

# Pupil Premium Strategy Report 2016-17

## St Bartholomew's Primary School



### **What is Pupil Premium Funding?**

Each school is given an amount of money to spend, over and above their allocated budget, called Pupil Premium Funding. The funding is extra money to meet the needs of pupils who are socially disadvantaged and at risk of underachievement. It is provided to support these pupils in reaching their potential and to **reduce the difference between disadvantaged and non-disadvantaged pupils.**

### **How is the pupil premium funding allocated to schools?**

The amount schools receive is determined by the number of pupils who have been known to be eligible or are currently known to be eligible for free school meals (FSM), at any Census points in the last 6 years. This is known as "Ever 6 FSM." In addition an allocation is made for pupils who are Looked after Children (LAC), Service Children (children of Armed Forces Services personnel at any time in the last 4 years) and for children adopted from care, or who have left care under a Special Guardianship (SGO) or Residence Order (RO).

### **Who decides how the funding is used?**

Schools can decide how the funding should be used and are trusted to ensure that it is used for the purposes intended. Schools are held accountable for how they use the funding, and performance tables capture the achievement of those pupils covered by the Pupil Premium.

### **What are our school's aims and objectives on spending the pupil premium?**

Our school ethos values and highlights the inclusion of all children. Learning within Christian Values underpins everything we do to promote this. As a staff, we have considered research by the Sutton Trust –EEF Teaching and learning Toolkit (2011) to inform our use of Pupil Premium funding, to strategically support the progress and learning of disadvantaged children. We are aware there are various different barriers, academic and social & emotional, which are challenging for some disadvantaged children.

At St Bartholomew's Primary School we are committed to providing high quality first teaching and learning in all classes. We are committed to ensuring that educational provision meets the needs of all pupils, so every child can make maximum progress and reach their full potential. In addition, some children benefit from individual and small group support and they will be invited to join targeted interventions. We also recognise that some pupils may be subject to multiple disadvantages therefore part of our strategy to **reduce the difference** may include supporting children financially to attend school trips and events. Pupil Premium money will also be spent on improving pupils' social and emotional well-being so that children are ready to learn - learning mentors, nurture groups, individual counselling, free breakfast club sessions or free after school clubs. In making such provision at St Bartholomew's Primary School, we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or eligible for FSM.

### **At our school Pupil Premium funding is used for individuals and groups of pupils identified as:**

- FSM and Ever6 FSM children (Pupil Premium)
- Looked After Children (LAC)
- Children who we know have been adopted from care, or who have left care under a Special Guardianship (SGO) or Residence Order.
- Service children
- Children having been identified as socially disadvantaged / subject to child protection plans or identified as vulnerable

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**School Figures at September 2017**

| Overview of the school - Information based on Census figures | Sept 2016-March 2017 = 7/12 April 2016 | April 2017-August 2017 =5/12 April 2017 |
|--|--|---|
| Total number of pupils on roll                               |  | 192                                     |
| Total number of pupils eligible for PPG                      | 85                                     | 83                                      |
| Total number of pupils eligible for PPG+                     | 6                                      | 6                                       |
| Amount of PPG received per pupil                             | 1320                                   | £1,320                                  |
| Amount of PPG+ received per pupil                            | 1900                                   | £1,900                                  |
| Total amount of PPG received                                 | 112200                                 | 109560                                  |
| Total amount of PPG+ received                                | 11400                                  | 11400                                   |
| Total  | 123600                                 | 120960                                  |
| <b>Total amount for 2016/2017 = £122500</b>                  | <b>£72100</b>                          | <b>£50400</b>                           |

**Significant Vulnerable groups**

| Other Key Vulnerable Groups | %     |
|-----------------------------|-------|
| SEND                        | 17.7% |
| FSM over 6 years            | 43.8% |
| EAL                         | 25.6% |

*(Data from National RAISE & Brighton & Hove City Council)*

**Tracking, Monitoring, Reflection and revision of our pupil premium strategy**

-The progress and attainment of all disadvantaged pupils is monitored closely by class teacher, INCO, Head Teacher, Deputy Head Teacher, Maths coordinator during pupil progress review meeting. Specific provision is put into place to endeavour to reduce the difference between disadvantaged and non-disadvantaged children.

