

## **Bridport Primary School**

### **Pupil Premium Grant Expenditure**

## **Report to parents and governors 2016**

*Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.*

*It is for schools to decide how the Pupil Premium, allocated to schools per Free School Meal pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

*Source Dfe website*

### **Overview of the School**

<b>Number of pupils and Premium grant received</b>	
Total Number of pupils on role	394 (as of September 2016)
Total number eligible for PPG	55 at time of budget (13% of school population)
Amount of PPG per pupil	£1,900 per pupil
Total amount of PPG received	£96,640

### **Principles of PPG allocation**

- We ensure teaching and learning opportunities meet the needs of all pupils.
- We ensure appropriate provision is made for pupils who belong to vulnerable groups.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive FSM will be socially disadvantaged.
- PP support will vary according to impact analysis over time

## Nature of support 2015/2016

Weekly small groups offered in the 6Rs to further support and encourage the most disadvantaged to succeed.

Pastoral support (ELSA, 'Meet and Greet' TLA time) to improve wellbeing, self-image and self-esteem in pupils underperforming. 1:1 support for learning and PSHE

Quality First Teaching in every classroom / specific academic intervention

Assessments and support workers  
Hearing/vision/beh

Full time Family Support worker to work alongside most vulnerable families. Two TLAs run Family SEAL



Specific booster sessions / 1:1 tutoring to help 'catch up'

SEAL Sanctuary every lunchtime

Increased TLA support in reading/ phonics in Yr2

Provision of breakfast club at the start of the day to ensure 'readiness to learn'

Provision of school uniform to raise self esteem

Mentoring for Y5/6 pupils

Support for funding residential visits to ensure full participation in education

Provision of transport and cost of clubs to ensure full participation and fair access to clubs in school

## Curriculum focus of spending 2015/2016



First Class at maths has been funded by pupil premium to support the closing of the gap in maths for our most vulnerable pupils.

Committing to full time Inclusion support to enable an increased focus on supporting the needs of PP children with social/emotional difficulties through external agencies and pyramid support; increasing our engagement with parents and working with multi-agency teams to help create the foundations within which teaching and learning in school can impact on learning; increasing the connections with outreach services to support pupils in school.

Being able to fund specialist support for children on the Autistic Spectrum, providing TLA support to parents for courses and sensory assessments. Training provided this year for teachers, support staff and parents/lunch staff for ASD.

Training for a KS1 staff member in 'Learn to Move, Move to Learn' to improve fine and gross motor control for PP children who have difficulty accessing the curriculum and to improve the outcomes for children who struggle with writing and physical comfort. Early morning programme in place.

Training in 'Building Reading Power' for TLAs to support the ongoing drive to improve reading and basic literacy skills across the school. A TLA in each year group was trained by January 2015, this continues into 2016/2017.

Family Support Worker – full time provision. Sharing expertise and time with families in community. Running ELSA sessions for vulnerable youngsters/supporting HT in work on attendance and getting alongside families not fully accessing school, running our Home Learning Zone, running Tea@2 for families and running Family art club every week and leading and monitoring small group work on 6Rs. Training in THRIVE NEW for this year (2 members of staff) to increase this work.

Rigorous analysis (by class) of PP performance including access to resources, and raising levels awareness of teacher and TLA's in each class of PP children, to ensure they have access to anything they need, including gifted and talented activities.

Training for ALL staff on 'Whatever it takes...' our personalised pupil premium provision at BPS that uses a WAVES approach to accessing support and providing individually for pupils with a gap to close.

Phonics training for all staff – CPD in Autumn term ensured the language and literacy provision is successful and consistent across the school.

Maths Scheme (partially funded) – Abacus to create a 'spine' through school of good quality planning and accurate provision in maths for all pupils including the most disadvantaged.

Challenging underperformance through structured staff meeting time (CPD) securely fixed in robust data analysis to ensure the right provision is in place for any pupils falling behind.

