

Pupil Premium Funding Allocation and Rationale for the Financial year 2016-2017

At Bromley Heath Junior School we believe in personalising learning by responding to individual children's learning needs. All children deserve the very best education; no matter what their background. We constantly monitor all children's progress to ensure that they are achieving the results we expect them to achieve.

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as the Pupil Premium (PP).

There are three categories of children that qualify for Pupil Premium:

- Children who are eligible for free school meals (FSM)
- Looked after children (LAC) and children who have adopted from care (post-LAC)
- Armed forces children

It is intended to support schools in narrowing the gaps in attainment between different groups of pupils.

Pupil Premium Strategy 2017 – 2018

Context

- Approximately 5% of the school are entitled to pupil premium funding: 12 children.
- There is currently one 'LAC' child and one post-adoption, who has a full time 1-1. This provision is addressed separately.
- There is currently one 'forces family' within the school.
- The Pupil Premium Champion coordinates the support and works with the SENCO, family support worker, EWO, school nurse and identified pupil premium governor to develop a whole school approach to pupils entitled to PP.
- PEPs are used and actioned where necessary. We have been graded 'good' in this area with some 'outstanding' practice.
- All teachers and TAs are aware of the PP children within their class.
- The schools monitoring cycle looks specifically at PP children as well as non PP children.

Rational for Pupil Premium allocation and spending

To close the gap between pupil premium and non-pupil premium children across reading, writing and maths.

Bromley Heath Junior School strongly believes that in order to raise achievement, the needs of the **'whole child'** must be addressed. Therefore it allocates its Pupil Premium spend across three distinct categories:

- **Academic**
- **Enrichment and Engagement**
- **Well Being**

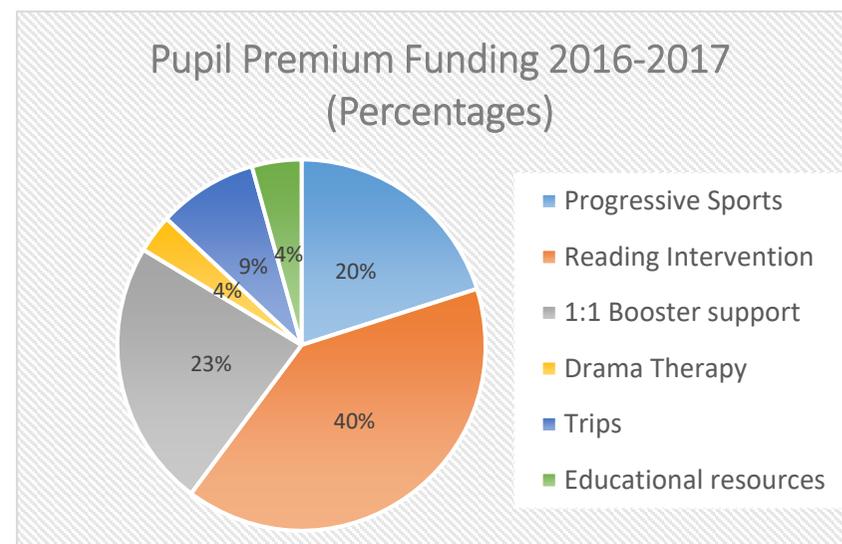
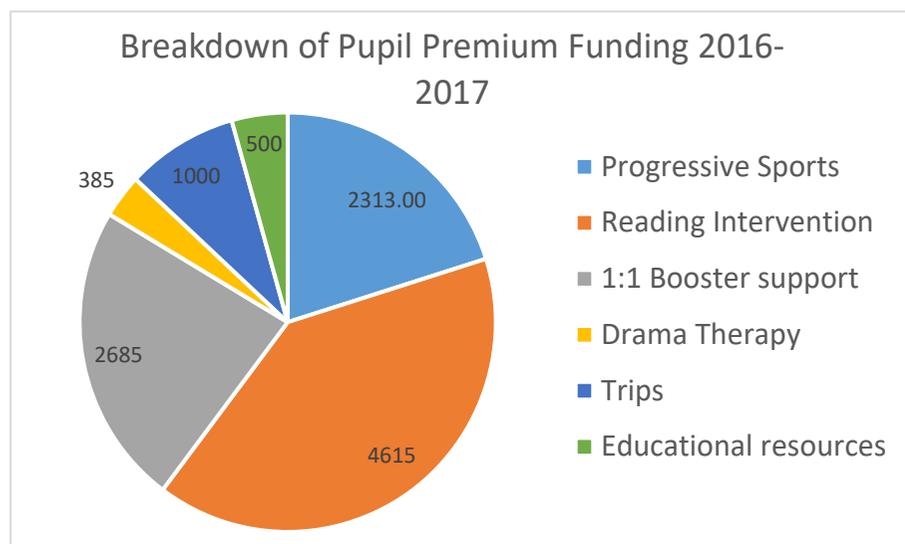
In each category spending is allocated based on areas of need identified and evidence of impact both within school and from a wider research pool (Education Endowment Foundation, for example.)

