

BROADWATER DOWN PRIMARY SCHOOL

Provision for Disadvantaged Pupils and the Use of Pupil Premium Funding

In the academic year 2017 – 2018, the school received £73920 of Pupil Premium funding and it is estimated that the school will receive £72600 for the next academic year.

Overall Responsibility for Disadvantaged Pupils and Pupil Premium Spending:

Vicki Lonie (headteacher)

Responsibility for Provision:

Jacqui Austin (Inclusion Manager)

Pupil Premium Champions:

Catherine Barber (Mentor)

Emily Lightbody (Focus Teacher/Mentor)

Evidence of Diminishing the Difference for Disadvantaged Pupils

Outcomes Over Time

In 2015, at **KS2**, 100% of disadvantaged pupils achieved L4+ in reading, writing and SPAG, and 86% (all but one who had specific SEN in maths) in maths. These were all above national figures. In 2015, 100% of disadvantaged pupils made at least 2 levels of progress in maths and writing from KS1 to KS2, with 83% (5 of the 6 with KS1 data) making at least 2 levels of progress in reading.

In 2016, the percentage of all Year 6 pupils achieving the expected standard in reading, writing and maths was 74%, compared to 53% nationally. Teacher assessments in reading, writing, maths and science for disadvantaged pupils were broadly in-line with those for other pupils. Of the 5 non-SEN disadvantaged pupils in Year 6, 100% achieved at least the expected standard in reading, writing and GPS (Grammar, Punctuation and Spelling) and 4 of the 5 in maths in the SATs. These pupils outperformed their peers in reading, writing and maths and the national figure when you look at the average scaled score achieved in the tests:

	Reading	Maths	GPS
All	108.1	105.8	107.6
National	103	103	104
Disadvantaged	111	109	110

In 2017, teacher assessments in KS2 showed comparable outcomes for disadvantaged pupils and their peers in reading, writing and maths and the GPS test showed the same.

In 2018, our Year 6 SATs results showed that the gap in attainment between disadvantaged pupils and their peers narrowed significantly in writing and maths from the previous year.

Pupil progress data for disadvantaged pupils, showing progress from KS1 to KS2, was within the average range for all pupils in 2018.

In 2016, in the **Early Years**, the percentage of disadvantaged pupils who achieved a Good Level of Development was broadly in-line with that of other pupils in the cohort. The pupils made particularly good progress in aspects of Personal, Social and Emotional Development and Communication and Language.

In 2017, disadvantaged pupils in the Early Years outperformed their peers and disadvantaged pupils in the Local Authority in terms of achievement of a Good Level of Development, and both prime and specific learning goals.

In 2016, in **KS1**, the percentage of disadvantaged pupils who achieved at least the expected standard in reading, writing and GPS (Grammar, Punctuation and Spelling) was also broadly in-line with that of other pupils in the cohort. However, these were below outcomes for 'other' pupils nationally. In 2017 and 2018, disadvantaged pupils underperformed due to individual reasons which the school is working on in partnership with parents.

In 2013 and 2015, Year 1 disadvantaged pupils outperformed the national figure for meeting the required standard for the **phonics** screening test. In 2016, the figure was disappointing, but there were specific reasons for 3 of the 5 disadvantaged pupils not passing. In 2017, the number of disadvantaged pupils passing the phonics test was in-line with their peers and in the Yr 2 retakes, 100% of disadvantaged pupils passed.

Attendance and Exclusions

In 2015, 2016 and 2017, none of the fixed term exclusions were for disadvantaged pupils.

The attendance of disadvantaged pupils has increased each year since 2012. The percentage of disadvantaged pupils absent for 15% or more sessions dropped from 20.9 in 2014 to 5.6 in 2015. The gap between the percentage of persistent absentees for disadvantaged pupils and their peers has decreased from 20% in 2013 to 4.5% in 2015. The percentage of sessions missed for these pupils has dropped year-on-year since 2013, with the gap closing from 5.8% to 1.9%. See attendance data for individual successes. There remain a small number of persistent absentees, with whom the school is working to improve attendance.

Pupil Premium Spending

In 2018-2019 Broadwater Down will receive £72600 of Pupil Premium funding. Please see below for information regarding how the Pupil Premium will be spent during the academic year.

