

Pupil Premium Strategy Statement 2016-17

To effectively narrow the gap in attainment for children in receipt of Pupil Premium funding, so they are in line with their non-pupil premium peers.

We aim to support all eligible pupils to make good progress and overcome barriers to learning through effective programmes of intervention in teaching and learning, enrichment and pastoral provision. Through robust evaluation of pupil standards, the funding has been devolved to enhance the provision for pupils with complex needs (both pastorally and academically) in order to narrow the gap in attainment and progress against non-pupil premium pupils.

1. Summary Information					
School	Bowerham Primary and Nursery school				
Academic Year	2016-17	Total PP budget	£121,460	Date of most recent PP Review	Easter 2016
Total number of pupils	459	Number of pupils eligible for PP	102 22.2%	Date for next Strategy Review	Easter 2017

2. Barriers to learning from analysis of needs carried out by the families team
<ul style="list-style-type: none"> • Children within the group have identified welfare needs and have been working with agencies such as social care, CAMHS and other emotional support services. • A small minority have attendance and punctuality issues. • Some children within the group have specific learning needs or complex needs which require additional provision both in and out of class. • Issues surrounding age-appropriate boundaries and guidance. • Historical issues surrounding education as a priority.

Brief description of project/item	Planned expenditure	Intended impact and specific support from the project/item
<p>Continue to fund posts of Children and Families Support team.</p> <p>Fund post for an additional member of staff to support the emotional health of pupils in school.</p> <p>Fund extra support in class at the point of need.</p>	£94,739.00	<p>Enabled school</p> <ul style="list-style-type: none"> To support families with attendance and punctuality concerns. To support families with timely intervention through direct and indirect work. To work with individuals and groups of children on barriers to learning. Work with families as a keyworker to provide best outcomes. To complete paperwork and appropriate referrals and intervention. Provide staff members that can react quickly to events and concerns. Ensure attendance continues to improve and the yearly attendance figure is above the national average. Monitor and ensure attendance for all children improves. To support children individually and in small groups with improving emotional literacy and increasing children's emotional resilience. To provide specific programmes of support to individual pupils who are currently or have historically experienced emotional difficulties that are barriers to learning. To support children so that they are in an emotionally secure place where they can fully access the curriculum and make expected progress. To work with parents in supporting their child's emotional health. To provide timely intervention ensuring that children meet individual targets of achievement and make good progress. To ensure life experiences and aspirations are broadened, thus increasing life chances and knowledge. To provide support/challenge in all classes for children at all ability levels. To provide curriculum workshops for parents to inform them as to how they can best support their child/ren at home. To ensure support is timely, appropriate and focussed on the children making good progress from their starting points. To ensure that support/interventions are monitored and evaluated for effectiveness and progress of the children. To ensure that tracking of progress is positive.
Fund cost of Breakfast Bar	£50.00	To ensure children are fed and ready for learning up to lunchtime i.e. focused in lessons and achieving well.
Fund Nursery fees	£1751.60	To support children and families by giving them a strong foundation at the start of their learning journey.
Fund trips and schools adventure residential in Year 6	£2092.00	To support families in ensuring that financial difficulties do not prevent children from experiencing enhanced learning opportunities and experiences.

Commented [VJH1]: Is this one person or more? Should it be posts not post? Sounds odd to have a single post that is also a 'team'.

Brief description of project/item	Planned expenditure	Intended Impact and specific support from the project/item
Music tuition	£712.20	<ul style="list-style-type: none"> To enable children to continue to learn a musical instrument. To provide opportunities for children to take part in quality arts lessons and achieve well in other subjects.
Educational Psychologist	£6270.00	<ul style="list-style-type: none"> To support and monitor referrals. To provide clear strategies to support individual children with additional needs to maximise their potential. To ensure that support is timely, appropriate and focussed on the children making good progress from their starting points. To ensure that referrals to the LA are completed efficiently and therefore support is received / interventions commence sooner rather than later.
Contribution to SEN budget	£10,000.00	<ul style="list-style-type: none"> To provide staff support for small groups and one-to-one interventions in order to remove barriers to learning in literacy, maths, fine motor skills and social skills. To ensure that support is timely, appropriate and focussed on the children making good progress from their starting points. To ensure that support/interventions are monitored and evaluated for effectiveness and progress of the children.
Additional resources to support the provision map	£10,000.00	To support children to access the curriculum and make progress towards meeting year group expectations / expected progress.
Development of emotionally-friendly school	£1000.00	To support the emotional wellbeing of children and families. The emotional wellbeing of the children and families is improved. Children make improved progress in academic work through improved mental health.
Transition	£1000.00	To provide successful Intensive transition support in both one-to-one and small groups for Year 6.
Miscellaneous	£384.15	Providing uniform, head lice treatment, Christmas presents and other incidentals for families in need. This gives families that otherwise could not afford uniform a sense of belonging and improves attendance by treating children with head lice in school.
Total Allocation	£127998.95	
Overspend-+	£121460.00	
	£6538.95	

