

Pupil Premium Strategy Report 2015-16

St Bartholomew's Primary School



What is Pupil Premium Funding?

Each school is given an amount of money to spend, over and above their allocated budget, called Pupil Premium Funding. The funding is extra money to meet the needs of pupils who are socially disadvantaged and at risk of underachievement. It is provided to support these pupils in reaching their potential and to **reduce the difference between disadvantaged and non-disadvantaged pupils.**

How is the pupil premium funding allocated to schools?

The amount schools receive is determined by the number of pupils who have been known to be eligible or are currently known to be eligible for free school meals(FSM), at any Census points in the last 6 years. This is known as “Ever 6 FSM.” In addition an allocation is made for pupils who are Looked after Children (LAC),Service Children (children of Armed Forces Services personnel at any time in the last 4 years) and for children adopted from care, or who have left care under a Special Guardianship (SGO) or Residence Order.(RO)

Who decides how the funding is used?

Schools can decide how the funding should be used and are trusted to ensure that it is used for the purposes intended. Schools are held accountable for how they use the funding, and performance tables capture the achievement of those pupils covered by the Pupil Premium.

What are our school’s aims and objectives on spending the pupil premium?

Our school ethos, values and highlights the inclusion of all children. Learning within Christian Values underpins everything we do to promote this. As a staff, we have considered research by the Sutton Trust –EEF Teaching and learning Toolkit(2011) to inform our use of Pupil Premium funding, to strategically support the progress and learning of disadvantaged children. We are aware there are various different barriers, academic and social & emotional, which are challenging for some disadvantaged children.

At St Bartholomew’s Primary School we are committed to providing high quality first teaching and learning in all classes. We are committed to ensuring that educational provision meets the needs of all pupils, so every child can make maximum progress and reach their full potential. In addition, some children benefit from individual and small group support and they will be invited to join targeted interventions .

We also recognise that some pupils may be subject to multiple disadvantages therefore part of our strategy to **reduce the difference** may include supporting children financially to attend school trips and events. Pupil Premium money will also be spent on improving pupils’ social and emotional well-being so that children are ready to learn - learning mentors, nurture groups, individual counselling, free breakfast club sessions or free after school clubs. In making such provision at St Bartholomew’s Primary School , we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or eligible for FSM.

At our school Pupil Premium funding is used for individuals and groups of pupils identified as:

- FSM and Ever6 FSM children (Pupil Premium)
- Looked After Children (LAC)
- Children who we know have been adopted from care, or who have left care under a Special Guardianship(SGO) or Residence Order.
- Service children
- Children having been identified as socially disadvantaged / subject to child protection plans or identified as vulnerable

School Context for 2015-2016

Significant Vulnerable groups

45.5% Pupil Premium(National 26%)

45.5% Free School Meals

11.1% Special Educational Needs (National 13%) 36.4% of which are in the Cognition and Learning category

0.5% EHCP plans (National 1.4%)

48.5% Black Minority Ethnic (National 31%)

34.9% English as an Additional Language (National 20%)

(Data from National RAISE & Brighton & Hove City Council)

All of the highlighted areas show a significant higher percentages than National %

Tracking, Monitoring , Reflection and revision of our pupil premium strategy

-The progress and attainment of all disadvantaged pupils is monitored closely by class teacher, INCO, Head Teacher , Deputy Head Teacher , Maths coordinator during pupil progress review meeting. Specific provision is put into place to endeavour to reduce the difference between disadvantaged and non-disadvantaged children.

-INCO to work with consultant on the 2016-17 strategy in Jan 2017 .

-We will review the impact of our pupil premium strategy termly and feedback to governors

-The impact of interventions is regularly reviewed and reflected on by INCO and the teacher/teaching assistants delivering the intervention. If the intervention is not having a sufficient impact then it is revised to find a more effective strategy to meet needs.

-‘Reducing the gap’ is the overarching theme of the Partnership Schools Development Plan .