How much Pupil Premium did we receive?

During the financial year 2016-17, Bromley Heath Junior School received £11386 worth of Pupil Premium funding, broken down as follows:

- Children who have been eligible for Free School Meals: £9186
- Looked after children: £1900
- Children from Forces Families: £300

How did we spend our Pupil Premium funding from April 2016 – April 2017?



How did we decide how to allocate the funding?

When deciding how to best use the Pupil Premium, we have used the Educational Endowment Foundation’s Teaching and Learning Toolkit which provides evidence on how schools can spend money more effectively to improve the teaching and learning of children from low-income families. Our main strategy to support children in receipt of the Pupil Premium is through providing the highest standard of Quality First Teaching. We ensure that the funding is used to support all disadvantaged pupils, regardless of ability, to achieve the highest levels of attainment. Families may not necessarily be in receipt of Pupil Premium but many of our children are affected by the barriers of child poverty

evidenced in the South Gloucestershire Child Poverty Needs Assessment:

<https://consultations.southglos.gov.uk/consult.ti/childpovertyneedsassessment/consultationHome>

The table below gives examples of how the school uses the Child Poverty Report findings and highlights how the school is using its pupil premium to address these:

<p>'Given the evidence that educational attainment is the key determinant of life chances, tackling the gap in attainment between children from low-income families and other pupils whilst aiming to raise attainment across the board, particularly at key stage 4, should be a priority for South Gloucestershire.'pg36</p>	<p>The school spends a large percentage of its PP funding on academic support targeting Reading, Writing and Maths through targeted 1:1 intervention. The school uses the Education Endowment Foundations research to inform it's planning of interventions and catch up programmes.</p>
<p>'social disadvantages, such a negative prior educational experience, low confidence, poor health, and limited information, advice and guidance which lock negative attitudes and practices in place from an early age.' pg48</p>	<p>The school spends approximately 25% of its PP funding on wellbeing interventions. These include emotional and behavioural support through Sports Mentoring and Social skills work; a Family Link worker who meets with children and families, and individual therapy where appropriate which aim to increase confidence, self-esteem and aspiration or deal with trauma. The school team aim to challenge negative attitudes and empower families and children.</p>

Breakdown of Allocation

<u>Area</u>	<u>Budget</u>	<u>Number of PP accessing</u>	<u>Outline of Support</u>	<u>Success Criteria</u>	<u>Effect</u>
Academic	£2685	8 (+ 1 child full time EHCP)	<p><u>Tuition</u></p> <p>A Pupil Premium Champion was employed to work with Pupil Premium children on a 1:1 or 1:2 basis based on needs.</p> <p>The focus of support was dependent upon each individual child. Learning was based on targets from teacher assessment and personalised to suit each child's interests and needs.</p>	<ul style="list-style-type: none"> • Increased motivation and engagement with learning for those children who have received tuition • Improved progress for those children who have received tuition • All children on track to make at least expected progress e.g. EXS in Y2 to secure in Y3; or Y4 secure to Y5 secure. 	<ul style="list-style-type: none"> ✓ There was increased motivation and engagement with learning for those children who have received tuition ✓ There was improved progress for those children who have received tuition ✓ 8/9 children made expected or better progress from years 3-5. One child did not meet their target in reading and another in writing but these are being

