

Breckon Hill Primary School Pupil Premium Report Summer Term 2017

The Pupil Premium is additional funding given to schools based on the number of children who have been registered for free school meals (FSM) at any point during the last six years (known as Ever 6), children who have been in care for more than six months and children who have a parent serving in the armed services. The Department for Education state it is for schools to decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils within their responsibility.

Number of pupils and Pupil Premium grant (PPG) received Effective Date: April – August 17	
Total number of pupils on roll	574
Total number of pupils eligible for PPG	196
Amount of PPG received per pupil	1320
Total amount of PPG received	258,720 - £1900 deprivation fund = £256,820
Total PPG expenditure this term (Summer term = 5 months)	153,632

Summary of Pupil Premium Grant Spending	
Objectives in spending PPG:	
To increase progress, attainment and attendance of all disadvantaged children and benefitting other children where appropriate.	
<ul style="list-style-type: none"> • We ensure that teaching and learning opportunities meet the needs of all of the pupils. • We recognise the work of research such as that produced by the Sutton Trust and Ofsted and use its findings to enhance pupil learning outcomes. • We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed. • In making provision for socially/emotionally disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially/emotionally disadvantaged. • We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged. • Pupil Premium funding is allocated following a needs analysis to identify priority classes, groups or individuals. Funding and resources are always limited which means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time. • Our work through the Pupil Premium is aimed at accelerating progress moving children to at least age related expectations and ensuring all children reach their full potential. Initially this is in English and Maths. 	
The school has identified the following barriers to learning:	
<ul style="list-style-type: none"> • Minority ethnic/faith groups • Children with medical needs • Children who are at risk of disaffection or exclusion • Children who are from families who are seeking asylum • Children who are the victim of neglect and/or physical, emotional and sexual abuse 	<ul style="list-style-type: none"> Children who need support to learn English as an additional language Gifted and talented children. Children who are from socially disadvantaged and deprived families Children suffering from emotional and mental health issues Children with complex needs

- Children with moderate/severe or specific learning difficulties
- Children with a diagnosis such as autism, ASD, ADHD, foetal alcohol syndrome
- Children with genetic conditions such as Down Syndrome
- Children who do not attend school regularly
- Children of parents/carers who do not engage with school

- Children who take long holidays abroad
- Children who have physical disabilities
- Looked After Children
- Children who move school during their school year

Pupil Premium Grant (PPG) Allocation for 2016/17: The Governors targeted the PPG to,

- Reading Recovery & Numbers Count Teachers
- Additional teachers working in Y6, Y5, Y3 & Y1 reducing class sizes for English and maths
- Intervention groups led by teachers and teaching assistants
- After school small group tuition
- Additional staffing in early years, TA3 & TA2 to deliver interventions in KS1, TA to deliver reading intervention in Y3 & Y4
- Homework clubs
- Attendance support
- DIRT – Dedicated time for teacher/pupil feedback
- Support the costs of residential and Education Visits to ensure all children can attend and therefore enhance their experiential curriculum.
- Specialist visitors to the school to provide curriculum support and therefore enhance the curriculum.

Outcomes to date:

Pupil Premium attendance has continued to improve. 2015 94.2% 2016 94.5% 2017 95%

Phonics	2016	2017	EYFS GLD	2016	2017
	53%	61%		39%	43%

Provisional data until we get the final data in November.

Children reaching the expected standard at the end of KS2

	Reading	Writing	Maths	Combined	GPS
2016 Data	47%	38%	62%	34%	70%
Provisional 2017 Data	58%	70%	72%	48%	70%
Provisional 2017 National	71%	76%	75%	61%	77%
Children from Reception (34)	65%	82%	74%	53%	79%
Greater Depth (64 chn)	3%	14%	19%	3%	17%
Pupil Premium (29)	62%	52%	62%	48%	66%
Non Pupil Premium (35)	54%	60%	80%	49%	74%

Children reaching the expected standard at the end of KS1

	Reading	Writing	Maths	Combined
2016 Data	55%	31%	48%	24%
2017 Data	39%	38%	44%	26%
Provisional 2017 National	76%	68%	75%	64%
Children from Reception (49)	45%	41%	49%	27%
Greater Depth (69 chn)	16%	13%	13%	9%
Pupil Premium (28)	50%	40%	47%	27%
Non Pupil Premium (41)	31%	36%	41%	26%

PROGRESS from KS1 – KS2:

	Reading	Writing	Maths
2016 all children	-0.1	-1.4	+2.8
Core Pupil Premium (children from Reception)	-0.1	-0.5	+2.3
2017 all children	-0.7	+2.9	+1.8
Core Pupil Premium (children from Reception)	-0.9	+1.8	-1.1

Pupil Premium Grant (PPG) Allocation for 2017/18: The Governors have targeted the PPG to,

- Reading Recovery teacher (1 term)
- Additional teachers working in Y6, Y5, Y3 reducing class sizes for English and maths
- Intervention groups led by teachers and teaching assistants
- After school small group tuition
- Additional TAs in early years
- TA to deliver reading intervention in Y3 & Y4
- Additional TA support in KS1
- Homework clubs
- Attendance support
- DIRT – Dedicated time for teacher/pupil feedback
- Support the costs of residential and Education Visits to ensure all children can attend and therefore enhance their experiential curriculum.
- Specialist visitors to the school to provide curriculum support and therefore enhance the curriculum.

