

Beaver Road Primary School

Historical Overview

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on School census figures for pupils registered as eligible for FSM in Reception to Year 11.

For looked after children (LAC) the Pupil Premium was calculated using the Children Looked After data returns (SSDA903).

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 our School to address any underlying inequalities between children eligible and not eligible, by ensuring that funding reaches the pupils who need it most.

Beaver Road's PP Objectives

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers
3. As far as its powers allow our School will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Strategies

1. Pupil Premium will be clearly identifiable within the budget
2. The Headteacher, in consultation with the Governors and Staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils
3. Our School will assess what additional provision should be made for the individual pupils.
4. Our School will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium. The Headteacher will report to the Governing Body and parents on how effective the intervention has been in achieving its aims.
5. Our school we will publish online information about how we have used the Premium.
6. We will ensure that Governors, parents and others are made fully aware of the attainment of pupils covered by the Premium.
7. We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
8. We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
9. We will monitor evaluate and review the success of the impact of the pupil premium funding.

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Accountability

The Headteacher and School Leadership Team will regularly and rigorously monitor, evaluate and review strategies we have put into place for Pupil Premium and report to the Governing Body on its progress and impact. All class teachers have at least one Appraisal Target which set out clearly defined targets for their Pupil Premium class members.

Statistics

In school, as of September 1st 2015, we have 82 pupils who are entitled to benefit from the additional funding, 3 of these pupils are LAC. Each pupil receives £1320 per annum (LAC receive £1900). Therefore in the current financial year the School receives £110,340 of additional funds.

Strategy for using the Pupil Premium funding

Our school has looked carefully at the needs of each pupil and we are using the following intervention strategies:

- Providing small group work for pupils entitled to PP funding with experienced teachers and teaching assistants focussed on overcoming gaps in learning to help them make improved progress and raise their standards of achievement
- 1:1 support where necessary, for pupils entitled to the PP funding to help them make improved progress and raise their standards of achievement
- Additional teaching and learning opportunities for pupils entitled to PP funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement
- Acquiring effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading and mathematics
- All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations in English and Mathematics
- PP resources have also been used to train staff in pre-teaching and developing effective time for feedback to PP pupils. The school recognises the power of individual and pertinent feedback for the pupils.

SIGNIFICANT CHANGE FOR ACADEMIC YEAR 2015- 2016

As of September 2015, at Beaver Road we have appointed 4 HLTA's (Higher Level Teaching Assistants) to work with and alongside some of our Pupil Premium children. Working as Learning Mentors they will spend quality time with the pupils developing, amongst others:

- improving confidence, self esteem and resilience
- improving concentration
- managing the children's emotions
- dealing with friendship issues including peer pressure

Our Learning Mentors will:

- Have a holistic view of the child
- Listen to the child's perspective, valuing the voice of the child

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- Build effective support through good, trusting relationships
- Recognise the importance of self-esteem, a growth mindset and resilience to progress
- Believe that change is possible
- Recognise that parents and carers are the child's most enduring educators
- Commit to working in partnership with other staff, parents and agencies
- Keep the safety and wellbeing of the child paramount

The best Learning Mentor relationships will:

- Continually explore solutions
- Develop personal growth
- Give encouragement and support in applying new skills and attitudes to the classroom and beyond

HLTA's record their work with the children using Floorbooks to show the pupil's voice. As a School, we value highly, the importance of this pastoral role in raising PP aspirations and attainment.

These HLTA's have received training from the Bridgelea PRU.

Bridgelea commissions two consultants who have a wide range of experience in the SEBD (Social, Emotional, and Behavioral Difficulties) sector. We have developed various levels of response to support pupils with SEBD and those at risk of exclusion. They have developed various levels of response to support pupils with SEBD and those at risk of exclusion, plus the staff who support these pupils. Where needed HLTA with support from the SENCO will contact the Bridgelea for support at the earliest opportunity to allow for early intervention and support. As needs change pupils may move through the continuum.

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The Impact of Funding on Pupils – a summary from October 2015 RAISE Online

Context

- Percentage of Free school meals at 12.7% is **below** the national average (26.0).

Key Stage 1:

- PUPIL PREMIUM -There were 10 pupils entitled to FSM in this cohort.
- Our 10 FSM pupils performed in line with other FSM pupils nationally overall; they were just below other FSM nationally in reading by 0.2; were above others in writing by 0.4; and were just below others in mathematics by 0.2.
- Our FSM pupils performed well below our non FSM pupils by 2.7 in all subjects; they were well below our non FSM pupils by 3.4 in reading; were well below our non FSM pupils by 2.3 in writing and were well below our non FSM pupils by 2.3 in mathematics.

Year 1 Phonics Check: PUPIL PREMIUM Pupils

- There were only 5 pupils entitled to FSM in the cohort.
- Of the 5 FSM pupils, 40% achieved the standard which was 26% below the national average of 66%.

Key Stage 2: Percentages attaining Level 4+

- 73% of **disadvantaged** children attained Level 4+ in **maths, reading and writing combined** which was 3% above the national average; 91% attained Level 4+ in maths which was 11% above the national average; **73% attained Level 4+ in reading which was 10% below the national average**; 82% did so in writing which was 3% above the average; 82% did so in SPAG which was 11% above average.

