

Thomas Bullock Church of England Primary Academy



CONTEXT

Pupil Premium Introduction.

The Pupil Premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of students on roll known to be currently eligible for Free School Meals or who have claimed within the last 6 years, as well as students who have been looked after continuously for more than 6 months by the Local Authority. Children of members of the armed forces are also entitled to this funding. All schools are required to report on the amount of funding and how this is being used.

Principles

At Thomas Bullock we organise teaching so that teachers are able to teach to their best ability and therefore enable all children to make at least expected progress. therefore, some of our Pupil Premium funding is used to enable Good teaching first.

Extra provision is made for Pupil premium children in a number of ways including the deployment of teaching assistants to deliver differentiated support in class, accelerated learning sequences and interventions where required.

We recognise that not all children who receive the Pupil Premium Grant (PPG) will be socially disadvantaged and we also recognise that not all children that are disadvantaged receive the Pupil Premium Grant.

Given this, we will carefully track how well Pupil Premium Grant children are achieving as a group compared to their peers both locally and nationally

Pupil Premium key objectives:

- Increase confidence both socially and academically through a range of activities.
- Improve ability to develop strong relationships with children and adults.
- Improve progress in reading, writing and maths.
- Improve the capacity of parents to support their children for home learning.

- Provide experiences that go beyond in school experiences in order to raise ambitions, aspirations and the children's understanding of the wider world.

Funding 2015 to 2016 was £60,000

Employ Teaching Assistants with Focus on Pupil Premium Children Preparation and planning time for Pupil Premium TAs	Student and Family support Team HLTA	4168
	Accelerated learning intervention TA	9769
	In class TA support	11415
	SENCo/ SAFs team leadership	4042
Outdoor development project	Purchase development support 1 day per week.	3500
	Train teacher to Forest schools level 1	1000
	SAFs team training & release time	6000
Subsidising school trip costs	Residential, museum trips, London etc Membership of Children's university strategy.	1000
Breakfast club	Employ two TAs and pay for equipment and food	6000
Training	Edison training for SAFs team leader plus termly visits to support in school development of all members of SAFs team. This includes cost of teacher release from class.	2000
		6000
Services from Cluster	Parent Support Advisor, Child counselling	2000
Children's university		300
Whole School activity/ culture days	Resources and financing TA hours,	1000
Total		£58,194

Attendance of Pupil Premium Pupils from September 2015 to July 2016; 94.99%

Authorised Absence of Pupil Premium Children from September 2015 to July 2016; 4.45%

Unauthorised absence of Pupil Premium children from September 2015 to July 2016; 0.56%

Impact of Pupil Premium Strategy and Spending; 2016 KS2 Attainment Data

The following data sets are all taken from RAISE online and are for our Year 6 cohort of 2015- 2016.

Dis = Disadvantage/ Pupil Premium children.

All = All children including Pupil premium and SEN children.

<u>Reading attainment</u>	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	2	1	7	2	3	0
Score	-0.96	1.04	3.81	1.16	4.14	-
National	0	0.36	0	0.35	0	0.30
Difference	-0.96	0.68	3.81	0.81	4.14	-
Rank			11		10	-

In reading Pupil Premium children were better than national Pupil Premium for both Low and Middle attainers. In reading all Pupil Premium children outperformed the all category pupils.

<u>Writing attainment</u>	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	2	1	7	2	3	0
Score	-1.60	-1.60	4.19	4.56	6.15	-
National	0	0.34	0	0.10	0	0.11
Difference	-1.60	-1.94	4.19	4.46	6.15	-
Rank			7	5	5	-

In writing Low attaining Pupil Premium children were below national Pupil Premium children but middle attaining Pupil Premium were significantly above national Pupil Premium.

In writing low attaining Pupil Premium were below the national all Pupil Premium children.

In writing middle attaining Pupil Premium were significantly above the national all Pupil Premium children.

