

# BLABY STOKES CE PRIMARY SCHOOL

## Pupil Premium Report 2014 – 2015

### **Funding for 2014/15**

**Amount of Pupil Premium Grant received by Blaby Stokes in academic year 2014/15 (including Ever 6) = £80,600**

**Number of pupils entitled for the Deprivation Pupil Premium = 62 (17.8%)**

Pupil Premium is allocated to all schools and is based upon the numbers of children from low-income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than 6 months or have been in receipt of FSM within the past 6 years (Ever 6).

At Blaby Stokes CE Primary School, we recognize the importance of ensuring we are providing for all Pupil Premium children irrespective of ability. We have high aspirations for our children and we believe that no child should be left behind. We are determined to ensure that all children are given every chance to realise their full potential. We expect our school to foster love of learning and social responsibility based on Christian values. We believe that one of the biggest barriers to learning can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way. We continually strive to see improvement continue and the 'gap' narrowed.

Our school motto is 'Finding out what life's about', this reflects our high expectations of the whole school community.

Ofsted (2012) noted, "Behaviour is good in lessons and around school. Pupils feel safe because of the caring, supportive atmosphere."

SIAMs Inspection (2013) noted, "There is a strong commitment to a Christian ethos in which staff and pupils are valued as unique individuals. The newly appointed headteacher is demonstrating strong leadership in providing an

environment where everyone is encouraged to flourish and achieve their full potential."

Our assessment of the quality of provision is based on continual monitoring by teachers, SENco, SLT and the Governing Body as well as regular meetings with teachers. When making decisions about Pupil Premium spending it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support from home, weak language and communication skills, lack of confidence, more frequent behavior difficulties, and attendance and punctuality issues. There may be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our key objective in using Pupil Premium funding is to narrow the gap between groups.

Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make good progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly and have identified some key principles which we believe will maximize the impact of our Pupil Premium spending.

### **Building Belief**

- We will provide a culture where:
- Staff believe in ALL children
- There are 'no excuses' made for underperformance
- Staff adopt a 'solution focused' approach to overcoming barriers
- Staff support children to develop a 'growth mindset' towards learning

### **Analyse data**

### **Identify pupils**

### **Improve day to day teaching**

### **Individualise support**

## **Monitoring and Evaluating**

The school's evaluation of its own performance is rigorous. Tracking the progress over time for each pupil and group of children is thorough, we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.

Assessment data is collected termly so that the impact of interventions can be monitored closely.

Assessments are closely moderated to ensure they are accurate – this occurs in year groups, across phases, whole school and collaboratively through the Family of Schools.

Teaching staff attend and contribute to Pupil Progress meetings each term and the identification of children is reviewed.

Regular feedback about performance is given to children and parents

Interventions are adapted or changed if they are not seen to be working.

Case studies are used to evaluate the impact of pastoral interventions, such as attendance and behavior.

The SLT and a Governor with responsibility for Pupil Premium maintain an overview of provision and spending.

School had an independent visit by the Local Authority to look specifically at Pupil Premium provision and spending in May 2015

### **Strategies adopted for 2014/15:**

The SLT consider recommendations from the Education Endowment Foundation (EEF – formally known as Sutton Trust Toolkit) to strategize on a key way to spend funding. After consultation with staff and Governors, it was decided that a number of different strategies would be adopted.

<b>Provision</b>	<b>Costs</b> <b>(all figures are approximate)</b>
Continued funding to support RWI + training for new staff members	£1500
Marking and Feedback training (staff)  Collaborative project with Family of Schools	£1200
Development of New Curriculum Resourcing Learning opportunities/activities	£8400
Booster group and 1:1 provision by teachers/TAs  + Toe by Toe resources	£27000
Mathletics (continued)	£800
Continued subscription to Target Tracker	£680
Broadening Curriculum for Year 1 Forest Schools/ Year 4 – Djembe drumming	£3500
Bursary for pupils –trips etc.	£3000
Cost of FSM	£18500
<b>Total</b>	<b>£64580</b>

## Results and Impact

All data analysis of impact are reported to the Governing body as well as in depth monitoring by SLT and Governor with responsibility for Pupil Premium. School also received an independent visit by the Local Authority to monitor Pupil Premium. An analysis of individuals is made, case studies written which are designed to understand barriers to learning and how these can be addressed. An evaluation of what has worked well and what we could do better forms part of the process for future provision and spending, this feeds into the whole school development plan.