-The impact of interventions is regularly reviewed and reflected on by INCO and the teacher/teaching assistants delivering the intervention. If the intervention is not having a sufficient impact then it is revised to find a more effective strategy to meet needs.

-‘Reducing the gap’ is the overarching theme of the Partnership Schools Development Plan

**Pupil Premium Funding**

Pupil Premium is calculated by the government and allocated to schools on a financial year basis (for the April – March period). As this report is looking at support received and progress made by pupils during an academic year (September – August period), this will include funding received from a proportion of the allocations across two financial years.

| <b>Financial Year (April –March)</b> | <b>National Average Percentage of Ever 6 FSM Pupil Premium Pupils</b> | <b>Percentage of Ever 6 FSM Pupil Premium Pupils</b> | <b>Number of Ever 6 FSM Pupil Premium Pupils</b> | <b>Amount of Ever 6 FSM Pupil Premium Funding</b> | <b>Amount of Pupil Premium funding received for Looked After Children</b> | <b>Amount of Pupil Premium funding received for children adopted from care who have left care under a Special Guardianship or Residence Order</b> | <b>Amount of Pupil Premium funding received for Ever 4 Service Children</b> | <b>Total</b> |
|--------------------------------------|---|--|--|---|---|---|---|--------------|
| <b>2014-2015</b>                     | 26%   | 47%  | 94   | £117486   | 0 @ £1,900 = 0  | 6@ £1,900 = £11400  | 0   | 128886       |
| <b>2015-2016</b>                     | 25.2%   | 45%  | 85   | £112200   | £500  | 6@ £1,900 = £11400  | 0   | 124100       |
| <b>2016-2017</b>                     |   | 43.8%  | 83   | £109560   | 2x £500 =£1000  | 6@ £1,900 = £11400  | £0  |              |

**Performance of Disadvantaged Pupils – KSI Academic Year 2016-17**

| KSI Results<br>Attainment of<br>Disadvantaged Pupils<br>2016-2017<br>23 in the cohort | School Pupil<br>Premium Pupils<br>( 9 pupils) |           | School All<br>Pupils |           | Brighton and<br>Hove Pupil<br>Premium<br>pupils | Brighton and<br>Hove all<br>pupils | National<br>all<br>pupils |
|---|---|-----------|----------------------|-----------|---|------------------------------------|---------------------------|
|   | ARE<br>%                                      | ARE+<br>% | ARE<br>%             | ARE+<br>% |   |                                    |                           |
| % of pupils<br>working at expected<br>standard in reading                             | 44  | 22        | 48                   | 43        | 62.5%   | 76.1%                              | 76%                       |
| % of pupils<br>working at expected<br>standard in writing                             | 33  | 22        | 38.1                 | 13        | 54.4%   | 68.8%                              | 68%                       |
| % of pupils<br>working at expected<br>standard in maths                               | 33  | 11        | 48                   | 35        | 61.0%   | 74.8%                              | 75%                       |
| % of pupils<br>working at expected<br>standard in R,W,M combined                      | 33  | 9.5       | 38.1                 | 9.5       |   | 63.4%                              | 64%                       |

**Analysis**

KSI data is not a true reflection of the picture at school as many KSI children do not apply for FSM due to the government providing FSM under the Universal Free Meals scheme for all KSI pupils and this changes when they go into Year 3 and above.

2 of the 7 PP children are also More Able and the data shows they made 100% progress and 100% attainment in Read, Write, and Maths.

