



Burwell Village College Primary School

Pupil Premium 2017- 18

Overview

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and then to schools with pupils from Reception to Y11 who:

- are currently eligible for Free School Meals (**FSM**)
- have been eligible for FSM at any point in the previous six years (even if they are not currently eligible) known as **Ever 6**
- are Looked After Children (**LAC**) who are in care, fostered or adopted. Known as Pupil Premium Plus
- have parents currently in the **Armed Forces**.

In all school data analysis the Government Classifies these pupils as “**Disadvantaged**”

The current funding is

- £1320 for Free School Meals
- £300 for Armed Services
- £1900 for Looked After Children (Pupil Premium Plus) This is held centrally by the Cambridgeshire Virtual Head. Schools receive £600 per eligible child per term. £100 is held centrally to provide training & support.

Funding is allocated based on pupil data from the previous January census. If an eligible pupil joins after this census, the school will not receive their allocation until the following year.

It is important to note that the funding is for each **financial** year and this bridges over **two** Academic Years. The current budget will pay for five months (5/12) of the current 2017-18 academic year (April 1st to August 3th) and seven months (7/12) of the 2018-19 Academic school year (September 1st to March 31st). All schools receive money in quarterly instalments.

Some children who are entitled to the Pupil Premium achieve well at school, attain highly and make good progress. However nationally the majority do not and the reasons for this are complex. There is often a link between a pupil's poor attainment and the family's income; parents' previous experience of school; levels of higher education, qualifications and aspirations. Here the Pupil Premium money can have an impact.

Some pupils entitled to the Pupil Premium may also have Special Educational Needs or Disability (SEND) or Social, Emotional or Behavioural Needs (SEBD) which need addressing. The pupil premium will only go some way to support the academic needs of these pupils and the school will provide and access further resources to meet their Special Educational Needs.

Our aim is to use this funding to narrow the disadvantage gap by addressing the inequalities and raising the attainment of those students in low income families. It is evident that the longer a pupil is at Burwell, is settled and receives good quality teaching, support and intervention the greater the impact. For those pupils who join the school, particularly later in Key Stage 2, the time and opportunities for significant impact on attainment and progress is lessened.

Schools can spend the money as they see fit. They do not have to spend an equal amount on each pupil, or fund interventions that benefit only eligible pupils. However the grant should not fund the provision of free school meals.

As an outcome of our actions, listed below, we set out to ensure that every students, however financially disadvantaged, was able to:

- Have full inclusion and access to our curriculum (paying for school trips, activities, events etc)
- Have access to people and facilities to help meet their emotional needs (lunchtime clubs etc)
- Access our extra-curricular provision (free places at after school clubs)

But most importantly the to

- Improve their levels of attainment and make good progress, relative to the national average.
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It is vital to remember that we can't close the gap if pupils aren't in a place where they're happy, confident and ready to engage with their learning.

Summary of the Main Barriers to Achievement:

- Low income
- Accessibility to rich extra-curricular experiences.
- Low aspirations
- Lack of parental support or engagement for learning
 - Reading at home
 - Homework
- Weak speech and language skills on entry to school
- Weak personal, social and emotional skills on entry to school
- Social, emotional and behavioural difficulties
- Absenteeism
- Lack of routine (sleep, food, homework).

Summary of main support for Disadvantaged pupils:

- Teaching Assistants in Years 1-6 to work in class, in daily English & Maths lessons with identified pupils to accelerate progress.
- Teaching Assistants to run targeted English & Maths booster groups, outside of the normal English & Maths lessons.
- Booster Teachers & S.E.N.C.O: 2017-18 targeted at Year 2,3 & 6 to work with identified pupils to accelerate progress.
- Provision of places at extra-curricular clubs
- Emotional & social support at Lunchtimes
- Funding of educational trips to widen pupils' experience and ensure inclusion
- Targeted support for parents – parent information packs, information events and English & Maths workshops.

