



Bowker Vale Primary School

Pupil Premium Strategy Statement 2016-17

1. Summary information					
Academic Year	2016-17	Total PP budget (indicative)	£213,840	Date of most recent PP Review	Dec 2016 (internal)
Total number of pupils	454	Number of pupils eligible for PP	161 (35.5%)	Date for next internal review of this strategy. External review to be planned for 2017-18	July 2017

2. Current attainment and progress		
	<i>Pupils eligible for PPG, BVPS (RAISEonline 2016)</i>	<i>National All Pupils (RAISEonline 2016)</i>
Key Stage Two		
% achieving expected or above in reading, writing and maths	46%	53%
Progress score for reading	+0.9	0.00
Progress score for writing	+0.5	0.00
Progress score for maths	+3.3	0.00
Key Stage One		
% achieving expected or above in reading, writing and maths	68%	60%
% achieving expected or above in reading	78%	74%
% achieving expected or above in writing	78%	65%
% achieving expected or above in maths	89%	73%
Phonics Check		
At end of Year Two	100%	91%
Year One % meeting the expected	61%	81%
Year One PPG not SEND group % meeting the expected standard	86%	
Early Years Foundation Stage		
% obtaining Good Level of Development	53%	69%

3. Barriers to future attainment (for pupils eligible for PPG including high achievers)	
In-school barriers	
A.	Not enough pupils eligible for the PPG made accelerated progress from meeting expectations at the end of EYFS to greater depth at the end of KS1, in reading and maths.
B.	More able pupils, who are eligible for PPG, are making less progress than other more able pupils, not enough are attaining at a high level at the end of KS2.
C.	Last year PPG children in EYFS made outstanding progress from their low starting points, however not enough reached their GLD.
External barriers	
D.	The school has 12 children receiving support through an Education, Health and Care Plan or statement of special educational needs. 10 (83%) are PPG eligible. The school has 53 children at SEN Support, 33 (62%) of these are PPG eligible. 14.2% of our whole school population has special educational needs. 21% of our PPG eligible children have SEN.
E.	Attendance figures for PPG pupil group are in line with all pupils; however 56% of persistently absent (PA) pupils in 2015-16 were also PPG, disproportionately high when whole school % of pupils PPG eligible is normally between 35 – 40%. 15% of our PPG pupils were PA in 2015-16, compared to 10% of whole school population (NB much higher figures than previously due to change in PA threshold from 15% to 10% absence).

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
1.	Higher percentage of PPG eligible pupils will make accelerated progress across KS1, moving from met at the end of EYFS to greater depth at the end of KS1. There will be little, or no, difference between the all pupils and the disadvantaged pupils in the end of KS1 data for greater depth.	Pupils eligible for PPG in Year 1 and 2 make accelerated progress in reading and maths so that the differential between pupils eligible for PPG and all is reduced.
2.	Higher rates of attainment and progress across KS2 for high attaining PPG pupils in reading, writing and maths	For the attainment gap measured against national all to be closed. Pupils eligible for PPG identified as high attainers make as much progress as all high attainers.
3.	For the difference in GLD between PPG and national all pupils to diminish.	More PPG pupils will achieve GLD.
4.	Reduced number of children PPG eligible hitting PA threshold, figure to be line with whole school.	Overall PA reduces, with faster reduction in PPG pupils to diminish the difference.