**Phonics Screening**

| Phonics screen Year 1 | School all pupils | School Pupil Premium Pupils | National Pupil Premium pupils | National all pupils |
|-----------------------|-------------------|-----------------------------|-------------------------------|---------------------|
| 2015                  | 83%               | 62                          | 63%                           | 74%                 |
| 2016                  | 64%               | 75%                         | 70%                           | 81%                 |
| 2017                  | 75%               | 73%                         |                               | 81%                 |

Disadvantaged pupils did better than all pupils and exceeded the national average in Year 2 retakes

| Phonics screen Year 2 retakes | School all pupils | School Pupil Premium Pupils | National Pupil Premium pupils | National all pupils |
|-------------------------------|-------------------|-----------------------------|-------------------------------|---------------------|
| 2016                          | 90%               | 89%                         | 90%                           | 91%                 |
| 2017                          | 40%               | 100%                        |                               |                     |

**Attendance**

| Attendance                 | 2015-2016 | 2016-2017 |
|----------------------------|-----------|-----------|
| Non pupil premium children | 92.9%     | 95.62%    |
| Pupil premium children     | 93.9%     | 93.24%    |
| Difference                 | +1%       | -2.38     |

**Performance of Disadvantaged Pupils – KS2 Academic Year 2016-17**

| KS2 Results<br>Attainment of<br>Disadvantaged Pupils<br>2016-2017<br><b>23 pupils in cohort</b> | School<br>Pupil<br>Premium<br>Pupils<br><b>( 15<br/>pupils)</b> | Progress<br>score for<br>PPG | School<br>All<br>Pupils | National<br>Progress<br>for PPG | Brighton<br>and<br>Hove<br>Pupil<br>Premium<br>pupils | Brighton<br>and<br>Hove all<br>pupils | National<br>all<br>pupils | <b>ANALYSIS</b><br>Over half of the class receive pupil premium.<br>The cohort also had a lot of mobility and EAL<br>pupils.  |
|---|---|------------------------------|-------------------------|---------------------------------|---|---------------------------------------|---------------------------|---|
| % of pupils<br>working at expected<br>standard in reading                                       | 64%   | +0.5                         | 68%                     | +0.3                            | 60.9%   | 77%                                   | 71%                       | The disadvantaged pupils performed lower at<br><b>64%</b> achieving ARE<br>1 of the 2 More Able Disadvantaged pupils<br>achieved ARE+<br><b>79%</b> of the disadvantaged children made<br>expected progress from Y2 (KS1).  |
| % of pupils<br>working at expected<br>standard in writing                                       | 71%   | +0.8                         | 68%                     | +0.2                            | 62.2%   | 77.9%                                 | 76%                       | The disadvantaged pupils performed better at<br><b>71%</b> achieving ARE<br><b>86%</b> of the disadvantaged children made<br>expected progress from Y2 (KS1).<br>This means that 2 children didn't achieve<br>expected progress from 2a to ARE+.<br>Our writing results for PP is higher than B&H<br>PP % |
| % of pupils<br>working at expected<br>standard in maths   | 36%   | --2.4                        | 50%                     | +0.3                            | 58.3%   | 74.7%                                 | 75%                       | The disadvantaged pupils performed lower at<br><b>36%</b> achieving ARE.<br><b>36%</b> of the disadvantaged Children made<br>expected progress from Y2 (KS1).<br><b>0%</b> of the disadvantaged children made better<br>than expected progress across key stage.  |
| % of pupils<br>working at expected<br>standard in R,W,M<br>combined                             | 20%   |                              | 34%                     |                                 | 45%   | 64%                                   | 61.0%                     |   |

**Evaluation of Pupil Premium (Academic Year 2016-17)**

Supporting Pupil Premium children is complex and can involve addressing barriers such as home issues, attendance and possibly behaviour, as well as learning needs. The school works with various agencies to provide a wide range of support.