Record of Pupil Premium Provision				
Academic Year 2016 – 2017		Term –Summer term 2017 (Supplementary impact reports are available from the DHT)		
Project	Objective	Cost	Outcome	PP
Year 6 Additional Teacher for Maths & English Intervention sessions during assembly times After school tuition	To provide an appropriate differentiated curriculum across year 6, making smaller group sizes.	13,550	The % of all children on track to be working at age related expectations by the end of the year increased. R from 27% to 58% W from 21% to 70% M from 22% to 72% Combined from 15% to 48%	43%
	To support children in reaching ARE and increased progress.	609	PP children	75%
		2,060	R from 21% to 62% W from 21% to 52% M from 18% to 62% Combined from 14% to 48%	88%
		16,224		
Year 5 Additional Teacher for Maths & English Intervention sessions during assembly times After school tuition	To provide an appropriate differentiated curriculum across year 5, making smaller group sizes.	17,892	The % of all children on track to be working at age related expectations by the end of the year increased in Maths from 25% to 44%	55%
	To support children in reaching ARE and increased progress.	683	PP children Maths from 25% to 36%	
		824	The expected progress by the end of the Summer term would be 6 steps. PP children 19% have made 7 or more steps progress in Reading. 32% in Writing and 53% in Maths.	75% 88%
		19,399		
Year 4 Additional Teacher for Maths & English Intervention sessions during assembly times Additional TA1 x4 mornings per week After school tuition TA1 Boosting Reading Potential Homework club	To provide an appropriate differentiated curriculum across year 4, making smaller group sizes.	15,221	The % of all children on track to be working at age related expectations by the end of the year increased. R from 28% to 52% W 22% to 40% M 28% to 40% Combined 22% to 36%	41%
	To support children in reaching ARE and increased progress.	683	PP children	75%
		1,942	R 17% to 40% W 10% to 28% M 17% to 36% Combined 10% to 28%	
		824	The expected progress by the end of the Summer term would be 6 steps.	
		2,398	PP children 77% have made 7 or more steps progress in Reading. 73% in Writing and 73% in Maths.	
		452	3 children received BRP. One child made 6 steps progress, one child 3 steps and the third child 2 steps.	100%
		21,520		
Year 3 Additional Teacher for Maths & English Intervention sessions during assembly times After school tuition	To provide an appropriate differentiated curriculum across year 3, making smaller group sizes.	20,295	The % of all children on track to be working at age related expectations by the end of the year increased. R from 49% to 75% W from 28% to 57% M from 43% to 52% Combined from 21% to 50%	36%
	To support children in reaching ARE and increased progress.	609	PP children	75%
		824	R from 39% to 79% W from 19% to 50% M from 31% to 50% Combined from 12% to 46%	
		21,728	The expected progress by the end of the Summer term would be 6 steps. PP children 63% have made 7 or more steps progress in Reading. 67% in Writing and 70% in Maths.	100%

<p>Year 2 Additional TA for intervention Intervention sessions during assembly times Every Child Counts programme</p>	<p>To target new to English children and support children in reaching ARE and increased progress. To enhance the progress of the children in U&A and number skills.</p>	<p>6,390 683 7,862 14,935</p>	<p>Writing improved by 7% on previous year. The expected progress by the end of the Summer term would be 6 steps. PP children 7% have made 7 or more steps progress in Reading. 17% in Writing and 21% in Maths. SANDWELL TEST IMPACT: 100% (11 children) 6m+ 91% (10) 9m+ 82% (9) 10m+ 73% (8) 11m+ 55% (6) 12m+ 45% (5) 14m+ 27% (3) 19m+ 9% (1) 20month</p>	<p>40% 75% 64%</p>
<p>Year 1 Additional Teacher & TA Intervention sessions during assembly times Every child a Reader</p>	<p>To target new to English children and support children in reaching ARE and increased progress. To enhance the Reading progress of children in Year 1 who are working behind Age Related Expectations.</p>	<p>5,324 455 19,555 25,334</p>	<p>In Sept 16 we had low numbers of children who were ready to access the Y1 curriculum. This has now increased and the children on track to be age related by the end of the year has increased from All children – R 50% to 62% W 40% to 53% M 51% to 55% Combined is currently 48% PP children - R 48% to 52% W 39% to 47% Combined is currently 48% 5 children received this support. 4 of them have now reached age related expectations by the end of Y1.</p>	<p>31% 75% 100%</p>
<p>Reception Additional TA Positions</p>	<p>To ensure additional adults are available to meet the needs of the children.</p>	<p>4,751</p>	<p>GLD increased from 39% to 43%</p>	<p>FSM 7%</p>
<p>Education Welfare limited</p>	<p>To target children with below 90% attendance</p>	<p>£2,667</p>	<p>Pupil Premium attendance has continued to improve. 2015 94.2% 2016 94.5% 2017 95%</p>	
<p>DIRT Dedicated intensive response time</p>	<p>To enable teachers to spend 1-1 quality feedback time with the pupils</p>	<p>5,074</p>	<p>Individual feedback has been given to pupils and the impact of this is evidenced in the improvements in the children's work in their books and the increased % of children working at ARE.</p>	
<p>Seahouses Residential</p>	<p>Children to the experience a residential</p>	<p>2,000</p>	<p>This was an opportunity for the children to develop independence, confidence and resilience.</p>	<p>70%</p>