The anticipated budget allocated to the school for the current <u>financial year</u>	April 2017- March 18	£77,020
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Qualifying pupils for pupil premium	Free School Meals <i>Eligible at census January 2017</i>	Ever 6 <i>previously eligible but not currently FSM.</i>	L.A.C.	Service families
Numbers involved	33	23	1	4
Allocation per pupil	£1320	£1320	£1900	£300
Total funding	£43,560	£30,360	£1900	£1200

5/12 of this sum went to support the provision in the previous academic year 2016-17 (April to August)	£32,091
7/12 of this sum will support the provision in this academic year 2017-18 (September to March)	£44,928
% of the school qualifying (Nationally there are 26% entitled to FSM)	12%

Planning for Academic Year 2017-18

There is not an equal distribution of Pupil Premium pupils across the Year groups or across the classes. Some year groups have as many as 13 and others have as few as 4.

The actual number during the academic the year will often rise and fall with the arrival & departure of pupils however funding is allocated based on pupil data from the previous January census. If an eligible pupil joins after this census, the school will **not** receive their allocation until the following year.

The actual numbers vary from the predicted because

- new Reception pupils start in September who were eligible to the Pre-School Pupil Premium.
- some families become eligible for Free School Meals (FSM) during the year
- pupils new to the school who are eligible

Changes September 2017	
Year 6 pupils leaving for secondary school	8
Reception pupils starting school September 2017	7
September 2017 pupils currently eligible	63

Pupil Premium and Special Educational Need & Disability (SEND)

Number of Pupil Premium Pupils also with S.E.N. support	15
Number of Pupil Premium Pupils with Educational Health Care Plan	3
	18

Of those eligible for Pupil Premium a number are also on the SEND register and receive varying levels of extra support to meet their Special Educational Needs & Disability (SEND).

Some of this SEND support is allocated as extra funding by the Local Authority through a child's individual Education Health Care Plans (EHCP). Some pupils eligible for Pupil Premium require extra support, above their EHCP funding, to fully meet their SEND needs. The rest of the financial support is taken from both the school's main budget allocation and from the Pupil Premium budget.

How the allocation will be targeted during the 2017-18 Academic year.

This will be financed 7/12 from the current financial year (2017-18) and 5/12 from the financial year 2018-19

Specialist Teacher Support

This support is targeted at those pupils with the greatest need in literacy or maths. Many PP pupils are specifically supported in these groups but the groups are targeted to meet the needs of all pupils who would benefit from the input.

	<u>Indicative cost</u>
SENCO, approx. 5 hrs / wk (1hr / day) for PP pupils Particularly PP pupils with SEND and / or SEBD issues	£11,015
Specialist teacher KS2 3 afternoons (7.5hrs) week, Targeting Years 5 & 6	£11,789
Specialist Teacher Years 1 & 2 2 mornings (7.5hrs) week From September 2017 Years 2 & 3 Year 6 small group Booster Tuition 10x1hr sessions Spring / summer term	£11,789
	£34,593

Classroom Teaching Assistants

in classrooms TAs are given the priority of working with Pupil Premium & S.E.N. children. This includes daily reading, targeted help in literacy & numeracy lessons.

Part of school budget

Specialist Teaching Assistant Interventions

This support is targeted at those pupils with the greatest need in literacy or maths. Whilst support is not exclusively for PP pupils many of them are supported in these groups. Some interventions require pupils to be at a specific level for the support. If they do not meet the required threshold then the intervention will not be suitable and successful.

	<u>Hrs / wk</u>	<u>Year</u>	<u>cost</u>
Talk Boost Language / Speech Link	2.5hrs	EYFS	£1215
Phonic Intervention Fischer Family Trust Literacy	6hrs	Y1 / Y2	£3882
Year 1 TA phonics support	2.5hrs	Y1	£1215
1 st Class number	5.25hrs	Y1 / Y2	£3386
Success at arithmetic (Years 3 & 4)	4.25hrs	Y3 Y4	2750
Success at Arithmetic Group intervention	6.25hrs	Y5	£4042
Maths Boost	6.25hrs	Y6	£4044
Expanded Rehearsal Technique phonics/spellings	4hrs	Y3 Y4	£2274
Catch-up Number (1:1)	6hrs	Y5	£3865
Spelling / phonics support (group)	1.25hrs	Y5	£806
Year 6 Inference (reading comprehension)	4.5hrs	Y6	£2547
Spirals (Social Skills)	3.75hrs	Y2	£2103
ELKLAN speech therapy intervention (all years)	2.25 hrs	All years	£1273
Bucket Speech & Language (attention)	2.25hrs	Y2	£1273
Pupils New to the school / Pupil Premium Mentor To ensure baseline assessments & smooth transition.	0.75hrs	All years	£484
"Cubitt Club" KS1 & KS2 Lunchtime activity. Targeted lunchtime support at for pupils who find lunchtimes difficult. Priority given to those pupils who are socially, emotionally or behaviourally vulnerable including Pupil Premium pupils.	10hrs	All years	£4945
			£40,104

