

Bowling Green Primary School

Pupil premium report for 2015/16



Overview

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on 1 school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium was calculated using the Children Looked After data returns. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Aim

The primary aim is to 'diminish the differences' in terms of achievement and opportunity.

Objectives

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To 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 and addressed.

Strategies for using the funding - provision will be made through:

- Facilitating pupils' access to a broad and balanced education
- Facilitating pupils' access to the curriculum
- Providing alternative/additional support and intervention
- The use of external provision (under exceptional circumstances)

The range of provision considered by the school includes, but is not limited to:

- 1-to-1 support
- Small group work with an experienced teacher focused on overcoming gaps in learning
- Additional teaching and learning opportunities provided through trained teaching assistants and/or external agencies
- Specialist equipment to help pupils with their studies
- Alternative/additional incentives and rewards

Pupil premium is aimed at accelerating progress moving children to at least age related expectations. Pupil premium resources have also been used to target more-able children on free school meals to achieve level 5+ in English & maths by the end of Year 6 and 3 in English & maths by the end of year 2.

- Ever 6 children will be entitled to £1320 for the academic year 2015/16.
- Service children will be entitled to £300 for the academic year 2015/2016

Total number of pupils on roll	160
Total number of pupils eligible for PPG	29
Total amount of PPG received	£31,533

How is Bowling Green Primary School accountable for the pupil premium?

Robust tracking of pupil outcomes is in place to immediately identify pupils who are under achieving to subsequently target effective intervention and support in order to accelerate progress towards age related expectations. This is rigorously monitored over time. Obviously, consistently good teaching diminishes the difference between those learners who are vulnerable and those that are not and we recognise the resilience required by the vast majority of our pupils to make the same progress that would be routinely expected from other children in the country. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families.

Whilst all spending relates in some way to raising achievement, several interventions which may appear to have a less direct impact have proved to be highly effective in overcoming barriers to learning encountered by pupil premium children. Measuring the impact of such interventions is not straightforward so we draw together evidence from pupils, parents and external agencies to supplement pupil data. Previous outcomes clearly evidence that, the better these pupils are provided for in terms of basic needs, emotional and social welfare, then the more likely they are to make similar progress to other pupils. Successful strategies that have historically achieved this are therefore retained. Best practice is also regularly discussed within the cluster of self-improving primary schools.

External data sources such as RAISE online and Arbor have historically provided a clear comparative impact measure between the progress and attainment of disadvantaged pupils and non-FSM/CLA pupils nationally. Crucially, this has consistently validated the information submitted to the Governing Board from senior leaders. Due to the recent national changes to pupil assessment and calculation of national progress measures bridging national curriculum levels to a new scaled score, national data is far from secure (especially in writing). Consequently, evaluation of 2015/16 spending has therefore been undertaken against rigorous in-school tracking data (supported by robust systems to monitor pupils' learning) against year-end expectations and end of key stage expectations, supplemented with case studies and professional feedback.

Initiative	Allocation of funding	Impact of funding
Additional teaching assistants	<ul style="list-style-type: none"> Deliver targeted IEP (Individual Education Plan) work and a range of intervention programmes Focusing on accelerating progress in reading, writing and maths. 	<ul style="list-style-type: none"> Outcomes from the phonic screening check at the end of Year 1 indicate that pupil premium children are still achieving lower than other children. Further work needs doing in order to enable these children to meet their full potential.
Noah's Ark	<ul style="list-style-type: none"> 2 pupils referred to the Noah's Ark service for emotional support owing to external factors 1:1 counselling work with children 	<ul style="list-style-type: none"> Children benefitted and had strategies in place to use. One was unable to transfer these to a school setting - the other was. One child left school working below the expected standard (but stayed in mainstream instead of being permanently excluded); the other is currently working at the expected standard.
Pupil Referral Unit	<ul style="list-style-type: none"> Supporting the pupil's emotional and behavioural needs, in an environment that we couldn't provide at that point. 	<ul style="list-style-type: none"> The impact of this funding was to enable the child to remain within mainstream as they were at risk of permanent exclusion. The other children in the cohort benefitted as they were able to concentrate on their learning without constant disruption.
External (cluster) behavioural support worker	<ul style="list-style-type: none"> Supporting pupil's behavioural difficulties and working closely with specific staff to provide strategies. In addition, support provided for the transition to other settings. 	<ul style="list-style-type: none"> Impact upon the whole class – Social and Emotional Behaviour.

CPOMs secure safeguarding system	<ul style="list-style-type: none"> • Purchase of management system to record and log safeguarding incidents, parental, behavioural and attendance concerns – this specifically targets many of our pupil premium children. 	<ul style="list-style-type: none"> • All teaching and support staff are fully trained. The DSL is able to track vulnerable pupils and take the appropriate action. • DSL has thorough evidence base and chronology for all pupils to effectively track safety and well-being.
Additional Year 2 teaching intervention	<ul style="list-style-type: none"> • Deputy Headteacher teaching disadvantaged children in targeted intervention groups. 	<ul style="list-style-type: none"> • Accelerated progress of disadvantaged pupils through targeted teaching, using our tracking and assessment system's 'Gap Analysis' to pinpoint learning. • Bespoke coaching, feedback and guidance provided in smaller groups of children.
Additional Year 5 teaching intervention	<ul style="list-style-type: none"> • Additional teacher to enable Year 5/6 split, teaching Year 5 in writing, reading, EGPS and maths for two mornings per week 	<ul style="list-style-type: none"> • Accelerated progress of disadvantaged pupils through targeted teaching, using our tracking and assessment system's 'Gap Analysis' to pinpoint learning.
Additional Year 6 teaching intervention	<ul style="list-style-type: none"> • Additional teacher to teach Year 6 in reading, EGPS and maths for two mornings per week. 	<ul style="list-style-type: none"> • Accelerated progress of disadvantaged pupils through targeted teaching, using our tracking and assessment system's 'Gap Analysis' to pinpoint learning.
Enriched curriculum	<ul style="list-style-type: none"> • Additional funded/subsidised experiences to further improve attendance. 	<ul style="list-style-type: none"> • All disadvantaged enabled to attend residential visit – social impact. Funding allows visits for all children to happen – as it is subsidised in order to prevent trip being cancelled owing to lack of funding. • Enriching experiences allow further writing and other educational development – first hand experiences.
Uniform assistance	<ul style="list-style-type: none"> • Funding given to children to purchase uniform to help with attendance and self-esteem. 	<ul style="list-style-type: none"> • All pupil premium children attending in the correct uniform and PE kit. Self-esteem higher as 'not standing out' – as evidenced by Sulp intervention groups and dedicated time to talk with TA.
Strategic tracking and planning	<ul style="list-style-type: none"> • Allocated days of DHT's time to effectively plan, track and monitor all pupil premium children, including their interventions and outcomes. 	<ul style="list-style-type: none"> • Groups targeted to ensure the children's needs are being met. • Tracking of results show that whilst disadvantaged children's attainment in some year groups are still below those of other children, the gap is closing. • Most year groups show average progress to be higher for disadvantaged children than non-disadvantaged children.