Support for dyslexia/spelling across the school – A fabulous support teacher has been used for CPD/1:1/classroom work. This has been targeted at teachers and TLAs across the school.

## Measuring the Impact of spending 2015/2016

The following data is based on 9 pupils in Year 6 from SATs test July 2016

### Attainment:

5/9 reached the expected standard in reading (56% compared to Dorset 54%)

2/9 reached the expected standard in writing (33% compared to Dorset 44%)

3/9 reached the expected standard in maths (with 2 more children missing it by one point) (33% compared to Dorset 48%)

5/9 reached the expected standard in SPAG (56% compared to Dorset 52%)

### PROGRESS:

In Reading our disadvantaged pupils scored -0.3 progress (in line with National)

In Writing our disadvantaged pupils scored -6.9 progress (above the floor)

In Maths our disadvantaged pupils scored -2.7 progress (2.0 lower than non FSM)

### The following data is taken from KS1 results July 2016.

Our **Year 1 phonics** results were better than National for the fourth year in a row with 84% of our children reaching the expected level for their phonics test. Out of the 6 children in receipt of PPG, 3 achieved the expected level in the test (50% passed). Those not achieving the required level continue to receive support in Y2. One of these was unable to take the test as she is working below the standards required to sit it, of the others one was incredibly close and will undoubtedly pass next year.

Of the three children who did not pass the Y1 phonics test last year none of them passed this year in Y2 either – these children will continue a targeted approach in Y3. They each have significant language needs.

**In maths in Yr2** 56% of the 9 PP pupils met the expected standard

**In Reading in Yr2** 44% of the 9 PP pupils met the expected standard

**In Writing in Yr2** 33% of the 9 PP pupils met the expected standard

**Intervention in *Reading* for these children is essential and targeted provision accurate and timely. This will continue during the next academic year.**

**Intervention in *Maths* for these children is working and targeted provision accurate and timely. This will continue during the next academic year.**

**Writing continues to be a focus in KS1 is being tackled with the following provision in September 2016:**

- Talk4writing continues across EYFS-KS1
- First Class @ writing intervention being implemented
- Handwriting and presentation policy full implementation
- English lead oversee quality first teaching in KS1
- Phonic development continues with vigour – UPS staff involved and monitoring

**The analysis from all of these results will lead to further deepening of provision for our disadvantaged pupils through our WAVES approach to meeting their needs. Every child showing a 'gap' on their journey through school has an individual plan which shows support and impact over time.**

**Pupil premium pupils have made good progress according to their starting points in each class this year – tracked via SPTO**

**RAISE DATA is not available until October 2016 – to compare school to National statistics**

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## Future plans for Pupil Premium Grant 2016/2017

It is really important to us here at BPS that all pupils in a situation of social disadvantage are in receipt of an excellent education and are provided for in every aspect at school. We are not complacent in our work and realise the areas that require our ongoing attention to detail.

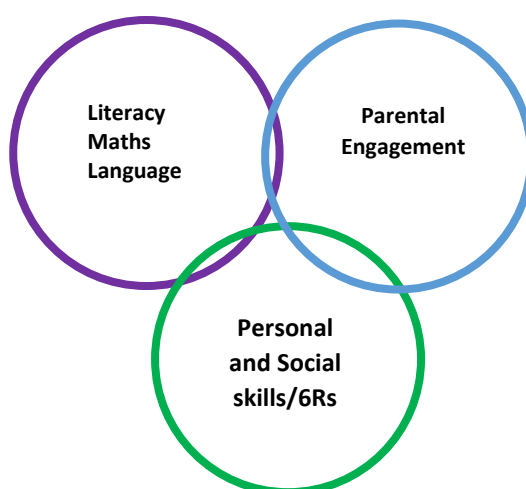
Our **Pupil Premium Provision** continues this year \*'Whatever it takes.....' following our research into information provided by Oxford based on Jean Gross whose work we find particularly useful.

We continue this year with a collaborative and consistent approach to PP provision using WAVES. The WAVES take us through the basic to the deepening provision required when a child falls behind or a gap is opened up due to any number of complex situations.