5. Planned expenditure

Academic Year 2016/17

i. Quality of teaching for all

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice We have used the research by EEF and Sutton Trust to support decision making.	How will we ensure it is implemented well?	Staff Lead	Review dates
<p>1. Higher percentage of PPG eligible pupils will make accelerated progress across KS1, moving from met at the end of EYFS to greater depth at the end of KS1. There will be little, or no, difference between the all pupils and the disadvantaged pupils in the end of KS1 data for greater depth.</p> <p>2. Higher rates of attainment and progress across KS2 for high attaining PPG pupils in reading, writing and maths</p>	<p>Non class based Deputy Head Teacher and Assistant Head Teacher to lead on teaching and learning initiatives plus pastoral support.</p> <p>Range of actions including attending and disseminating training, providing coaching support, providing cover for teachers to participate in observations and discussions of best practice.</p> <p>Focused upon</p> <ol style="list-style-type: none"> 1. Feedback and Marking 2. Metacognition and self-regulation (Our Learning Powers and Growth Mindset) 3. Cooperative Learning Strategies (including Kagan structures) <p>In addition work closely with Lotus Room Team and Phase Leaders to provide pastoral support.</p> <p>Behaviour Support systems.</p>	<p>Increased staff skills, confidence and knowledge leading to more outstanding teaching and learning with greater impact on all pupils. Feedback and marking are of consistent high standard across school.</p>	<p>Regular Pupil Premium reviews (internal)</p> <p>Monitoring systems including learning walks, drop-ins and pupil and staff voice.</p> <p>Data analysis and pupil progress meetings</p> <p>Use INSET time to deliver training on priorities.</p> <p>Use regular Phase Meetings to review.</p> <p>Teacher running groups provide termly impact report.</p>	<p>DHT AHT</p>	<p>July 2017</p>
	<p>Visits and Visitors Enrichment Programme</p> <p>Class budget to subsidise travel and entry costs for educational visits or to purchase visitors into</p>	<p>A wider programme of visits and visitors will be able to take place. Enriched curriculum leading to higher motivation and increased attainment and achievement.</p>			

	school (ie Yellow Brick Rd, science workshops). Part fund residential				
	Catch Up and Keep Up groups with experienced teacher (1 day) Whole school – targeted children using MUST-SHOULD-COULD approach.	Close the gap between PP children and non PP and raise attainment and achievement across school.		DHT	July 2017
	CPD Release Time Teachers 1 and ½ hours cover each week to be shared 45 mins release time per teacher.	To learn from existing good practice. Makes use of coaching principles.	AHT to organise rota and monitor using School ip system. Linked to Performance Appraisal targets.		
	CPD Release Time TAs, 1 hour cover each week, to be shared 30 minutes each TA.				
3. EYFS	TA Apprentice in EYFS Address the low baseline on entry data through additional adult support. Free up other EYFS staff to focus on identified pupils, enrich the learning environment and deliver intervention	Research indicates that addressing language development early has positive impact on learning. Additional adult (apprentice) enables more experienced staff to work with more vulnerable learners.	Tracking and monitoring systems led by LEYFS Leader. Feedback to HT and DHT regularly.	EYFS Leader	July 2017
	Additional teacher (one and half hours) in EYFS EYFS PPG Deliver Early Language Group and communication and language development approaches and to support More Able Pupils.	Increased access to qualified teacher to improve outcomes.			
	Regular EFS staff team analysis of identified pupils, highlighting next steps.	Early identification of PPG pupils and strengths and areas of need supports strategic provision planning.			

ii. Targeted Support

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well?	Staff Lead	Review dates
<p>1.Higher percentage of PPG eligible pupils will make accelerated progress across KS1, moving from met at the end of EYFS to greater depth at the end of KS1. There will be little, or no, difference between the all pupils and the disadvantaged pupils in the end of KS1 data for greater depth.</p> <p>2.Higher rates of attainment and progress across KS2 for high attaining PPG pupils in reading, writing and maths</p>	Therapeutic and Pastoral Support led by the Lotus Room Team Whole school – targeted children using MUST-SHOULD-COULD approach.	Raised self-esteem, promoting confidence and self –regulation. Increased attendance, motivation, improved behaviour for learning and higher achievement.	<p>Regular Pupil Premium reviews (internal) Monitoring systems including learning walks, drop-ins and pupil and staff voice. Data analysis and pupil progress meetings Use of SDQs and BOXALL profiles. Use INSET time to deliver training on priorities. Use regular Phase Meetings to review. DHT & SENCo to oversee monitoring and evaluation systems for interventions – always based on what works approach and pupil’s needs. Numbers Count and ECAR specialist teachers accreditation up to date and regularly train / support other staff. SENDCo attend and disseminate relevant training and regular network events. Annual SENDCo report to Governors. SaLT to meet termly with TAs to monitor and evaluate.</p>	DHT	July 2017
	Play Therapist for SSC All SSC pupils	Raised self-esteem, promoting confidence and self –regulation.			
	Family Support Case Worker (one day) Whole school – targeted children using MUST-SHOULD-COULD approach. Delivery of Early Help Assessments.	Improved parental involvement and support at school. Improved parent / child relationships. Improved Attendance.			
	Breakfast club and uniform support Whole school – targeted children using MUST-SHOULD-COULD approach to receive free daily breakfast and / or uniform.	Meeting basic needs.			
	Numbers Count specialist intervention Year 2 pupils, plus Y6 group. 1:1, 1:2 or small grp. Delivered by trained Numbers Count teacher, normally lasting one term.	Increase in number skills, knowledge and confidence (measured using Sandwell). Accelerated progress to ‘catch up’ with peers.			
	Specialist SEND Teaching Assistant Team (one TA4, one TA3) Whole school – targeted children using MUST-SHOULD-COULD approach.	Raise attainment and accelerate progress for pupils receiving intervention. Close the gap between PP pupils and non PP.			