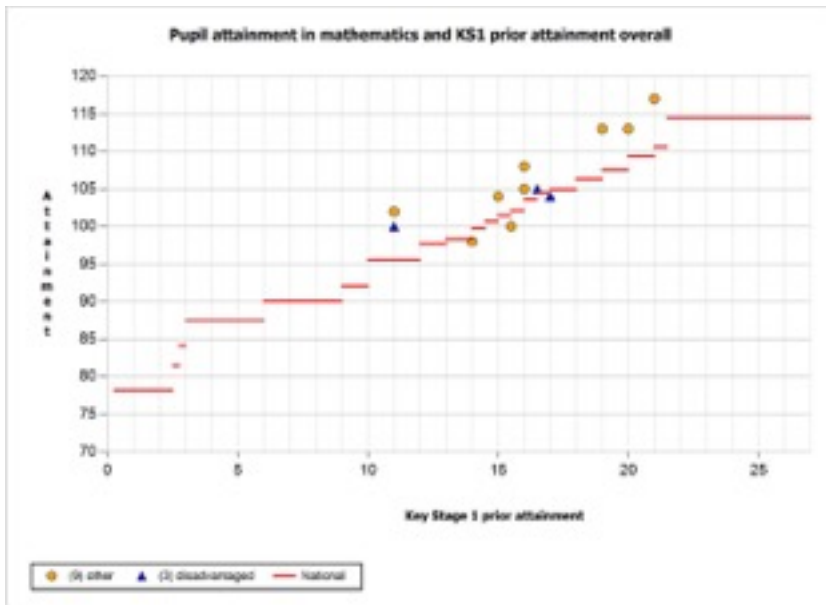
<u>Maths attainment</u>	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	2	1	7	2	3	0
Score	5.4					
National	5	4.45	0.57	-0.24	5.16	-
Difference	0	0.45	0	0.26	0	0.17
	5.4					
	5	4.00	0.57	-0.49	5.16	-
Rank	14				4	-

In maths low attaining Pupil Premium were significantly above the national Pupil Premium children.

In maths low attaining Pupil Premium were significantly above the national all Pupil Premium children.

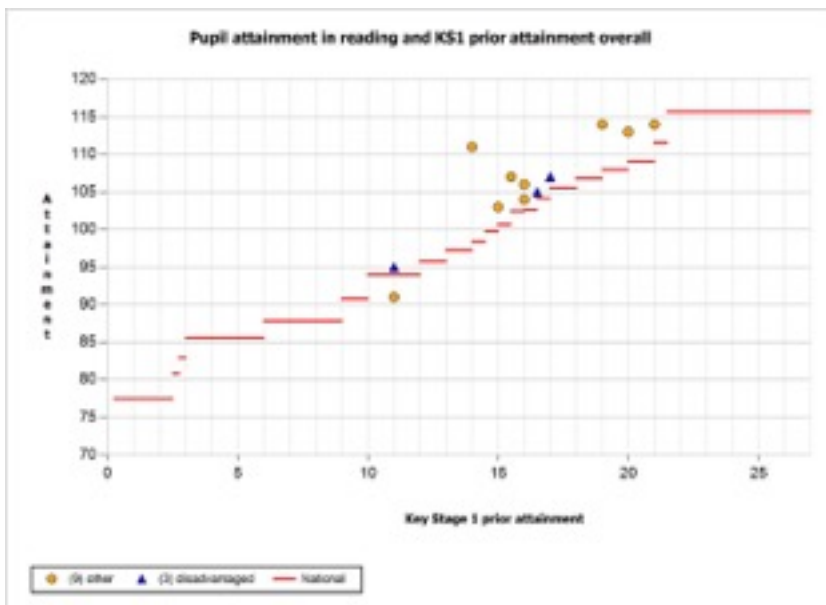
In maths middle attaining Pupil Premium were in line with the national Pupil Premium children and the all group Pupil Premium children.