Our interventions are delivered by expert Teachers or Teaching Assistants who are trained to:

- Support quality first teaching in the classroom through differentiation, support and challenge
- Enable the implementation of specific interventions and learning activities, including follow up programmes developed with other specialist providers working in the school
- Support the development of high self-esteem, emotional literacy and readiness to learn
- Promote good attendance
- Support the aims, Christian values and inclusive ethos of the school, by including all disadvantaged and vulnerable pupils

| Type of support            | Intended outcomes  | Intervention groups and additional support (full or part funded by pupil premium and % of pupils eligible for pupil premium)   | Annual Cost   | Impact Measure                            | Evaluated impact   |
|----------------------------|--|--|---|---|--|
| <b>Reading and Writing</b> | To extend support for children's learning by funding extra adults for targeted children for focussed intervention programmes and provide specialist literacy support for pupils who have specific learning difficulties, in particular those who receive little support at home. | <b>Reading recovery specialist teacher (ECAR) LF</b><br>Part funding an experienced teacher who is trained specifically ,to deliver this programme targeting year 1 (some Summer born PP year 2 ) pupils who need intensive support in reading skills . Yr 1 and 2 phonics support Sessions run by Teacher from Spring Term 2017 | <b>£21,940</b>  | Phonics test<br>KS1 results<br>Y2 retakes | Children who received ECAR support made at least expected progress in reading in 2016-2017. Focussed phonics work meant Improvement in Phonics data is better than the national results  |
|                            |  | <b>LSS programme</b><br>Half day per week LSS teacher in school.<br>17 pupils are supported of whom 10 were eligible for PP (59%)<br>6 children identified on intensive caseload.  | <b>£3546 (SEN funded)</b>                             |   | LSS continues to be a service we engage as it provides 1:1 and group bespoke teaching programmes for our KS2<br>All pupils made some progress in the programme and 2 were discharged as they made accelerated progress                             |
|                            |  | <b>Additional TA for Reading, writing and SPAG JM</b><br>Funding a trained teaching assistant who supports<br>-LSS intervention 1-1<br>-Small group intervention- Comprehension y4/SNIP y5<br>-individual 1-1 intervention WAT y6  | 8 hours per week<br>x£11.60=£92.8 x35<br><b>£3248</b> | SNIP<br>WAT<br>LSS-<br>Word blaze         | 4 PPG pupils who were in SNIP group made accelerated progress in spelling more than 7months improvement and 2 pupils made accelerated progress more than 19 m progress<br>Children who took part in WAT made progress and 1 reached ARE in Writing |
|                            |  | <b>Additional TA for Reading, writing and SPAG EW for Year 6</b> 15/23 x£4367  | <b>£2848</b>  |   | 100% of children demonstrated an improvement in attitude and concentration when in a whole class situation   |
|                            | The more able disadvantaged pupils are challenged and their learning accelerated   | <b>English booster group 0.3 KA:</b><br>Expert experienced teacher providing intensive group work with pupils across school to accelerate learning in writing and reading with More Able including PP pupils and pupils at risk of not meeting ARE (prioritising PP).  | <b>£15,725</b>  | MAD<br>y6                                 | 2 PPG pupils made accelerated progress to ARE + in KS1<br><b>50%</b> of the disadvantaged children made better than expected progress across key stage. In KS2 2 More Able Disadvantaged pupils both achieved ARE+                                 |