	<p>Wide range of interventions offered including</p> <ol style="list-style-type: none"> 1.Catch Up Literacy 2.Beat Dylsexia 3.Precision Teaching 4.Speech and Language Programmes 5.Picture Detectives Group 6. Socially Speaking Group. 7. Look, Listen & Learn Group. 8.Numicon Group. 	(See also Provision Map for Inclusion).			
	<p>SEND Support package commissioned.</p> <p>Support commissioned on annual basis from</p> <ol style="list-style-type: none"> 1.Educational Psychologist (12 days) 2.Learning Support Teacher (3 days) 3. Dyslexia and SpLD teacher (6 days) <p>Whole school – targeted children using MUST-SHOULD-COULD approach.</p> <p>Regular multi-agency planning approach to support whole school.</p>	<p>Early Identification will support pupils closing the gap.</p> <p>Expert support and advice will support strategic planning.</p> <p>Close the gap between PP children and non PP and raise attainment and achievement across school.</p>		DHT	July 2017
	<p>Menu of class based TA interventions programmes to include:</p> <p>Fisher Family Trust literacy intervention</p> <p>Inference Reading groups</p> <p>Project X Code reading groups</p>	<p>Diminish the difference between PP children and non PP and raise attainment and achievement across school.</p>			
	<p>Every Child a Reader specialist intervention</p> <p>Year 1 or 2 pupils,</p> <p>1:1, 1:2</p> <p>Delivered by trained ECAR teacher, normally lasting 20 weeks.</p>	<p>Diminish the difference between PP children and non PP and raise attainment and achievement across school.</p> <p>Robust evidence for effectiveness of ECAR programme.</p>			

	Tutor Trust Maths EEF supported project to evaluate maths tuition in Yr6,	School decided to get involved to support research and consider our actions / offer.		DHT	July 2017
	Speech and Language Provision Employ (one day) Speech and Language Therapist Whole school – targeted children using MUST-SHOULD-COULD approach. Wider impact through provision and monitoring of Speech and Language programmes delivered by TAs	Improved speech, language and communication skills. Identified in evidence as key area for development and important predictor of future progress.			
Targeted Support total budgeted cost				£174,918	
iii. Other approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice	How will we ensure it is implemented well?		
4. Reduced number of children PPG eligible hitting PA threshold, figure to be line with whole school.	Whole school. Targeted vulnerable children with poor attendance or punctuality. Those persistently absent or at risk of becoming PA Attendance Lead in post. DHT oversees and supports.	Improved levels in whole school attendance, decrease in Persistent Absentees Improved attendance or punctuality for targeted vulnerable pupils.	DHT to monitor attendance and feedback regularly to HT and Govs. DHT to attend relevant attendance updates / meetings with statutory attendance team.	DHT	July 2017
1,2 & 3	Family engagement. Nursery PEN (parent engagement network) project being trialled this year. Annual cycle of family engagement activities including: Workshops Courses Exhibitions.	Evidence indicates strong link between parent / family engagement and outcomes for children.	Nursery teacher attending PEN meetings	EYFS teachers AHT	July 2017
Other approaches total budgeted cost				£13642	
TOTAL BUDGETED COST				£259,043	

6. Review of expenditure

Previous Academic Year 2015/16

Previous years funding completed in different format, available under Inclusion on our website www.bowkervale.manchester.sch.uk.