We expect ALL children to be taught well through a 'Quality First' provision in the classroom and to receive any and all additional support through their school life. If they are in receipt of PP funding then due consideration is given to ensure their needs are met through both the usual channels and alternative ones if appropriate.

Many of the ways PP funding is used here benefits ALL pupils in school and it is our aim as we move into 2015/16 to ensure that the plans for our most disadvantaged pupils are clear and impact driven allowing them to find a successful route through their young lives and into the world of secondary education and work beyond.

We recognise that the forward momentum of our work in school is further propelled by forming excellent relationships with families and working closely with them in whatever way we can. The 3 circles of PP support cited in the Oxford materials is particularly useful to our thinking and we aim this year to meet pupils needs in Literacy, Maths and language development alongside parental engagement and personal social skills/6Rs curriculum.



The planned developments will incorporate further spending on literacy interventions – primarily writing and continued focus on spelling as these have been shown to need further focused work.

We continue to spend on Maths and Reading training and support in areas where adults need further skills and training.

TLA training from experienced staff in house is proving to be very effective – this continues on a three weekly basis.

The 6Rs small groups started in November 2014 have been set up to further support the PSHE element of the work with PP children. These have resources aimed at building resilience, resourcefulness, readiness to learn, reflectiveness, responsibility and reasoning. TLAs trained in

this work and under supervision and guidance from our Family Support worker will meet disadvantaged pupils weekly to build on these skills to take back in to the classroom.

We have now implemented 'Talk4writing' as a tool for improving Literacy and language in development in the coming year across KS1 from EYFS. The whole staff were trained in January 2016. We are building on this during 2016/2017 with further training and layering up resources across the school. We have now appointed a lead practitioner who will have access to funds to support this development.

Funding continues for a part time TLA in Yr2 this year primarily for reading support for any children falling behind. Our aim continues to be that no child enters Yr3 below ARE in reading so that they are not disadvantaged.

Our acquisition of a teacher of dyslexia has enhanced our knowledge and enabled us to better support pupils with this difficulty. We are also using her to train us and support families along their journey. She continues to work with us in up-skilling teachers and TLAs in the team in their understanding of the complexities of spelling and language. The money spent here has proved invaluable.

The new Read Write Inc spelling programme bought with PP funds has had a massive impact on the spelling across KS2 (results can be viewed in school) – this programme continues to be funded by PP and English budget. We are developing this further down the school as we move into 2017 so that we ensure early knowledge is sound.

The SLT began their mentoring programme with year 5 and 6 PP pupils last November – children received fortnightly support and encouragement from a member of the team who sought ways to engage and enthuse them in their learning and in extra-curricular opportunities. This will continue in a more structured and formalised manner.

The Pupil Lunch helpers have been funded by PP and are kitted out in uniform and equipped to support youngsters in the lunch hall daily. They are mentored by the HT and overseen by the lead lunch supervisor. Raising self-esteem and elevating their position in school to boost potential. This has been a fabulous group and this will continue in 2016/2017.

Training and resources on Growth Mindset have played a part at the outset this year and will be a continual thread through school. We are encouraging our youngsters to become more resilient, embrace mistakes as opportunities to learn more and reflect that they can't do it YET and not give up. We are exploring character education into the next year and looking into the THRIVE project which we believe will have a significant impact on the way we view our vulnerable youngsters.

We have once again set aside staff training days this year to run more effective parental consultations (learning conversations). Based loosely on the AFA model we are developing closer relationships and including families in deeper conversations about learning. Pupils are invited and PP families targeted so that the best outcomes can be achieved.

Family cookery and Family art clubs were introduced this year to support families to work together with the school and enjoy activities on site with their children. Any funding issues will be addressed for PP families through the grant. We are continuing and growing these opportunities as we move into 2017.

\*The '**Whatever it takes**' ....**WAVES** of support and individual plans can be viewed in school.