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|                            |   |  |  |   |  |
|----------------------------|---|--|--|---|--|
| <b>Mathematics</b>         | To extend support for children's learning by funding extra adults for targeted children for focussed intervention programmes and parallel teaching. | <b>Numbers Count specialist teacher (ECC) IB</b><br>Part funding an experienced teacher who is trained specifically to deliver this programme targeting pupils who need intensive support in Maths skills 75% of £29300  | <b>£21975</b>  | Sandwell                                | 100% of pupils working at a higher level in number following completed programme, 88% of pupils made at least 10 months gain in 12 weeks<br>63% made accelerated progress of over 18m  |
|                            |   | <b>Additional teacher in Y6 IB</b><br>Expert Maths teacher to support year 6 teacher with this particular cohort with focus on maths through<br>-Team teaching<br>-Daily Parallel teaching of half class including PP children<br>December –April 2016 15/23x£15300  | <b>£9978</b>   | Y6 Maths data                           | This did not make a successful impact on Maths results and school to learn that this is not the best use of money for PPG pupils   |
|                            | Accelerate achievement and progress of MA Girls in maths  | <b>Maths coordinator/SLT- HB</b><br>Girls into maths group weekly 1 hour weekly<br>MA boosters   | 12 weeks<br>12 hours<br>x£45=<br><b>£540</b>               |   | Did not take place due to illness  |
| <b>Speech and Language</b> | All disadvantaged children make progress in Writing in Early years.   | <b>Additional teaching assistant for Reception class -JC</b><br>-An extra adult ensures pupils get lots of opportunities to talk and interact<br>-Additional support for phonics<br>-School start -S&L Language/sound awareness<br>7/25x£13032   | <b>£3649</b>   | ELG data<br>Phase<br>phonics<br>SS test | Baseline assessment identified children who required additional intervention. School start was given: data now complete Assessment exit tests also complete.<br>Data shows improvement in 3 PPG children 75% of children   |
|                            |   | <b>Speech and Language Support –HP</b><br>Expert TA delivers 1:1 or small group sessions following programme outlined by SALT. Out of pupils with programmes, 5 are PPG<br><u>Narrative Approach</u> Group: Developing improved and sentence structure in speaking and enriched writing. 9 children over year/ 6 are PPG = 67%<br><u>SULP group</u> : Developing Social communication in small group 9 children over year /6 are PPG = 67% | 2hrs x 4<br>x£11.60=<br>£92.80 pw<br>X35 =<br><b>£3248</b> |   | Children with S&L need<br>Some children improved on review<br><br>3 PPG who took part in NA made significant improvement in their narrative with detail and structure on exit assessment<br>On-going social communication support has impacted on an improved self-esteem in Y5 children to talk in small groups and follow and interactions with adults around school |

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| Type of support   | Intended outcomes   | Intervention groups and additional support (full or part funded by pupil premium and % of pupils eligible for pupil premium)   | Annual costs  | Impact measure  |   |
|---|---|--|---|---|---|
| <b>Inclusion Well Being Attendance &amp; Enrichment</b> | To promote excellent attendance for all children  | <b>Attendance Support MB</b><br>An attendance support officer was contracted to support attendance with hard to engage pupils .and improve attendance to the national average  | £1250<br>7/12=<br><b>£600</b>                           | Attendance data   | Increase in whole school attendance figure and increased level of support for some of our more vulnerable families  |
|   | To provide additional emotional and pastoral support for vulnerable children, so they are ready to learn. | <b>Class curriculum enrichment</b><br>Funding wider opportunities for pupils who may otherwise not have these experiences , supporting their understanding of their learning through subsidising visits , workshops, visitors, writing stimulus/resources £500 per class   | <b>£3500</b>  |   | Interest level and enrichment opportunities have improved engagement ion classes.   |
|   |   | <b>Milk /Food for PP children</b><br>-Providing milk for PP children over age of 5<br>-Funding nurture opportunities for breakfast for pupils who come to school hungry and some children to have a quiet time and eat with an adult to get them ready for learning.   | <b>£400</b>   |   | Improves outcomes for children in the day if they have had an opportunity to sit and have breakfast with an adult or had a snack.   |
|   |   | <b>Counselling Service KT</b><br>Trained counsellor supporting pupils on a weekly basis. Service brought in by an external provider as part of the partnership wide contract. 6 seen / 1 is PPG<br>Extra sessions for 2 x PPG+ children directed at PEP  | £3100<br>x50%<br><b>£1550</b>                           |   | Across this financial year the counselor has seen 6 pupils.1/2 of these have been PPG children. Counseling provides an annual report to the school providing a thorough evaluation of the service.Pupils receiving counselling are able to access school and learning more successfully.  |
|   |   | <b>Kinship carer workshop JE</b><br>Workshop with family worker and SENCo JE<br>Carers targeted as they care for children in SGO order or LAC or grandparent who does a lot of care. Children invited to share a positive experience with family.  | 2 hr s x6 x£47<br><b>£564</b>                           | 100%  | Kinship workshops half termly provide a very successful network for PPG+ families to explore issues , seek advice and connect as a group Parental engagement is increased when children are directly involved.  |
|   |   | <b>Learning Mentors</b><br>We have 2 part time experienced learning mentors who provide support to our most vulnerable children, including pupils who might be experiencing family crisis. This could be 1:1 or group work. Our Mentors provide highly personalised behaviour and emotional health and well-being support to pupils across the school from Reception to Year 6. Children are referred by SENCo or class teachers following discussions with parents/carers. Support is either in small focused groups or 1:1. The Inclusion mentor also supports friendship groups at playtime26 children accessed service /18 are PPG 70% | JG 75%<br><b>£7859</b><br><br>LS 75% =<br><b>£13760</b> | Reduced exclusions<br><br>Mentor analysis evaluations, monitoring attendance, behaviour and attainment / progress | Our Mentors have worked with 26 specific children, either 1:1, meeting and greeting in the mornings or in small groups focusing on behaviour and social skills. Their work has been dominated by high need children who cannot function in class due to anxiety. The impact of having the Inclusion Mentor having to work 1-1 with behavioural needs as an INA is that it leaves some children feeling unsupported which is inconsistent for other children already unsettled and |