The combined reading, writing and maths pass percentage for Pupil Premium children was 67% compared to 60%



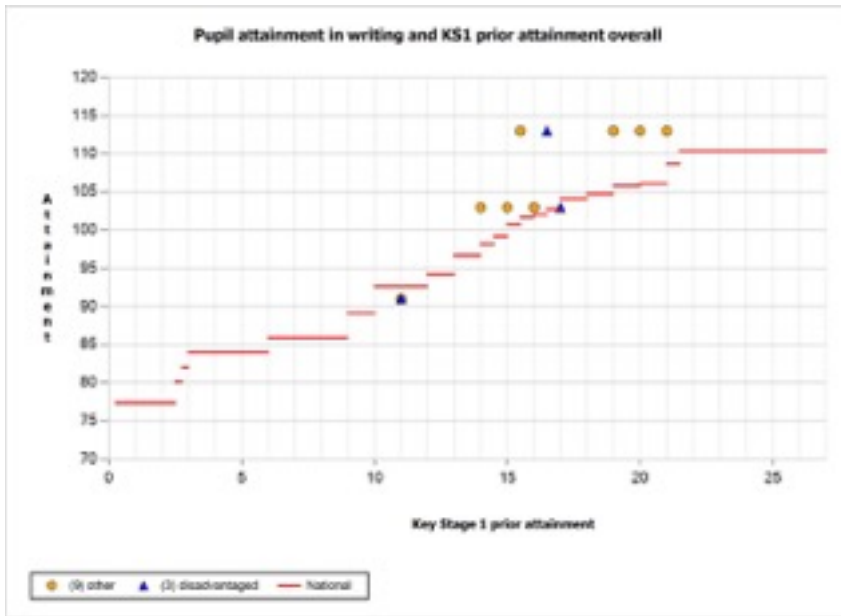
The chart to the left indicates that 2/3 of our pupil premium children made similar to better progress than the all group nationally based upon their starting points in maths with 12 making the same amount of progress as those nationally.

Our Pupil premium children made similar or better progress to our non pupil premium children. The gaps in attainment stand broadly the same between Pupil premium and non pupil premium children.



The chart to the left indicates that all of our pupil premium children made better progress than the all group nationally based upon their starting points in reading.

Our Pupil premium children made similar progress to our non pupil premium children with two children closing the gap in attainment.



The chart to the left indicates that 2/3 of our pupil premium children made equal or better progress than the all group nationally.

1/3 progressed by the same amount and 1/3 made slightly less progress based upon their starting points in writing.

Two of our Pupil premium children made similar progress to our non pupil premium children. 1 pupil premium children did not make as good progress as non pupil premium children and therefore did not close the gap in attainment.

Pupil Premium Point Scores from KS1 to KS2 for Year 6 15-16

Pupil Prem child	Reading		Writing		Maths	
	KS1	KS2	KS1	KS2	KS1	KS2
1	11	95	11	93	11	100
2	16.5	105	16.5	111	16.5	105
3	15	107	15	106	15	104

Analysis

In maths all children have made better than expected progress.

In writing 2 of the 3 children have made better than expected progress and 1 has not made expected progress.

In reading 2 of the 3 children have made better than expected progress and 1 has not made expected progress.

The more able child of the three has made good progress and reached a higher level of attainment in all three subjects.

The combined percentage of children that have achieved the expected standard is 66% compared to 53% of all pupils nationally.

Maths In School Data Progress from KS1 Baseline to Nov 1st 2016

Year	% ARE progress Whole class		% ARE progress Boys		% ARE progress Girls		% ARE progress Pupil Premium		% ARE progress FSM		% ARE progress SEN	
	%	VA	%	VA	%	VA	%	VA	%	VA	%	VA
3	96	100.9	100	100.7	83	101	100	100.8	100	101	75	99.5
4	95	104.6	100	106.9	90	101.8	80	100.4	0	98	100	104
5	100	102.5	100	101.7	100	102.9	100	103.5	100	103	100	102
6	96	103.9	80	104.9	100	103.2	100	103.1	100	103.3	100	115.5

Reading In School Data Progress from KS1 Baseline to Nov 1st 2016-1

Year	% ARE progress Whole class		% ARE progress Boys		% ARE progress Girls		% ARE progress Pupil Premium		% ARE progress FSM		% ARE progress SEN	
	%	VA	%	VA	%	VA	%	VA	%	VA	%	VA
3	100	104.4	100	105	100	104	100	104.4	100	103	100	102.5
4	95	104	92	105.4	100	102.4	94	104.7	95	104	100	102.6
5	100	102.8	100	102	100	103.2	100	102.3	100	102.8	100	102
6	96	103.78	90	104.5	100	103.23	93	104	96	103.7	100	114.5

