

BCPS Pupil Premium 2016-17

Statement in Regard to Pupil Premium Funding

All members of staff, governors and teaching assistants accept responsibility for our pupils and are committed to meeting their pastoral, social and academic needs. This is an essential, integral part of the development of the whole school community at BCPS.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their peers. The premium is provided in order to support these pupils in reaching their full potential.

The Government have used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil who have been eligible for Free School meals in the last six years. Schools also receive funding for pupils who have been looked after continually for six months and a smaller amount for pupils of services personnel.

Next steps 2016-17;

Number of pupils and pupil premium grant (PPG) received 2016-2017	
Number of pupils on roll (January Census statutory school age)	402
Total number of pupils eligible for PPG	239
Amount of PPG received per pupil	£1320
Total amount of PPG received	£308,880

The attainment of pupils receiving the Pupil Premium Grant (PPG) is still below that of those pupils not receiving PPG especially in Reading and Writing. The PPG will be used in the following ways:

- Reading support
- Group interventions with a qualified teacher in Year 6
- HLTAs to support classes for a three way split to target PP pupils
- Percentage of the cost of trips and enrichment activities including visitors to the school
- External consultants to support quality first teaching and learning in Maths and English
- Free Breakfast Club provision
- Music peripatetic teacher for music sessions

BCPS Pupil Premium 2016-17

- Speech and Language Therapist to support children at risk of speech and language delay
- TA to support the work of Speech and Language therapist and build capacity
- Family Support Worker
- Cooking teacher

Measuring the impact of PPG spending 2015-16

Impact to date has been:

- ✓ 8 children did RR in 2015-16 and all 8 children made good to outstanding progress with their reading.
- ✓ Three way split of Year 2 classes contributed to improved progress and attainment at end of Key Stage 2 assessments.
- ✓ TA to support reading in KS1. She worked with 19 children over academic year, to improve reading levels and close the gap between them and their peers. All children made good to outstanding progress.
- ✓ HLTA supported in Year 1 to ensure that children were ready for Year 2, assisting teacher to support children to develop learning skills and running additional intervention where needed.
- ✓ A second HLTA was placed in Year 6 to support children who were working below national standards. The HLTA worked closely with teacher to plan and deliver personalised learning opportunities. The children all made good to outstanding progress in Writing.
- ✓ Year 6 residential resulted in increased levels of confidence. Children attempted team building tasks and teachers reported children's ability to work together effectively and collaboratively had improved. This year, all children (except 1 child) attended the Year 6 residential which took place at the start of the year, and was hugely successful in supporting the children to develop their confidence and team building skills. Staff also use the experience to remind children how they can try new things and succeed in challenging situations.
- ✓ Enrichment activities – a variety of enrichment activities this year included plays, visitors to school (School Nurse – Head Lice Awareness and Healthy Eating, Police PROTECT Workshops), Forest School for children who need to build independent learning skills. These inputs have ensured children can talk knowledgeably about how to stay safe outside of school, and raised aspirations – as one child said 'I want to be a Police Officer when I grow up.' after the Police PROTECT workshops.
- ✓ Lexia – massive increase in application of phonic knowledge for those children who have struggled with phonics historically. Impact in Upper KS2 – the focus being Years 5/6, but also Year 4. An average of good to outstanding progress across the board.
- ✓ Stories for writing was purchased and used with lower ability children across KS1 and 2. The six LA children from Year 5 and 6 gained a broadened experience of genre and narrative, improved Speaking and Listening skills as it was orally based. Allowed them to be creative through role play through scaffolded learning with small steps which were manageable for the targeted pupils.
- ✓ Barbara Carr – Over Summer Term 2016, progression in maths across KS1 and 2 improved significantly compared to Autumn 2015. Barbara's input into Year 2. Maths

BCPS Pupil Premium 2016-17

planning and teaching supported staff to achieve just above national in maths. It was evident that strategies taught by Barbara had been used by children during their SATs assessments.

- ✓ Barbara has trained TAs across the school so that improved subject knowledge impacts on children's learning in lessons and group work. She has also worked and planned with all teachers to ensure progression across units of work.
- ✓ Breakfast club numbers grew from the beginning of September 2015 to over 130 per morning by the end of the academic year. This meant that more children started the day ready to learn and settled for school.
- ✓ Children have been taught musical notation and chords in Years 3-6, learning how to play the ukulele. Children are now able to play songs and tunes with support and can describe chords. These children feel more confident and able to try new things, and have had the opportunity to perform in front of their peers and parents in musical recitals and performances at school to celebrate our learning in certain topics, or to sing Carols at Christmas to parents outside school.
- ✓ Good impact was seen with the support from the Speech and Language therapist with early identification and referral of children with speech and communication needs. Work has included direct work with children, staff training, parent workshops and preparation of materials for parents. All the children she worked with have made progress with their communication skills, enabling them to access the curriculum more easily, and diminish barriers to learning.
- ✓ Through the use of a joint art project, children exported their 'learning powers'. Collectively, the children created works of art themed around learning powers and the traits of independent learners. This culminated in the creation of a mural in the school library, which showcases our children's understanding of what it means to be an independent and effective learner.
- ✓ The fantastic cooking lessons from the Nursery to year 6 has provided children with the opportunities to apply skills used in maths to real life situations. The small group work ensured our children got quality support to develop life skills, as well as apply maths skills to every day real life situations. It also educates our children on healthy eating and lifestyles, and where food comes from.