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|  |  |   |   |   |  |
|--|--|---|---|---|--|
|  |  |   |   | data  | needing nurture.   |
|  |  | <b>INA</b> - A contribution towards the cost of an INA for PPG children who have additional needs without an EHCP whose behaviour/needs means they cannot manage in class with a one to one adult support.  | LW<br>April-Sept<br><b>£5446</b>          | Reduced<br>exclusions   | 1 child had continued need for an INA from previous year –to reintegrate back from PRU unit  |
|  | Membership of Brighton City Centre Partnership for Education (BCPfe)   | <b>School to school support:</b> partnership groups for curriculum leads, inclusion leads, Early Years, Governors meet termly to share best practice, resources and planning and for peer support; Heads triads to provide school to school support and challenge; moderation twilights for maths and writing ; joint training; learning walks for teachers and senior leaders in other schools; projects directly impacting on the quality of teaching and learning; <b>Family Support:</b> 4 Family Support workers offer intensive 1:1 bespoke family support; interventions for families and a range of workshops and courses. E.g. Happy start to school day workshop JE to support Reception families with routine and inform them of our expectations for attendance. 16 families supported / 11 are PPG 69% <b>Enrichment:</b> g Y2 children joint multi-skills events; Y1 sports morning, Reception children went to Brighton Dome for a range of workshops Enrichment events extra payments | 50% of £7,634 =<br><b>£3817</b>           | Better<br>attendance<br><br>SDQs<br><br>Reduced<br>exclusions | All of our PPG children have accessed the enrichment activities offered by the partnership. The school has benefitted from staff being able to share good practice in supporting PPG children in teaching and learning. The attendance officer have found the Attendance Group very useful to make improvements to how the school records and reports attendance for key groups including PPG. Families have received 1:1 support from the Family Support Workers  |
|  | Inclusion lead % of time to provide support for Early Help, CP and CIN Pupil Premium families , supervision of welfare Interventions, etc. | Release time to enhance and support provision of high need PPG pupils including liaising with outside agencies and parents, completing paperwork, delivering interventions. Leads on Welfare and safeguarding and Early Help, CP and CIN and supporting PPG, PPG+ and disadvantaged families.   | 3 hours a week<br>x52<br><br><b>£7332</b> |   | This year the SENCo has spent 3 hours a week approx. focusing on supporting these families. This has enabled the school to understand more about potential barriers to learning for these families/children. , Supervision of welfare Interventions, and Early Help, CP, PEPs and CIN and supporting PPG, PPG+ and disadvantaged families children and address concerns relating to behaviour, routines attendance and well-being. and to support the families to overcome these issues. This has enabled us to make positive steps towards closing the gap between the outcomes for PPG pupils and Non-PPG pupils |

|  |   |
|--|---|
| <p><b>Overall Total Cost of intervention groups and Additional Support</b><br/>(Note that overall total cost will have included support for all vulnerable and disadvantaged pupils, some of whom might not be eligible for FSM nor Pupil Premium)</p> | <p><b><u>£127439</u></b></p> <p><b>£122500 PPG</b></p> <p><b>-£4939 other</b></p> |
|--|---|