Writing In School Data Progress from KS1 Baseline to Nov 1st 2016-1-1

Year	% ARE progress Whole class		% ARE progress Boys		% ARE progress Girls		% ARE progress Pupil Premium		% ARE progress FSM		% ARE progress SEN	
	%	VA	%	VA	%	VA	%	VA	%	VA	%	VA
3	88	100.9	91	100.1	87	101.4	80	100.4	50	99	50	99
4	73	102.2	32	103.9	80	100.2	80	99.6	100	100	100	101.3
5	100	102.9	100	102	100	103.3	100	103.7	100	103	100	102.6
6	96	104.1	90	104.9	100	103.5	100	103.7	100	104	100	114.5

The 3 tables contain teacher assessment data. This is a combination of data resulting from formal tests and the ongoing assessments teacher's make of children during their learning.

The three tables demonstrate that the progress being made by our KS2 pupils continues to be positive and that Pupil Premium children continue to perform at least as well as all other pupils in reading, writing and maths.

Progress of SAFS referral to Family Support Worker - since End of KS1

Year & No. Pupils	% ARE progress Reading		% ARE progress Writing		% ARE progress Maths		National % ARE progress All children
	%	VA	%	VA	%	VA	
3 (1)	100	106	100	100	100	100	0
4 (4)	100	103	100	101	100	102	0
5 (3)	100	104	100	104	100	104	0
6 (4)	100	108.2	100	109.5	100	108.2	0

The table above contains the progress data of KS2 children who have been referred to our Student and Family Support team resulting in working alongside our Family support worker. The sessions that the children and their families take part in, often involve setting targets for home and school over a period of weeks and sometimes months.

This group is a mix of pupils ranging from high achievers to SEN and Pupil Premium. They are referred to the SAFS team if it is felt that there is a developing barrier to their progress.

These are our most vulnerable pupils and often include Pupil Premium children.

The table demonstrates the impact of this particular strategy with all pupils making Value added progress of at least 100.

Pupil Premium Strategy 2016-17

Total funding for 2016 - 2017; 52,000

Strategy	Intended Impact and outcome	Costings	Personell	when to begin and frequency
Breakfast club; daily session which is free. Children attend by invite only after referral from class teacher.	Social skills, confidence, self esteem to grow. Increased friendships. Increased independence in looking after self. Opportunity to complete home learning, practise reading and maths skills. Better than national progress and attainment data.	£2800; staffing of 1 TA, £1200 for resources such as food Total £4000	ET to deliver the club. JW to monitor costs. DW to monitor impact.	Start Sept 2016 Daily
School Trips; All pupil premium children to attend all trips with family supported with the cost of the trips. PM to meet with parents to discuss costs if the costs are proving to be a barrier.	Social skills, confidence, self esteem to grow. Increased friendships. Aspirations and ambitions rise. Greater awareness of the wider world and the opportunities available. Greater number of experiences and real experiences in which to practice and embed learning. Better than national progress and attainment data.	Exact amount Unknown as knowledge of the amount of parent support required is not available until the trip has to be paid for. However, the Thomas Bullock Trust Fund also help us fund this strategy. Budget of £1560 (39 pupils x £40 av. trip cost)	PM to monitor costs. DW to monitor impact.	Start sept 2016. At least two trips per class. Residential for year 4,5,6.
Family school resources; families supported in purchasing school focussed resources for their children. PM to offer this option to families as the need arises.	Self esteem and confident increases. Fewer barriers to learning in class. Better than national progress and attainment data.	Unknown cost as this strategy is used only when the need is identified. Budget for £1000	PM to monitor costs. DW to monitor impact.	Start September 2016. Delivered on a per need basis.
Strategy Games club; Weekly games club by invite only to encourage children to develop social skills at school and home.	Social skills, confidence, self esteem to grow. Increased friendships. Children take home games and play with family. Strategy games are the focus so improved reasoning, logic and strategic thinking. Better than national progress and attainment data.	Cost of teacher; £755 Cost of games £100	DW to lead and monitor impact.	Start September 2016 weekly.
Play leaders; develop play leaders in upper KS2 to lead games for other children at dinner time, to include Pupil Premium children	Increased confidence, higher aspirations, increased friendships, improve organisation skills, greater independence, improved strategic thinking and reasoning. Better than national progress and attainment data.	Cost of TA to develop play leaders; £550 (hourly rate twice per week) Play time resources; £300	TA TBD.	Start Spring 2 half term. Play leaders to act 2-3 times per week.