TOTAL PLANNED EXPENDITURE TO SCHOOL BUDGET

£74,697

Teaching Assistants to support PP pupils with SEND

Some TAs are there to support pupils with their Special Educational Needs. They will often work in a group with that child and support the learning of other pupils in the class. The following is an *indication* of the money spent supporting S.E.N. Pupil Premium pupils *above* that allocated in their EHCP.

£9594

Financial support for educational visits and other activities to support curriculum and wider participation approx. £12 per pupil (Trip & activity costs vary between £4 and

Budgeted £720

£16) There can be multiple trips in 1 year. Parents informed on school letters to contact the head in full confidence.

Financial support for **Year 6 Residential trip** @ £185 2017-18 (may be partially supported by local Feoffees Charity)

Budgeted £2405

Attendance for 6 weeks at **after-school clubs** (Burwell Family Project) The school often negotiates free or subsidised places. 1 or 2 free places per club

No cost to school

Targeted trips: **Dallum Stud** sponsors a group of pupils on a numeracy based educational trip to the National Stud

Free to school

Sundry costs: uniform, Year 6 hoodies, Young Voices t-shirts etc.

*As & when required
Budgeted £500*

When relevant and where service thresholds are met PP pupils are supported by other services accessed by the school:

Locality Play Therapy (employed through school 5hrs /wk)

£4000

Trainee Play Therapist 2017-18

Free

Trainee Arts Therapist 2017-18

Free

YMCA Play Therapy 8 sessions per unit @ £40 per session

YMCA

Targeted CREDS traveller support TA 5hrs/wk

£2966

English as an Additional Language (EAL) TA 20hrs when traveller or EAL pupils start school.

annual cost

Music tuition Identified by Music teacher – targeting potential musicians in Y5&6

*Burwell Family
Projects*

Music Therapy, Anglia Ruskin research project

free

How the school ensures the effective use and impact of the expenditure on the educational attainment of those pupils who were eligible for Pupil Premium

The school tracks the attainment & progress of those children entitled to the Pupil Premium.

The Government assess the school's performance for Disadvantaged pupils in comparison with the national average for non-disadvantaged children. There is no comparison to how our school compares with the attainment & progress of Disadvantaged children nationally. The comparison is to see if schools are closing the attainment gap between Disadvantaged and non-disadvantaged children.

National Benchmarks:

- Reception: baseline assessments and continual assessments against Early Years Foundation Stage Early Learning Goals.
- Year 1 National Phonics Screening test
- Year 2 Teacher assessments in reading, writing, maths.
- Year 2 National phonics screening re-tests for those who did not pass in Year 2
- Year 6 National tests in reading, writing, maths and Grammar, punctuation & spelling (GPS).

At the start of every term and in every year, the teachers assess every child's attainment. They identify what they can do and what they still need to learn. This then becomes a part of the **Cohort Analysis** – a year group document which highlights common misconceptions in the year group. These are linked closely to the expectations for the year group and in particular those areas we deem to be essential for the pupils to understand. The Cohort Analysis is then used to inform planning & teaching to fill these misconceptions or gaps in knowledge. Through this cycle of assessment, marking and targeted teaching the teachers can show both attainment and progress in reading, writing (including grammar, punctuation and spelling) & maths .

Every half-term after the teacher assessments the class teacher, Head, Deputy and the Special Educational Needs Coordinator hold a 'Pupil Progress Meeting' for each year group. During this meeting we look at the attainment and progress of all the children, but have a particular emphasis upon those pupils who

- are not making progress,
- are entitled to Pupil Premium and
- have Special Educational Needs (SEN).

It is decided whether any extra individual or group intervention would be suitable and who will lead it.

