	13	96.85%
Year 4	3	93.60%	16	96.76%
Year 5	2	97.63%	8	97.53%
Year 6	5	95.32%	11	98.09%
Totals:	15	95.10%	85	96.67%

The table above shows that the attendance for PPG children overall is in line with the non PPG children. However, in Years 3,4 and 6 there are families that we have been working closely with as the attendance of PPG children in these year groups is significantly below that of their peers.

5. Actual expenditure					
Academic year			2017 / 2018		
The headings below demonstrate how the school is using the Pupil Premium Funding to diminish the difference between children in receipt of pupil premium grant and their peers					
i Attainment and progress					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children in receipt of PPG should make at least good progress from their starting points and the difference between them and children not in receipt of PPG is diminished	<p>Tailored 1:1 / small group intervention programmes</p> <p>Learning Mentors to work with individual children to support emotional needs</p> <p>Purchase resources to support the needs of PPG children</p> <p>LSA led learning / intervention</p>	<p>EEF (Education Endowment Fund) toolkit suggests that small group tuition is most likely to be effective if it is targeted at pupil's specific needs.</p> <p>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress. The EEF also suggests that Lower attaining pupils may gain more from this strategy than high attaining students</p>	<p>Teachers work with PP champion to identify particular interventions to support the learning</p> <p>All staff identify which children have appropriate access to the intervention programs</p> <p>Children in receipt of PP to be included in targeted support groups for the higher attainers</p> <p>Monitoring of programme implementation and monitoring pupils attainment and progress, ensuring delivery is appropriate to the needs of the children. This monitoring is through pupil progress meetings, book looks, across TRUST moderation</p>	CT with monitoring from SLT	Termly at pupil progress meetings
<b>Total budgeted cost (allocation across 1:1 Teaching, small group teaching, LSA Support) Resource costs to implement</b>					£19,200

<b>ii Engagement</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review</b>
To improve curriculum engagement and academic achievement of children in receipt of PPG	<p>Educational SATS support resources</p> <p>Cluster group to organise events and activities across schools</p> <p>Subsidised places given to before and after school enrichment clubs</p> <p>Subsidised year group trips including residential trip in year 6</p> <p>Parent workshops</p> <p>Utilise pupil voice as part of feedback</p>	<p>EEF suggests that funding can be used to access extra-curricular activities to improve attitudes to learning. He also suggests that access to a breakfast club can ensure that pupils are not hungry and distracted.</p> <p>According to the EEF, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning.</p> <p>Evidence from the EEF toolkit suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. School-level behaviour approaches are often associated with improvements in attainment. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. The EEF toolkit suggests that on average, Social Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself</p>	<p>Early Sports clubs are organised to target the most vulnerable children to make sure they have a good start to the day and are ready to learn.</p> <p>Monitoring of the activities offered to ensure they are making an impact to the children's learning.</p> <p>Monitoring the impact of activities through pupil voice</p> <p>Monitoring of impact through discussions at information parents meetings</p>	<p>Sports Clubs to be led by Premier Sport</p> <p>CT and SLT monitor the impact of extra curricula activities to ensure appropriate ness</p>	<p>Termly impact of provision from ongoing reviews and SLT monitoring visits.</p>
<b>Total budgeted cost</b>					£2,500

iii Teaching and Learning					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To enable all children to have access to quality first teaching and develop independent learning	Staff training – identified courses throughout the year that will benefit the teaching of children with PPG  In-house training	EEF toolkit suggests that feedback studies tend to show very high effects on learning. Meta-cognition and self- regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.  Rowland suggests that children can achieve when teachers put in place quality first teaching which supports all learners – i.e. <ul style="list-style-type: none"> <li>• Have high aspirations for the achievement of pupils</li> <li>• Good teaching and learning for all pupils</li> <li>• Provision based on careful analysis of need, close monitoring of each individual's progress and a shared perception of desired outcomes</li> <li>• Evaluation of the effectiveness of provision at all levels in helping to improve opportunities and progress</li> <li>• Leaders who look to improve general provision to meet a wider range of needs rather than always increasing additional provision</li> <li>• Swift, timely changes to provision, by individual providers and local areas, as a result of evaluating achievement and well-being</li> <li>• Clear and detailed understanding of 'nextsteps', based on shared perceptions of the desired outcomes</li> <li>• Focus on pupils' starting points –exceeding expected progress</li> <li>• Regularly and accurately monitored data on the progress and attainment of pupils</li> <li>• Extensively evaluated interventions</li> <li>• Evaluating a wide range of data and using it effectively to improve standards and better provision</li> </ul>	Teachers work with PPG champion (AK) to identify any barriers to learning and suggest ways of overcoming these.  Monitoring pupils' attainment and progress, ensuring delivery is appropriate to the needs of the children.  Identify any gaps in staff understanding of a range of difficulties and identify any CPD needs  Children's attainment is discussed at pupil progress meetings  Drop in sessions and learning walks  Impact of PDM training noted via learning walks	CT with monitoring from SLT	Termly at pupil progress meetings
<b>Total budgeted cost</b>					£1,500



iv Attendance					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementa
The attendance of children in receipt of PPG should be at least in line with the national average of 96%	<p>Invite children to attend Early clubs</p> <p>Pastoral Care Manager (AK) to evaluate barriers to attendance and co-ordinate appropriate interventions</p>	<p>Rowland suggests that access to a breakfast club can ensure that pupils are not hungry and distracted.</p> <p>Children should attend school to learn how to research, form opinions and ultimately prepare for life as a productive adult.</p> <p>To get the most out of a good education, children need to go to school every day. School attendance has a major influence on educational outcomes. Students who attend school regularly are more likely to achieve better results at school and are more likely to complete their schooling.</p> <p>Parents can make it easier for their child to attend school by having a positive attitude to learning and education.</p> <p>Poor school attendance patterns can start as early as Year F. It is important that from the first day of school parents set an expectation that their children will be at school every day.</p>	Close monitoring of attendance of children. Any absences followed up by a phone call and a letter if appropriate.	SLT	Termly
<b>Total budgeted cost</b>					£150

### Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

The rational for the above spend takes into account the following publications:

- Education Endowment Foundation Teaching and Learning Toolkit – 2011 (EEF)
- Pupil Premium Research Report by Dr. Sue Robinson
- Evaluation of Pupil Premium – DFE July 2013
- The Pupil Premium – next steps – Sutton Trust and Education Endowment Foundation – July 2015
- Supporting the attainment of disadvantage pupils: Articulating success and good practice – NFER – November 2015
- Tackling Educational Disadvantage: A Toolkit for Essex Schools – Marc Rowland – April 2016