Family Support worker; Experienced HLTA to meet with children and families with focus on how to break down barriers to progress.	Children & families who face barriers to making progress meet with JH. They complete a process of target setting that is lead by the child and based on the wishes and needs identified by the child. This also has the potential to “sign post” families to local offer support. Individuals make better than the national progress and attainment.	Cost of HLTA time; £1100	DW & PM to monitor JH performance and impact on children.	Start September 2016 Delivered on a per need basis.
SAFs team leader; Manages the referrals of children to the various strategies.	Central point for all staff and parents to contact in order to raise concerns about the progress, health and well being of children leading to a child taking being placed into one of the support strategies. Better than national progress and attainment data.	Cost of SAFS leader; £4000 Cost of SAFS training & support from EDISON; £1666 Total; £5666	DW to manage referrals.	September 2016. Ongoing leadership.
Pupil Progress meetings; Half termly meetings between every teacher and the SENCo, English & maths leader with a specific focus on progress of Pupil Premium children.	Improved progress in any subject resulting from in class strategies, interventions or referral to SAFS team leading to inclusion in a PP strategy. Better than national progress and attainment data.	Cost of Supply teacher to release class teachers; £1200	SN, AP, CW to lead meetings.	Start October 2016. Half termly.
Achievement Team meetings; Half termly staff meeting including TAs to focus on an area of school development which results in referrals to SENCo and SAFS leader.	Improved progress in any subject resulting from in class strategies, interventions or referral to SAFS team leading to inclusion in a PP strategy. Better than national progress and attainment data.	Cost of including TAs in the staff meeting assuming at least 6 attend each meeting (the average so far) £300	DW & CW to manage referrals.	September 2016. Half termly.
Lesson plans and in class identification; All lesson plans to identify the PP children. Children’s books to indicate which children are PP.	All staff highly aware of who the pupil premium children are in order to ensure they provide appropriate support. Individuals make better than the national progress and attainment.	No cost.	Class teachers. pM to monitor planning.	Start September 2016.
STEM Group; Weekly STEM based activities for KS2 high attainers which includes some of the Pupil Premium children.	Improved confidence, self esteem, reasoning and strategic thinking resulting in higher attainers achieving their potential. Better than national progress and attainment data.	Cost of teacher to lead STEM; £900 Cost of STEM resources; £200 total; £1100	SN to deliver STEM sessions.	Start September 2016 weekly.
IT lending system; Tablet devices lent out to parents who have limited IT at home with Pupil Premium children having first refusal.	Children have the ability to support their home learning, access the wider world, access to wider reading materials. Individuals make better than the national progress and attainment.	cost of replacing 3 tablets for the year; £300	DW to manage lending system.	Start September 2016. Deliver on a per need basis.

Teaching assistants to deliver interventions, in class support & Accelerated learning sequences	All children including Pupil Premium children keep up - no catching up resulting in above national average percentage of PP pupils achieved age related expectations. Better than national progress and attainment data.	28,254 £	All class teachers.	
Library refurbishment and refresh.	More attractive and enticing room with a wider range of books for all children to encourage a love of reading Better than national progress and attainment data in reading and writing.	Total cost of Refurb - £14000 which is a cost of £85 per child which equates to £3315 for Pupil Premium children.	AP	
Admin support worker	Assist teachers and School finance manger resulting in less admin work and more time spent on teaching. Better than national progress and attainment data.	Cost; £2500	All class teachers.	
Maths games for home	Selection of maths games that children can take home to play with their families and on their own resulting in improved using and applying of learnt maths skills. Better than national progress and attainment data.	1000 £	SN	