Description	Expenditure
We have employed a Pupil Premium Teacher to target underachievement in KS2. She provides targeted feedback, small group teaching, one-to-one tuition and encourages independent learning strategies .	£6000
Small group and one-to-one teaching , led by teaching assistants, is used to provide English and maths programmes across the school, in addition to social/emotional interventions such as Time to Talk and Drawing and Talking, and physical improvement programmes such as Sensory Circuits. Within these interventions, staff focus on providing feedback for learners and teaching independent learning strategies .	£44700
Acquisition of resources, equipment and programmes to support underperforming pupils, such as spelling resources, phonics games, maths manipulatives, dyslexia aids, Language Link, etc.	£5000
Acquisition of additional laptops for individuals to use on specific programmes and to support writing.	£2000
Participation in the 'Ready for Reception' transition project with local schools for disadvantaged pupils starting in Year R.	£500
Staff training to support pupils in areas of underachievement, including effective use of feedback and peer assessment , outstanding teaching, growth mindset and learning behaviours (collaboration) and metacognition (learning about learning).	£2000
Home Learning support for pupils without access to the Internet and resources.	£800
We have employed a Family Support Adviser to work with individual pupils and families eligible for the Pupil Premium to bridge home/school issues. This includes tackling attendance and punctuality issues and providing talk time for vulnerable pupils who are making limited learning progress. It also includes the encouragement of parental involvement in learning .	£2500
We have commissioned an EWO to work within our school fortnightly to tackle persistent absenteeism and support families to bring their children to school.	£5800
We work with the High weald Partnership to provide a Forest Schools programme in Years R and 6 to encourage key life and learning skills .	£1000
Trips, including residential, are subsidised for children eligible for the funding.	£1200
Specialist music tuition is provided for those pupils who would benefit from wider life experiences or require support in building self-esteem and confidence.	£500
Places in Breakfast Club and Squirrel Club are subsidised for individuals where appropriate.	£400
Attendance certificates, stickers and rewards have been purchased to improve our school's attendance to 95% and reduce the incidence of persistent lateness. Awards are also purchased for positive learning attitudes.	£200
Total	£72600

[Strategies in blue indicate those identified from research by the Sutton Trust \(July 2015\) and Education Endowment Fund as significantly improving schools' abilities to narrow the gap for underachieving pupils. Mastery learning and use of digital technology are part of daily provision.](#)

Diminishing the Difference

The following strategies and approaches are used at Broadwater Down Primary School to diminish the difference in outcomes for disadvantaged pupils and other pupils nationally:

Whole-School Approaches	Specific Interventions
Quality First Teaching, including: Modelling Scaffolding Challenging Inclusive Teaching Mixed ability pairs/groups	Pupil Premium Teacher employed to work with targeted pupils. Mentoring by Pupil Premium Champion
Home Learning, accessible to all: Mymaths Learning Log Home Learning Club	Nurture Groups Lego 'Therapy' Play therapy
Engaging Curriculum, including: Exciting Visits Enhancement Days/Weeks Special Events Visitors Access to opportunities in a variety of subjects	Speech and Language Link Memory Magic Better Reading Partnership
Extra-Curricular Provision, including: Breakfast Club Squirrel (After-School) Club Sports, Music, Cookery, etc Residential Trips, including to France	Sensory Circuits Funky Fingers BEAM
Focus on Core Values in lessons and beyond: Collaboration Kindness and Respect Honesty Creativity Engagement Passion	Time to Talk Socially Speaking Drawing and Talking
Focus on Growth Mindset and associated learning behaviours, including resilience and determination	Personalised Work Stations Power of One/Two
Modelling of high expectations and aspirations	Toe by Toe
Accountability, monitoring and analysis	Clicker 6
Coaching to improve practice and sharing of good practice	Personalised intervention in response to A4L e.g. Maths Clinic
Ethos of pastoral support and nurture, including use of FSA	
Link with external agencies incl. use of in-school EWO service	
Mentoring of targeted pupils and staff	
High Quality Resources, including Lexia	
Pupil Voice and Peer Support	
Focus on attendance for all stakeholders, with Pupil Premium focus for FSA.	