Pupil Premium Funding

Pupil Premium is calculated by the government and allocated to schools on a financial year basis (for the April – March period). As this report is looking at support received and progress made by pupils during an academic year (September – August period), this will include funding received from a proportion of the allocations across two financial years.

| Financial Year (April –March) | National Average Percentage of Ever 6 FSM Pupil Premium Pupils | Percentage of Ever 6 FSM Pupil Premium Pupils | Number of Ever 6 FSM Pupil Premium Pupils | Amount of Ever 6 FSM Pupil Premium Funding | Amount of Pupil Premium funding received for Looked After Children | Amount of Pupil Premium funding received for children adopted from care who have left care under a Special Guardianship or Residence Order (New for 2014-15) PP+ | Amount of Pupil Premium funding received for Ever 4 Service Children |
|----------------------------------|---|---|--|--|---|--|---|
| 2013 – 2014 | 26.6% | 49.2% | 99 | £110789 | (£ received from Local Authorities for support for LAC children) | 0 @ £1,900 = 0 | 0 @ £300 = 0 |
| 2014-2015 | 26% | 47% | 94 | £117486 | 0 @ £1,900 = 0 | 6@ £1,900 = £11400 | 0 @ £300 = 0 |
| 2015-2016 | 25.2% | 45% | 85 | £112,200 | £500 x2 LAC 1 x£1250 extra | 6@ £1,900 = £11,400 | 0 @ £300 = 0 |
| 2016-2017 | | | | | £0 received to date | £0 received to date | £0 received to date |

Performance of Disadvantaged Pupils – KS1 Academic Year 2015-16

| <u>KS1 Results</u> Attainment of Disadvantaged Pupils 2016 30 in the cohort | School Pupil Premium Pupils (9 pupils) | School Non Pupil Premium pupils | School All Pupils | Brighton and Hove Pupil Premium pupils | Brighton and Hove Non Pupil Premium pupils | Brighton and Hove all pupils | National Pupil Premium pupils | National all pupils |
|---|---|--|----------------------|--|--|---------------------------------------|-------------------------------------|------------------------|
| % of pupils working at expected standard in reading | 67% | 81% | 77% | 64% | 78% | 75% | 78 | 74% |
| % of pupils working at expected standard in writing | 56% | 71% | 67% | 51% | 71% | 67% | 70 | 65% |
| % of pupils working at expected standard in maths | 78% | 62% | 67% | 60% | 78% | 74% | 77 | 73% |

Analysis

KS1 data is not a true reflection of the picture at school as many KS1 children do not apply for FSM due to the gov providing FSM under the Universal Free Meals scheme for all KS1 pupils. Which changes when they go into Year 3 and above.

Our Maths results for PP is 15% significantly higher than B&H PP% and above National average .

Our writing results for PP is higher than B&H PP % and only slightly lower than the National .

Our reading results for PP is only slightly lower than B&H PP%

2 of the 7 PP children are also More able and the data shows they made 100% progress and 100% attainment in Read, Write, Maths.

Phonics Screening

| Phonics screen Year 1 | School all pupils | School Pupil Premium Pupils | National Pupil Premium pupils | National all pupils |
|--------------------------|-------------------|--------------------------------|-------------------------------------|------------------------|
| 2014 | 65% | 62% | 63% | 74% |
| 2015 | 83% | 88% | 66% | 77% |
| 2016 | 64% | 75% | 70% | 81% |

Disadvantaged pupils did better than all pupils and exceeded the national average in 2014-2015

Year 2 retakes

| Phonics screen Year 2 retakes | School all pupils | School Pupil Premium Pupils | School non pupil premium pupils | National Pupil Premium pupils | National all pupils |
|----------------------------------|-------------------|--------------------------------|------------------------------------|-------------------------------------|---------------------------|
| 2016 | 90% | 89% | 90% | 86% | 91% |

Attendance

| Attendance | 14-15 | 15-16 |
|----------------------------|--------|-------|
| Non pupil premium children | 94.84% | 92.9% |
| Pupil premium children | 94.61% | 93.9% |
| Difference | -0.23 | +1.0 |

Performance of Disadvantaged Pupils – KS2 Academic Year 2015-16

| KS1 Results Attainment of Disadvantaged Pupils 2016 29 pupils in cohort | School Pupil Premium Pupils (17 pupils) | School Non Pupil Premium pupils | School All Pupils | Brighton and Hove Pupil Premium pupils | Brighton and Hove Non Pupil Premium pupils | Brighton and Hove all pupils | National Pupil Premium pupils | National all pupils |
|---|---|--|----------------------|---|--|---------------------------------------|--|------------------------|
| % of pupils working at expected standard in reading | 41% | 67% | 52% | 57% | 81% | 74% | 71% | 66% |
| % of pupils working at expected standard in writing | 71% | 67% | 69% | 61% | 82% | 76% | 79% | 74% |
| % of pupils working at expected standard in maths | 47% | 50% | 48% | 51% | 78% | 70% | 75% | 70% |
| % of pupils working at expected standard in SPAG | 53% | 67% | 59% | 58% | 82% | 75% | 78% | 72% |
| % of pupils working at expected standard in R,W,M combined | 24% | 50% | 34% | 37% | 66% | 58% | 60% | 53% |

Analysis:

Over half of the class receive pupil premium. The cohort also had a lot of mobility and EAL pupils .