Key Stage 2: Percentages attaining Level 5+

- 18% of **disadvantaged children** attained Level 5+ in **maths, reading and writing combined** which was 5% above the national average; 27% attained Level 5+ in maths which was 1% below the national average; 36% attained Level 5+ in reading which was 2% above the national average; 45% did so in writing which was 23% above the average; 64% did so in SPAG which was 21% above average.

Key Stage 2 Attainment: PUPIL PREMIUM Pupils

- The performance of the our 11 FSM pupils was well below our non FSM pupils for the **combined maths, reading and writing** by 3.7 but above other FSM pupils nationally by 1.0.
- In **mathematics** our FSM pupils were well below our non FSM pupils by 3.5 but above FSM pupils nationally by 0.8.

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- In **reading** our FSM pupils were well below our non FSM pupils by 3.4 and just below FSM pupils nationally by 0.1.
- In **writing** our FSM pupils were well below our non FSM pupils by 2.4 but well above FSM pupils nationally by 2.6.
- In the **SPAG test** our FSM pupils were well below our non FSM pupils by 3.1 but well above FSM pupils nationally by 2.2.

Expected progress by PUPIL PREMIUM pupils in Reading between KS1 and KS2

Of the 11 pupils entitled to FSM 90% made at least 2 levels of progress through KS2 compared with 99% of our non FSM pupils and compared with 92% nationally. 30% of our FSM pupils made more than 2 levels of progress compared with 51% of our non FSM pupils and compared with 33% nationally.

Expected progress by PUPIL PREMIUM pupils in Writing between KS1 and KS2

Of the 11 pupils entitled to FSM 100% made at least 2 levels of progress through KS2 compared with 100% of our non-FSM pupils and compared with 95% nationally. 60% of our FSM pupils made more than 2 levels of progress compared with 79% of our non-FSM pupils and compared with 37% nationally.

Expected progress by PUPIL PREMIUM pupils in Mathematics between KS1 and KS2

Of the 11 pupils entitled to FSM 100% made at least 2 levels of progress through KS2 compared with 99% of our non-FSM pupils and compared with 91% nationally. 50% of our FSM pupils made more than 2 levels of progress compared with 75% of our non-FSM pupils and compared with 37% nationally.

Pupils making expected progress between Key Stage 1 to 2

The performance of the our 11 FSM pupils was well below our non-FSM pupils for the combined maths, reading and writing by 3.7 but above other FSM pupils nationally by 1.0.

Conclusions

Based on the RaiseOnline data for OCTOBER 2015, our Pupil Premium children at Key Stage 1 achieve inline national expectations and against non-Pupil Premium children.

By the end of Key Stage 2 our children have significantly better attainment than national Pupil Premium in Mathematics, Writing, And SPAG. Reading however is below the national average by 10%.

Progress - PP Children in Reading are inline with PP nationally, but in all other subjects our PP have made better than expected progress than Pupil Premium children nationally.

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The school does not appear to, according to this headline data to be closing the 'in school gap' between PP and non-PP children. However our non-PP pupils perform at a level above national expectations in terms of attainment and progress.

The final page of the report shows how Beaver Road is closing the gap between our PP children and National Non-PP children. In this table we can see that Reading is the only subject where the gap has not closed – this has been reflected in the school's move towards a Reading School as part of the SIP for 2015 to 2017.

Actions

At Beaver Road we have made Reading a significant priority across the school. This is part of a two-year plan to become a "Reading School". To achieve this the Reading subject leader has:

- Ensured access to a Reading Recovery teacher after screening
- Developed a new solid and secure school approach to Guided Reading that has been developed from working with Barlow Hall Primary School. The aim, to find an approach suited to Our School's context.
- To deliver CPD to both teachers and TAs to ensure the approach is consistent throughout the school
- Develop reading corners through the School Council to promote Reading for Pleasure throughout the school
- Include more "real books" as part of the coloured book banded books.
- Fully functioning library for all pupils to access during the school week.

These improvements will obviously impact on all pupils at Beaver Road, our plan is always to track the effect of these changes on PP children through regular progress meetings.

As always the rate of progress that each child is making rather than attainment level itself is, in the case of these children, very important. The progress of each individual PP child is rigorously tracked every half term and the teaching of that child evaluated by School Leadership as part of the Appraisal process of staff.

The effect on progress of Pupil Premium funding for each child is assessed and reported to Governors.

Strategies for each individual child are modified or changed to best meet their learning needs.

Where a family is in need, a CAF (Common Assessment Framework form) is started to facilitate multi agency working with that family.

The role of Learning Mentors is in its infancy and time is needed to evaluate its impact on these children. Feedback on their effectiveness can be seen through the Floorbooks and from speaking directly to Our PP children.

Outcomes

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This policy and report will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face.

Our School will use the additional funding to promote the achievement and progress of all entitled pupils. Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met.

As a result of the additional funding, these children will make better progress and achieve higher standards than they would have had there been no additional funding.