

Annual Pupil Premium Report 2017-2018

Evaluating the Effectiveness of Broadway East First School's Provision for Pupils receiving Pupil Premium

The Annual Pupil Premium Report should be read in consultation with the Pupil Premium Strategy 2017-18.

Context:

Broadway East First School is a 'good' school (Ofsted, March 2018) and we consider our school to be a happy and vibrant place where children become excellent learners as they develop and grow. Our outcomes show that the children in our school make excellent progress in their five years with us.

Our recent Ofsted inspection recognised the improvements made in the quality of teaching across the school and the resulting acceleration of progress for all children, including those who are disadvantaged:

“The quality of teaching continues to improve because of your resolute focus on this aspect of the school's work and the range of personalised staff training and development provided. This improvement in the quality of teaching and a sharper focus on pupils who may be at risk of falling behind are accelerating the progress that pupils make in their learning. This is particularly the case for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities.” (Ofsted letter, March 2018).

Broadway East First School is part of the Gosforth Schools' Trust which is a partnership of ten schools and one school partner from the North East sector of Newcastle upon Tyne and Newcastle City Council. For many years the eleven schools have successfully worked together and this was formalised with the formation of the Trust in 2014. The Inclusion Leaders across the Trust are starting to work together more closely, with the aim of sharing of good practice, resources and strategies in order to further improve the provision and the outcomes for disadvantaged children.

Pupil Premium profile of the school of Broadway East First School

Total number of learners on roll: **225 children**

The number of learners receiving Pupil Premium fluctuated across the year, but at the end of the academic year, there were **24 children** (10.7%) receiving PP. Pupil Premium was received as the children met the following criteria:

3 were LAC (12.5%);

2 were Previously LAC (8.3%);

1 was Forces (4.2%);

9 were FMS (54.2%);

4 were Ever 6 (20.8%).

Distribution of the PP population:

Early Years Foundation Stage: Reception: 8.39%

Key Stage 1: 50%

Year 1: 25%

Year 2: 25%

Lower Key Stage 2: 41.6%

Year 3: 12.5%

Year 4: 29.2%

Data

EYFS

Pupils reaching a good level of development

Pupil Premium (1)	0%
All pupils	80%

KEY STAGE 1

Year 1 phonics screen - pupils meeting the expected standard of phonics decoding

Pupil Premium (6)	67%
All pupils	82%

Year 1 - pupils reaching the expected standard

July 2017	PP (6)	All pupils
Reading	50%	75%
Writing	67%	75%
Maths	33.3%	77%

Year 2 - pupils reaching the expected standard

Reading	
Pupil Premium (6)	50%
All pupils	82%

Writing	
Pupil Premium (6)	33.3%
All pupils	73%

Maths	
Pupil Premium (6)	33.3%
All pupils	78%

KEY STAGE 2

Year 3 - pupils reaching the expected standard

July 2018	Pupil Premium (3)	All pupils
Reading	0%	78%
Writing	0%	78%
Maths	33.3%	78%

Year 4 - pupils reaching the expected standard

July 2018	Pupil Premium (7)	All pupils
Reading	71%	87%
Writing	71%	80%
Maths	86%	84%

Pupil Premium attendance 2017-2018:

Average attendance for the whole school population: **96.4%**

Average attendance for PP children: **92.3%**

Nationally, the average attendance is **95.3%** (2016 - 2017).

Attendance has improved and remained the same (within 1%) for most children (14) receiving Pupil Premium, but the low average figure results from unauthorised holidays during term time and one child who was absent after not returning to school in September 2017.

Exclusions: There were no exclusions (permanent or fixed period) of pupils receiving Pupil Premium.

Pupil Premium Outcomes:

- It is important to recognise that it is very small numbers of pupils.
- Outcomes reflect the needs of the pupils. For example, in Year 2 there is a group of children with emerging SEN needs.
- Two of the children receiving Pupil Premium are new to English. Four of the children have SEN in addition to receiving PP.
- Pupil Premium is used to provide additional support to address and support learning. Key examples of this are Reading Intervention (TA hours funded), Homework Club (staff hours funded) and classroom support and interventions (TA hours funded).
- Support is already being given to address the areas of needs. This provision is altered as additional needs are identified or needs changes as the child moves through the school.
- When the children receiving PP are not meeting the expectations for their year group, support will be targeted towards filling the 'gaps' in attainment for the previous year, before the current year's expectations can be addressed. Accelerating process is important and always the aim of the support provided, however consolidating the foundations of subjects especially in Key Stage 1 is essential in order to establish a set of core skills which can be built on as the children move through the school.

Next steps:

- ⇒ On-going monitoring of the effectiveness of interventions.
- ⇒ Write the Pupil Premium strategy for 2018-2019 with reference to the above outcomes.

Date: September 2018