3. Termly Impact Review

Summer 2016

- 40-50 children access the Breakfast Bar each day. Teachers report that the children are more focused and ready to learn.
- Music lessons are linked to topic work. Choir is well-attended and children have performed in public.
- Emotionally-friendly training has taken place with staff and assessments are being undertaken with vulnerable children.
- 15 children in Year 6 showed an improvement in attendance and punctuality. Pupil feedback was that 100% felt secure and ready to move on to their new high school.
- All 15 children fully experienced an outward bound residential to build on life skills. Individual pupils were given financial support to access this.
- Staff provided a robust transition to several high schools, including handover of pastoral information, individual support packages, extra pupil visits to high schools and other support when appropriate on an individual pupil basis.
- Staff provided robust SEN transition plans to support individuals (similar to above).
- All children with PPG made progress – please see data report below.
- Staff are required to engage in a high level of multi-agency working to support families and children who are working with statutory services.

Autumn 2016

- Attendance and punctuality remain a focus with robust and timely intervention from the Attendance Officer.
- We are ensuring that finances are not a barrier to children's learning or participation.
- We introduced a keyworker system to ensure that we can support our families that are most in need by building trusting relationships.
- School provided financial support to an extremely vulnerable family to ensure the children experienced the festive period during a traumatic life event.
- School pastorally supported an individual pupil and coordinated a multi-agency service for a child who had experienced a traumatic life event.
- Staff are required to engage in a high level of multi-agency working to support families and children who are working with statutory services.
- WellComm assessments undertaken and individual staff support provided to ensure progress within age bands.

Spring 2017

- Extra teaching support in Year 4 at the point of need.
- Children that have received one-to-one or small group emotional support have displayed positive outcomes.
- We continue to financially assist families with learning enrichment experiences and extra-curricular activities.
- The choir attended a choral festival in March 2017.
- Attendance and punctuality continue to remain a focus with robust and timely intervention from the Attendance Officer. Referral made to agency to address a particular family's persistent absences, resulting in external agency involvement.
- Staff are required to engage in a high level of multi-agency working to support families and children who are working with statutory services.
- Small group intervention provided in KS1 has ensured that children have met their personal targets and the children are increasing in confidence, enabling them to become resilient, independent and enthusiastic learners.
- Provided extra Nursery places as respite for vulnerable families who have required timely additional support. Extra sessions have also been funded to provide children with the opportunity to experience more social interaction with peers, in order to promote an increase in social development.

4. Overall Data Impact

Summer 16

The school allocates the pupil-premium funding effectively, in particular by providing additional small group work. This enables these pupils to progress well so that gaps are narrowed or closed. The latest validated data (2015) shows that KS2 value-added in all subjects was broadly average or above for disadvantaged pupils and that these pupils had an average point score equal to or above the national score for other pupils in reading, writing & mathematics

Autumn 16

Progress	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No of pupils	10	16	9	20	16	10
Reading	70%	75%	82%	70%	100%	73%
Writing	70%	50%	91%	55%	94%	91%
Maths	70%	69%	92%	65%	100%	82%
RWM						

A high proportion of our PPG pupils are making good progress towards their end of year targets. Writing in Years 2 and 4 is a focus for the spring term, as is Maths.

Commented [VJH2]: Is RWM reading, writing and maths? These are all covered separately and this line is blank on the table?

Spring 17

KS1

YGE	Year 1		Year 2		ALL	
No of pupils	10		16		26	
Reading	6/60	6/60	12/75	12/75	18/69	18/69
Writing	6/60	6/60	10/62	11/69	16/62	17/65
Maths	8/80	8/80	13/81	13/81	21/81	21/81
RWM						

KS2

YGE	Year 3		Year 4		Year 5		Year 6		ALL	
No of pupils	9		19		15		11		54	
Reading	8/89	9/100	14/74	18/95	11/73	15/100	9/82	6/64	42/77	48/89
Writing	7/78	8/89	8/42	13/68	10/67	15/100	9/82	9/82	34/63	45/83
Maths	8/89	8/89	12/63	12/63	11/73	15/100	8/73	9/82	39/72	44/
RWM										

Summary

- 21.2% of our pupils are eligible to receive pupil premium funding, ~~and 12.2% to are eligible to~~ receive a free school meal (lower than both the 15% Lancashire and 16% national averages).
- In KS1, at least 60% of pupil premium children are achieving the expected standard.
- In KS2 at least two thirds of pupils eligible to receive pupil premium funding are at least working towards the expected standard in reading, writing and mathematics. Writing is the weakest subject especially in Year 4.
- Progress results are very pleasing, although again writing is the area for focus for the summer term.

Commented [VJH3]: Should this be 25%? If it's 15% then we have more pupils receiving PPG funding than the average.