Our writing results for PP is higher than B&H PP % and higher than the National %.

2 of the 15 PP children are also More able and the data shows they made 100% progress and 100% attainment in Maths

1 of the 15 PP children are also More able and the data shows they made 100% progress and 100% attainment in read and write

Evaluation of Pupil Premium (Academic Year 2015-16)

Supporting Pupil Premium children is complex and can involve addressing barriers such as home issues, attendance and possibly behaviour, as well as learning needs. The school works with various agencies to provide a wide range of support.

Our interventions are delivered by expert Teachers or Teaching Assistants who are trained to:

- *Support quality first teaching in the classroom through differentiation, support and challenge*
- *Enable the implementation of specific interventions and learning activities, including follow up programmes developed with other specialist providers working in the school*
- *Support the development of high self-esteem, emotional literacy and readiness to learn*
- *Promote good attendance*
- *Support the aims, Christian values and inclusive ethos of the school, by including all disadvantaged and vulnerable pupils*

| Area of support | Intended outcomes | Intervention groups and additional support (full or part funded by pupil premium) | Costs | % of pupils eligible for pupil premium | Impact Measure |
|---|--|--|---------|--|---|
| Reading, Writing & Speech and Language | To extend support for children's learning by funding extra adults for targeted children for focussed intervention programmes . | <u>Reading recovery specialist teacher (ECAR) LF</u> Part funding an experienced teacher who is trained specifically ,to deliver this programme targeting year 1 (some Summer born PP year 2) pupils who need intensive support in reading skills .the pupils are working below ARE in reading at end of Reception. | £19,854 | 75% | <i>Y1Phonics test Y2 retakes Yarc</i> |
| | | <u>Additional Teaching assistant for Reading, writing and SPAG JM in KS2</u> Funding a trained teaching assistant who supports -Literacy in class y4 /y5/y6 -Small group intervention- Comprehension y4/SNIP y5 -individual 1-1 intervention WAT y6 | £12,421 | | <i>SNIP -HAST WAT –samples DRA</i> |
| | The more able disadvantaged pupils are challenged and their learning accelerated | <u>Additional TA for phonics and reading support in KS1 TS 0.27</u> Funding a trained Higher level teaching assistant who supports -Phonics groups in y1 and 2 -Small group intervention- 1 st class @number -individual 1-1 intervention FFT y2 | £6,381 | | |
| | | <u>English booster group 0.3 KA:</u> Expert experienced teacher providing intensive group work with pupils across school to accelerate learning in writing and reading with More Able including PP pupils and pupils at risk of not meeting ARE (prioritising PP). | £13,418 | | |
| | | <u>Additional teaching assistant for reception class JC</u> -An extra adult ensures pupils get lots of opportunities to talk and interact -Additional support for phonics -School start -S&L Language/sound awareness programme | £14,155 | | <i>ELG data School start screen</i> |
| | | | | | |

| Area of support | Intended outcomes | Intervention groups and additional support (full or part funded by pupil premium) | Costs | % of pupils eligible for pupil premium | Impact Measure |
|--------------------|--|--|---------|--|----------------|
| | To develop teachers to ensure all pupils have access to high quality teaching and learning. Teaching is more effective | <u>Primary Writing Project</u> Funding the schools participation in the project led by Pie Corbett. To develop teachers skills in teaching writing in a multi-sensory way to improve engagement in writing for all pupils . | £3500 | | |
| | | <u>IPAD for a LAC –Bespoke funding given</u> | £1250 | | |
| Mathematics | To extend support for children's learning by funding extra adults for targeted children for focussed intervention programmes . | <u>Numbers Count specialist teacher (ECC) IB</u> Part funding an experienced teacher who is trained specifically to deliver this programme targeting pupils who need intensive support in Maths skills | £20,308 | 75% | |
| | | <u>Additional teacher in Y6</u> Expert Maths teacher to support year 6 teacher with this particular cohort with focus on maths through -Team teaching -Daily Parallel teaching of half class including PP children December –April 2016 | £13,538 | | NFER |
| | | <u>Third Space Learning</u> Individual computer-based Maths Tuition for Year 5 and 6 pupils (including PP children). Targeted at less able and on the cusp of ARE. Pupils are coached 1-1 online from India in maths skills | £5,070 | | |