Parents are informed at parents' evenings about any extra support their child will receive and the impact that this has had upon their progress. These interventions are also put on a pupil's report at the end of the year.

The progress of any child who has had extra support is looked at to see if the intervention has been successful in helping the child make progress. If it has not then another intervention will be arranged or the Special Educational Needs Coordinator may become involved.

Nationally the attainment of Pupil Premium pupils is below the level an average child attains when tested in Reception, Year 2 and Year 6. This gap is also visible with GCSE and A levels. It is vital that these pupils have the chance to fill in the gaps in their skills & knowledge as soon as possible and start to bridge the gap between themselves and the level that an 'average' child achieves.

The intention is that with extra support and extra interventions the Pupil Premium pupils will be able to make accelerated progress and close the gap and start to work at the national expected levels. It is important to remember that if a Pupil Premium pupil also has Special Educational Needs (SEN) then this multiple disadvantage will make it more challenging for a child close the gap and work at the same level as non-disadvantaged pupils nationally.

To make a judgement about the effectiveness of Pupil Premium interventions it is vital that we look both at the Attainment pupils make by the time they leave school and the Progress they make. From 2016 the old curriculum Levels were no longer used in any year group. The old progress measures (Average Point Scores) have been replaced with Scale scores and progress quintiles.

The school's performance for Disadvantaged pupils is compared with the national average for non-disadvantaged children.

Attainment for Disadvantaged Pupils at end of 2016-17 academic year: Summer 2017

Note that the following data is provisional and will be superseded by data published by the DfE, in FFT Aspire and in ASP (the new RAISE)

2017 Attainment of Pupil Premium Pupils in Early Years Foundation Stage / Reception

Provisional EYFS data	
Number of pupils	5

In EYFS there are 17 areas of learning with 3 possible scores:

- 1 Emerging (Below age expected),
- 2 Expected (age expected),
- 3 Exceeding (Above age expected)

Children will be defined as having achieved a **GLD** (Good Level of Development) if they achieve at least the expected level in 7 of the areas:

- The early learning goals (ELGs) in the three prime areas of learning: communication and language; physical development; and personal, social and emotional development.
- The ELGs in the four specific areas of mathematics (number; shape & space) and literacy (reading & writing)

Provisional Early Years Foundation Stage Profile Data			Provisional Early Years Foundation Stage FSM Data		
			FSM-6 Ever		
	School	England	FSM	Non-FSM	Gap (ppt)
Early Years Cohort	58		5	58	
Provisional Early Years Outcomes					
Achieving a GLD (%)	77.6	70.7	80%	77.6%	+2.4%
Reading		77.0	80%		
Writing		72.6	80%		
Number		78.8	100%		

2017 Attainment of Disadvantaged pupils in Year 1 Phonics

Provisional Year 1 phonics data	
Number of disadvantaged pupils	13
Number also with S.E.N.	5
Number who passed	7/13 or 53.8%
Number who did not	6/13 of whom 5/6 with S.E.N.

2017 Attainment of Disadvantaged pupils in Year 2 Phonics re-tests

Provisional Year 2 phonics data	
Number of pupils	6
Number who required Y2 retest	3
Pupil Premium with S.E.N.	2
Number who passed	0/3 or 0%
Number who did not pass	3/3 of whom 2/3 with S.E.N.

Provisional Phonics Screening Check Data			Provisional Phonics FSM Pupil Data		
			FSM-6 Ever		
	School	England	FSM	Non-FSM	Gap (ppt)
Yr 1 Phonics Cohort	73		13	60	
Achieving Standard	83.6	81.2	53.8	91.7	-39.7
Yr 2 Phonics Cohort	23		3	20	
Achieving Standard	56.5	61.6	0.0	65.0	-65.0

2017 Attainment of Disadvantaged pupils in Key Stage 1 (Year 2) Teacher Assessments

Year 2	
Number of pupils	6
Pupil Premium with S.E.N.	2
Numbers reaching age expected:	
Reading	3/6
Writing	3/6
Maths	3/6
Combined reading, writing & maths	3/6