		<p>Sessions lasted from 35-50mins. All pupil premium children were in receipt of tuition throughout the year.</p> <p><u>Intervention Groups</u></p> <p>Teaching assistants have been employed to work either 1:1 or in small targeted groups to provide tuition/intervention and booster group support in maths, writing or reading (depending on individual needs)</p> <p>An additional teacher was employed to provide small booster groups to close gaps and support children to make progress (subjects dependent on need)</p>	<ul style="list-style-type: none"> • Attitudes towards learning and engagement in class activities improve. 	<p>addressed through intervention in 2017-18.</p> <ul style="list-style-type: none"> ✓ The Y6 results show pupil premium progress being at the expected level or higher as at 75% in the areas tested, except reading which was lower. ✓ The academic years 2017-18 and 2018-19 currently have all pupil premium children on track to achieve the expected standard at the end of KS2 (or better). ✓ Attitudes towards learning and engagement in class activities has improved for the children receiving tuition. This is a significant difference from academic year 2015-16 and shows the impact of the work that has gone in,
£4615	9 (+ 1 child full time EHCP)	<p><u>Reading Assistant</u></p> <p>To support learners with a range of reading skills. (Books, CD's, Headphones and Maths Resources)</p>	<ul style="list-style-type: none"> • Increased progress in reading • Progress in reading impacts ability across the curriculum • Increase in enjoyment of reading 	<ul style="list-style-type: none"> ✓ All children on pupil premium register making expected reading progress except one above and one below (provision has been adapted and amended to address this). ✓ Governor review in July of pupil premium provision included a discussion with children. They were enthusiastic about reading support e.g. 'it's helped because I didn't used to stop at a full stop but now I do and it's made me read bigger books and like them' (Y4 boy); 'I knew what the word is but sometimes I didn't know what it means but now we talk about it so I know. Also we break down the

					words so I know how to pronounce it properly.' (Y4 boy). 'One of the best things is we get to sit outside and read. Sometimes also we listen to the CD and read it at the same time.'
£1000	12 (all)	<u>Trips</u> All educational trips were funded by Pupil Premium for Pupil Premium learners.	<ul style="list-style-type: none"> Ensures that all children have equality of opportunity and access to additional educational, rich experiences 	✓ All children attended all trips ensuring inclusion and equality of opportunity.	
		<u>Camp</u> Subsidised places on year 5 and year 6 camp	<ul style="list-style-type: none"> Ensures that all children have equality of opportunity and access to enrichment through outdoor learning and camp 	✓ PP children in Y5 attended camp; in Y6: 3 children attended camp. Built confidence and collaborative skills.	
£2313	6	<u>Mentoring/ Breakthrough</u> Sports coaches were employed to provide small group and 1:1 mentoring. They focussed upon social, emotional and behavioural support tailoring sessions to suit individual needs. They aimed to promote positive behaviour and positive attitudes towards learning. Groups also include playtime work and supporting children develop collaborative play skills. The schools values and growth mindset are interwoven. TAs were additionally involved in providing emotional and behavioural coaching (see below)	<ul style="list-style-type: none"> Development of confidence, self-esteem and resilience (or growth mindset) Development of social skills and collaborative play/ working skills Mentoring to address issues, including anger 	✓ Governor review in July of pupil premium provision included a discussion with children. They were highly enthusiastic about these groups and able to articulate how they had been helped. For example, 'it's definitely got my confidence up and it challenges me to get things right because I think about how to get better. I tell Mr E the good things I've done. We play games and they help us work on partnerships and stuff and I've got to know other children better.' (Y5 girl). 'The best thing is meeting up with ... (the group) ... and it's fun'.	

Next steps for the academic year 2017-18:

- Continue to track pupil premium progress, addressing gaps when they appear.
- Review of Pupil Premium provision
- Engage in school to school training sharing effective practice
- Extend reading (book buccaneers) provision to all pupil premium and Breakthrough to any child off target (addressing growth mindset)