| | |
|--|-------------|
| Overall Total Cost of intervention groups and Additional Support (Note that overall total cost will have included support for all vulnerable and disadvantaged pupils, some of whom might not be eligible for FSM nor Pupil Premium) £125850 | £120,727.47 |
|--|-------------|

| Area of support | Intended outcomes | Intervention groups and additional support (full or part funded by pupil premium) | Costs | % of pupils eligible for pupil premium | Impact measures |
|--|--|---|---------|--|----------------------------|
| Inclusion, Well-being, Attendance& Enrichment | | | | | |
| | To promote excellent attendance for all children | <u>Attendance Support MB</u> An attendance support officer was contracted to support attendance with hard to engage pupils .and improve attendance to the national average | £875 | | <i>Attendance data</i> |
| | To provide additional emotional and pastoral support for vulnerable children , so they are ready to learn. | <u>Class curriculum enrichment</u> Funding wider opportunities for pupils who may otherwise not have these experiences , supporting their understanding of their learning through subsidising visits , workshops, visitors, writing stimulus/resources and practical experiences. £500 per class | £3500 | | |
| | | <u>Milk /Food for PP children</u> -Providing milk for PP children over age of 5 -Funding nurture opportunities for breakfast for pupils who come to school hungry and some children to have a quiet time and eat with an adult to get them ready for learning. | £200 | 100% | |
| | | <u>Counselling Service KT</u> Trained counsellor supporting pupils on a weekly basis . Service brought in by an external provider as part of the partnership wide contract . Extra session (LD KM BLD SM DA OH KT TPM ILR | £5,034 | 9/12 75% | <i>See separate report</i> |
| | | <u>Kinship carer workshop JE</u> Workshop with family worker and SENCo JE Carers targeted as they care for children in SGO order or LAC or grandparent who do a lot of care . care FW led with theme to support parenting and network . Focus on resilience, positive parenting tips , signposting for help , emotional support Children invited to share a positive experience with family. | £791 | 100% | <i>See separate report</i> |
| | | <u>Rising stars LS</u> In school intervention to support children who have experienced DV Develops protective behaviours and resilience EP and TA run group | £103 | 100% | <i>See separate report</i> |
| | | <u>Learning Mentors</u> We have 3 part time highly experienced learning mentors (making up 1 full time hours) (MG, DD, JG,)who provide support to our most vulnerable children , including pupils who might be experiencing family crisis. This could be 1:1 or group work . | £14,484 | 30/39 77% | <i>See review sheets</i> |

Current Academic Year Sept 2016 – August 2017

| Specific Targets 2016-17 | Actions taken | Impact |
|---|--|---|
| To reduce the difference between attendance of PP and non-PP children | <ul style="list-style-type: none"> -FK/AC/JE/MJ – School taken charge of initial phone calls to engage with parents . -File in office -Attendance concerns logged on Cpoms -Kinship carer group started to support parents -Happy start to school day workshop family worker &JE support Reception families with routine and inform them of our expectations for attendance. -Joined up work with Early Help /CIN meetings to address attendance concerns. | <ul style="list-style-type: none"> -July 16 to Nov16 0.5% increase disadvantaged pupils -Reception attendance/lateness Reduction of CIN plans Attendance data for individual families |
| <p>Class teachers to be more aware of the progress of DISADVANTAGED children in order to focus teaching and interventions effectively.</p> <p>Accelerate achievement and progress of MA disadvantaged pupils (MAD) in maths</p> | <ul style="list-style-type: none"> -All groups on windscreens/ whole school data . Disadvantaged identified and highlighted -Staff trained in analysing data -Explainer tasks for MAD reviewed and good practice shared. -personalised Learning Plan developed for MAD children - Appraisal objectives focussed on disadvantaged and MAD pupils -Staff meeting slot for sharing good practice focussed on MAD children | Book scrutiny |
| Ensuring our disadvantaged children make progress in Writing in Early years. | <p>Writing books have been introduced to show all writing and progress including Disadvantaged</p> <p>Weekly short burst writing</p> <p>Monitor all areas of learning – New data grid being developed highlighting children with pupil premium.</p> | |
| To support well being, inclusion and develop our Christian distinctiveness further | <ul style="list-style-type: none"> -Allsorts project (homophobic lang) -Rising stars -BME Family time group -Kinship carers group -Inclusive poetry -Playground project -Lunch changes -Work around cultural identity with Mosaic -Learning mentor work | |