Focus

Long-Term Aim: To raise the attainment of disadvantaged pupils across the school in reading, writing and maths to exceed national figures for 'other' pupils.

Short-Term Aim: To close the gap in the attainment of disadvantaged pupils and their peers across the school in **reading**, writing and maths.

How will this be achieved?

Focus on quality first teaching, leading to pupils making accelerated progress

Developing a culture of growth mindset amongst staff and pupils, to heighten expectations

Focus on the effective deployment of staff to ensure the children receive the very best support

Focus on the whole child, individual needs, barriers (real or perceived) to success and support for mental and emotional well-being

Improve attendance

Frequent analysis of data and evidence to inform next steps

Barriers to Learning at BWD

Low aspirations

Low expectations

Narrow experience of life outside of school

Limited access to a rich language

Lack of boundaries at home

Poor literacy and numeracy skills in the home

Poor attendance

Action Plan 2018 - 2019

Focus	Barriers to Learning	Desired Outcome	Success Criteria	Chosen Strategies	Evaluation of Impact
Improved attainment in reading for disadvantaged pupils.	Poor literacy skills at home.	Improved engagement and attainment in reading.	Gap between disadvantaged pupils and their peers working at ARE in reading to reduce by 10%.	Use of Reading Bugs scheme across the school.	
	Lack of opportunity to read with an adult.			Use of volunteers and reading buddies to listen to readers and explore texts.	
	Inability to relate to texts.			Ensure a range of reading materials can be accessed capitalising on pupils' interest at different reading levels.	
				PP Teacher to focus on target pupils during reading sessions.	
				Staff meeting focus on reading sessions and how to move children's reading on.	
				Story Club and library club to focus on disadvantaged pupils.	
Improved attainment in writing for disadvantaged pupils.	Poor literacy skills at home.	Improved attainment in writing.	Gap between disadvantaged pupils and their peers working at ARE in writing to reduce by 10%.	Clear support for parents on how to support learning.	
	Narrow experience of life outside of school			Provide rich learning experiences in the curriculum and home learning opportunities and through trips, visitors and extra-curricular clubs.	
	Low expectations			Whole-school focus on growth mindset and high expectations for staff and pupils.	
	Limited access to a rich language			Focus on using correct vocabulary for different circumstances e.g. technical/descriptive and for everyday talk.	
	Lack of involvement in own learning			Focus on self and peer-assessment to improve writing and use of targets.	
	Spelling abilities			Whole-school focus on use of spelling scheme and additional ways/resources to improve spelling.	
				PP Teacher to focus on target pupils to support learning.	

				PP Mentor to meet weekly with target pupils to discuss targets, look at work/improvements.	
Improved attainment in maths for disadvantaged pupils.	Poor numeracy skills at home.	Improved attainment in mathematics.	Gap between disadvantaged pupils and their peers working at ARE in maths to reduce by 5%.	Use of Mymaths and parent workshop on how to use it including tutorials.	
	Retention difficulties.			Focus on use of models, images and manipulatives to support learning daily.	
Additional barriers affecting attainment across the curriculum.	Low aspirations	Improved engagement, well-being and attainment across the curriculum.	Gap between disadvantaged pupils and their peers working at ARE in r, w and m to reduce as above and for disadvantaged pupils to excel in other subjects. Gap in attendance for the two groups to diminish	Focus on growth mindset and high expectations across the school for all stakeholders – assemblies, staff meetings, newsletters.	
	Lack of boundaries at home			Home support provided by DSL, FSA and Early Help referrals when required.	
	Poor attendance			Fortnightly work of EWO to focus on disadvantaged pupils	
	SEMH concerns/difficulties			HT to focus attendance actions for disadvantaged pupils.	
				Focus on SEMH needs and support required: CPD including 5 Point Scale, Well-Being Toolkit STLS support Tracks	
				Creation of wellbeing 'snug' for pupils to access in times of need.	
			Plans for a well-being suite and additional learning spaces		

Key focus for maximum impact on attainment is improving the quality of teaching through:

Monitoring of lessons, books, data

Constructive Feedback

Aspirational targets for reading, writing and maths

Focused appraisal targets

High quality CPD for all staff

Effective deployment of support staff