

Burghfield St Mary's C of E Primary School

Pupil Premium Report 2016-2017

A. Introduction

The pupil premium is additional per pupil funding for publicly funded schools in England intended to raise the attainment of children from disadvantaged backgrounds (generally those entitled to free school meals, or who have been so entitled in the last six years) and close the gap between them and their peers. A lesser level of support is provided for children with parents in the regular armed forces. The school allocates the funding received following a needs analysis which identifies priority classes, groups and individuals. Limited funding and resources means that not all disadvantaged children will be in receipt of pupil premium support at any one time. Governors receive a report on PPG matters at each Full Governing Body meeting.

This report reflects recent advice from the DfE, accounts for relevant expenditure in 2015/6, and outlines our ongoing strategy with proposals for 2016/7.

B. Summary Information

The OFSTED Inspection dashboard for 2016 demonstrates that one of the strengths of the school is the strong performance of PPG pupils who were within one pupil of equalling the national average for non-PPG pupils at Key Stage 1, and equalled or exceeded the national average for non PPG pupils in mathematics and reading at Key Stage 2.

Academic Year	2015/16	2016/17
Pupils on role	200	204
Pupils eligible for Disadvantaged Premium	13 (Jan15)	11 (Jan16)
Pupils eligible for Service Premium	47 (Jan15)	61 (Jan16)
Grant Received	£40,880	£43,220
Expenditure	£41,400	£43,200
Attendance-all pupils	97%	
Attendance Non-Disadvantaged	97.15%	
Attendance Disadvantaged	95.43%	
Attendance Service Pupil Premium	96.22%	

C. Current Attainment

The school is required to publish the following information which contrasts the performance of Burghfield PPG children against the national average for non-PPG children.

Year 1 Phonic Results 2016	Working At (wa)
All children - National	81%
Non-Disadvantaged - National	83%
All children x32	84%
Disadvantaged	50%
Non- Disadvantaged	87%

Service Pupil Premium	77%		
KS1 Results Expected+ 2016			
	Reading	Maths	Writing
All children - National	74%	73%	65%
Non-Disadvantaged - National	78%	77%	70%
All children x26	81%	81%	81%
Disadvantaged	50%	0%	50%
Non- Disadvantaged	83%	88%	83%
Service Pupil Premium (SPP)	100%	75%	100%

The Year 1 Phonics results show that our Non-Disadvantaged pupils performed better than the National average, as did the year overall. At KS1 our Service Premium children exceeded the National Non-Disadvantaged for reading and writing, and were very close in maths. Our very low numbers of disadvantaged children in KS1 make statistical comparisons difficult.

Year 6 KS2 Results 2016	Reading	GPS	Maths	Writing	RWM
All children - National	66%	72%	70%	74%	53%
Non-Disadvantaged - National	71%	78%	75%	79%	60%
All children x24	79%	88%	79%	75%	63%
Disadvantaged	83%	100%	80%	100%	67%
Service Pupil Premium	100%	100%	100%	100%	100%
Average Scaled Score- National	103	104	103		
Average Scaled Score- All	105.4	106.9	106.4		
Average Scaled Score- Disadvantaged	109.2	109	108.6		
Average Scaled Score- SPP	110.7	106	105.3		

Our KS 2 results are excellent for both disadvantaged children and Service children, who have exceeded the National Non-Disadvantaged average in all categories.

Governors receive a more detailed breakdown by class comparing PPG pupils with non-PPG pupils at the school, distinguishing the performance of service children from other PPG children and differentiating between girls and boys.

D. Barriers to attainment

The great majority of PPG eligible pupils in the school (>80%) are from service families. Their performance and that of those who qualify for other reasons are analysed separately, but aggregated as required for reports. Care is taken to ensure data released does not make it possible to identify individuals. Barriers to attainment are considered for each individual child, although each group has some shared characteristics. The following barriers have been identified:

- **Impact of high mobility:** The proportion of children from service families causes higher than average pupil mobility. The school's stability in 2016 was 83.1% against a national average of 85.7%.