In depth analysis of Booster interventions in Reading and maths was conducted. Of the children who received 1:1 tuition in Maths, 100% of pupils achieved level 4. In Reading, performance was affected by slow reading rate and being able to write answers independently. Suggestions were made for future sessions.

### Key Stage 1

Subject	Pupil Premium	Non Pupil Premium
Reading 2B+	75%	94%
Writing 2B+	75%	76.5%
Maths 2B+	91.7%	88.2%

Phonics Year 1	Pupil Premium	Non Pupil Premium
	50%	74%

### Key Stage 2

Subject	Pupil Premium	Non Pupil Premium
Reading 2 Levels Progress KS1 – KS2	40%	70%
Writing 2 Levels Progress	60%	89%

KS1 – KS2		
Maths 2 Levels Progress KS1 – KS2	60%	73%

### Other Year Groups Progress (Using STEPS Progress Target Tracker for 2 terms)

#### Expected Target Tracker Progress for 2 terms is 4 Steps

Year Group	Pupil Premium			Non Pupil Premium		
	Reading	Writing	Maths	Reading	Writing	Maths
Year 1	5.8	7.6	4.8	4.7	4.3	4.7
Year 3	6.0	6.0	7.1	6.4	5.6	6.4
Year 4	2.2	3.9	4.0	3.0	4.2	4.0
Year 5	3.6	3.9	4.7	3.1	2.8	4.7

#### Summary:

In 2015 the Year 2 cohort pupil premium pupils made better progress than non-pupil premium pupils in Maths, there was a small gap in Writing but a larger gap in Reading. This has been highlighted as an area of focus for the School Development Plan for 2015/2016 academic year.

There was a gap in Phonics in Year 1. This has been analysed and intervention has been put in place for 2015/2016.

The Year 6 cohort for 2015 pupil premium pupils did not make as much progress as non-pupil premium pupils. This has been analysed and case studies have been written. Consideration for future spending for Pupil Premium funding 2015/2016 has been put in place to close any gaps.

Data for pupils currently on role in Year 1, 3 4 & 5 (2015 data) demonstrate that pupil premium pupils in Year 1 are making better progress than non-pupil premium pupils in all subjects; In Year 3 pupil premium pupils are making better

progress in Writing and Maths; In Year 4 pupil premium pupils are making less progress in Reading and Writing, but the same progress in Maths; In Year 5 pupil premium pupils are making better progress in Reading and Writing, and the same progress in Maths.

The analysis of data demonstrates that the Pupil Premium Funding and expenditure is having an impact of the current pupils on role.

## Funding for 2015/16

**Amount of Pupil Premium Grant received by Blaby Stokes in academic year 2015/16 (including Ever 6) = £84,480**

**Number of pupils entitled for the Deprivation Pupil Premium = 64**

## Funding Priorities for 2015/2016

Some of the Pupil Premium grant has been held over from 2014/2015 \* in order to provide for the following:

- Building a purposeful space in which to accommodate mentoring groups or individuals, a nurture room and a space for parents (this space could be used by other community groups or counselling services as appropriate)
- Training and 'Action Research' project to increase the percentage of outstanding teaching across the school.
- We are determined to ensure that the percentage of children working at or above age related expectations continues to rise across all year groups.
- SENco working off class for 3 days to work with Pupil Premium and SEND children.
- The employment of a Pastoral mentor (3 days per week) to work specifically with ALL Pupil Premium children to break down barriers to learning, identify vulnerability, low self-esteem and build confidence. Use of Keys to Success Programme.

- Deputy Headteacher off class full-time to increase parental engagement, we are extending the support on offer for parents through providing targeted parents' meetings to support them in helping children at home and counselling sessions. Training through 'Fun & Families'. Gathering information from parents as to what their views are on spending.
- Interventions 1:1 and groups in English and Maths.
- Provision of more clubs such as ECO
- Development of Philosophy 4 Children programme
- Character Strengths development
- Different seating for pupils project in Year 3
- Continued support for trips, swimming, music lessons etc.

\*Dfe guidance for schools Pupil Premium 2015 to 2016 (conditions of grant), note 6. The grant does not have to be completely spent by schools in the financial year beginning 1 April 2015; some or all of it may be carried forward to future financial years.

The terms of the grant state that it can be spent on community facilities.