Provisional KS1 Attainment Data			Provisional KS1 Gender, FSM-6 Ever & SEN Pupil Data		
			FSM-6 Ever		
	School	England	FSM	Non-FSM	Gap (ppt)
Key Stage 1 Cohort	64		6	58	
Percentage achieving the expected standard			FSM	Non-FSM	Gap (ppt)
Reading	59.4	75.5	50.0	60.3	-10.3
Writing	50.0	68.2	50.0	50.0	0.0
Mathematics	78.1	75.1	50.0	81.0	-31.0
In all three (R,W & M)	48.4	63.7	50.0	48.3	1.7

2017 Attainment for Disadvantaged pupils in Key Stage 2 (Year 6) Tests

Year 6		
Number of pupils	7	
Pupil Premium with S.E.N.	5	
Numbers reaching age expected:	Teacher Assessment Reaching Age Expected Level	Tests Reaching Age Expected Level
Reading	2/7	2/7
Writing	2/7	
Maths	2/7	0/6* Plus 1 absent
Grammar, punctuation & spelling		3/7
Combined reading, writing & maths	2/7	0/7*

* 0/6 maths test and 0/7 combined reading / writing / maths: 1 pupil was absent from the maths test and 1 pupil failed to pass the test (attained scale score of 99, pass scale score was 100)

Provisional KS2 Attainment Data			Provisional KS2 FSM-6 Ever		
			FSM-6 Ever		
	School	England	FSM	Non-FSM	Gap (ppt)
Key Stage 2 Cohort	58		7	51	
Percentage achieving the expected standard			FSM	Non-FSM	Gap (ppt)
Reading	67.2	71.5	28.6	72.5	-43.9
Writing	75.9	76.3	28.6	82.4	-53.8
Mathematics	63.8	74.8	0.0	72.5	-72.5
In all three (R,W & M)	53.4	61.1	0.0	60.8	-60.8
Grammar P&S	72.4	76.9	42.9	76.5	-33.6

Key Stage 2

Percentile is the rank or position where the children sit compared to schools nationally out of 100. With the attainment of the 7 pupils this puts the school as follows:

Number of pupils= 7	percentile	Quintile (position nationally)
Reading	98 th	bottom 20%
Writing	81 st	bottom 20%
Maths	91 st	bottom 20%

Scale Scores

The Scale Score pass mark is 100. The following is the Average Scale Score

Number of pupils = 7	Average Scale score for all pupils Burwell	Average Scale score for all pupils Nationally	National Scale score for <u>non</u> Pupil premium	Average Scale Score for Pupil Premium Burwell
Reading	104	104	105	91
Writing				
Maths	102	104	105	92

Key Stage 2 Progress for Disadvantaged pupils

Progress is how far the pupils have reached from their attainment in Key Stage 1 (year 2) to where they attained in Key Stage 2 (year 6)

All of those securely Age expected in Year 2 (2b and above) went on to be Age expected in Reading & Writing in Year 6.

None of those pupils below age expected in Year 2 managed to close the gap to be age expected in Year 6. However the Fisher Family Trust targeted none of these 5 children to attain age expected in Year 6.

	No Pupils	Key Stage 1		Key Stage 2	
		Below Age expected	At or above age expected	Below Age expected	At or above age expected
Reading	7	5	2	5	2
Writing	7	5	2	5	2
Maths	7	5	2	6	1 Absent

Whilst this shows that our Disadvantaged pupils reached their predicted Working Towards (WTS) level, they in fact failed to make enough progress within that scale.

The government measures **progress** using Scale Scores, with a nominal score given to the attainment in Key Stage 1 based upon the previous National Curriculum Levels (1, 2c, 2b, 2a & 3) and then a Scale Score based on their test scores in KS2 using the new national curriculum expectations.

Number of pupils = 7	Progress score PP	National average for non PP
Reading	-7.0	+0.33
Writing	-3.2	+0.17
Maths	-5.4	+0.28

This indicates that those Disadvantaged pupils did not make good academic progress between Year 2 and Year 6.

However this does not accurately reflect the pupils'

- individual life and learning journey
- individual educational, medical, social, emotional or behavioural needs of these pupils
- targeted support and interventions they received to meet their needs over Key Stage 2
- levels of support and engagement of their parents
- individual hard work, effort, determination, aptitude to work and mind-set towards improving their academic attainment.
- individual hard work and effort towards their social, emotional well being and behaviour.