For example of the 24 year six children in July 2016, only 10 (40%) had been with the school since reception and more than 40 other children had been part of that cohort at various times. Service family children often need additional support to help them cope academically and emotionally after relocating and changing schools, or whilst parents are absent on duty. Other children can also suffer from heightened anxiety as a result of their close friends' relocation. The school identified the need for emotional support as the principal barrier affecting this group and devotes a large proportion of PPG to providing additional Emotional Literacy Support Assistants (ELSA) training for staff, and dedicated teaching assistants to deal with social, emotional and communication support. This will remain an ongoing need.

- **Lack of financial resources:** Some PPG is allocated to subsidise the cost of trips, extra-curricular activities and other costs associated with schooling for vulnerable children as appropriate.
- **Lack of access to IT:** The school is providing laptops for use at home.
- **Aptitude for learning:** Some children lack self-esteem or aspiration. This can be improved by the use of appropriate teaching methods, and the judicious use of Teaching Assistants to allow class teachers to concentrate on those groups most in need of assistance at any given time.

E. Strategy

The DfE briefing note '*Supporting the attainment of disadvantaged pupils*' identifies seven building blocks to achieve success:

1. A whole school ethos of attainment for all: - *achieved*

This has been the policy of the school for many years. We ensure that teaching and learning opportunities meet the needs of all pupils; that appropriate provision is made for pupils who belong to vulnerable groups, and that the needs of socially disadvantaged pupils are adequately assessed and addressed. We allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

2. Addressing behaviour and Attendance; - *achieved*

Attendance at school is closely monitored, with termly meetings with the Educational Welfare Officer (EWO). The most recent OFSTED report rated the children's behaviour as outstanding and that standard has been maintained.

3. High quality teaching for all – *achieved*

Full use is made of varying styles of teaching as a whole class, as small groups and individually. Sub groups are varied in order to keep all children fully involved and to allow more support to be given to those struggling, whilst continuing to challenge those making good progress.

4. Meeting individual learning needs – *in progress*

All our work is aimed at accelerating progress moving children to at least Age Related Expectations. A new marking system is now in force which makes it easier for class teachers to measure individual progress and identify areas where intervention may be useful.

5. Deploying staff effectively -*achieved*

The school uses a variety of teaching styles including providing small group work with an experienced teacher within the classroom focussed on overcoming gaps in learning, or with an experienced teaching assistant within the classroom focussed on overcoming gaps in learning, physical, social and emotional needs. Teaching is no longer done in sets but in mixed ability groups which are very fluid. This avoids stigmatisation, and encourages aspiration. The aim is to teach the whole class to the same standard, with additional support being given to those who are struggling, and further challenge to those doing well. Mixing children of differing abilities allows the children to help one another.

6. Data driven and responding to evidence - *achieved*

Teachers maintain log books showing the progress made by each child, and highlighting areas where more support is needed. These books assist teachers in achieving consistency. Data is used to produce performance sheets by class and sub group (male/female; service family/ non-service family; disadvantaged/ non-disadvantaged; SEN/ non-SEN; those for whom English is an additional language/those for whom it is not) in order to measure progress and to compare performance by group. These results are used to identify further action and to inform teaching plans. Teachers regularly compare marking procedures in order to develop consistency both within the school and with neighbouring schools.

7. Clear responsive leadership - *achieved*

The Senior Leadership team reviews progress on a termly basis and uses the evidence from one term to create on-going plans. A named governor is delegated to oversee PPG activity (currently Colin Thompson).

F. PPG spend 2015-16

- Funding for additional Teaching Assistants to support children in the classroom.
- Subsidising participation to the annual Year Six residential trip.
- Subsidising extra-curricular activities.
- Assisting with school uniform purchases.

G. Planned PPG expenditure 2016-2017

- Continue funding for TAs to support the children from military families often in need of additional help with coping emotionally and academically as a result of relocations and school moves.
- Funding for Teachers to support vulnerable and disadvantaged children outside of the curriculum time.
- Continue funding for TAs to help children in need of additional support focus on their specific learning targets within the classroom environment.
- Helping with the cost of school uniform for children from disadvantaged backgrounds.
- Subsidise extra-curricular activities for children from disadvantaged backgrounds.
- Subsidise the costs of trips that are planned throughout the year for children from disadvantaged backgrounds.