

BLABY STOKES CE PRIMARY SCHOOL

Pupil Premium Report 2015 – 2016 and Future spending for 2016/17

Funding for 2015/16

Amount of Pupil Premium Grant received by Blaby Stokes in academic year 2015/16 (including Ever 6) = £84,780

Number of pupils entitled for the Deprivation Pupil Premium = 65 (18% of 361 pupils)

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 recognise 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 from their starting points 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 maximise 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 and links to TELA (Thomas Estley Learning Alliance).

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.

Underachievement Recovery Plans (URPs) enable us to view the wider picture about individuals.

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 2015/16:

The SLT consider recommendations from the Education Endowment Foundation (EEF – formally known as Sutton Trust Toolkit) to strategise 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.

Provision	Costs (all figures are approximate)
Employment of Pastoral Mentor	£10 234
What's the Buzz programme	£29.34
SENco taken off class	£18 597
Fun & Families	£2 000
Continued funding to support RWI + training for new staff members	£1500
Moderation across other schools Collaborative project through TELA	£1200
Continued Development of New Curriculum Resourcing Learning opportunities/activities	£8400
Intervention group and 1:1 provision by teachers/TAs + Toe by Toe resources	£10 000
Mathletics (continued)	£800
Continued subscription to Target Tracker	£985
Broadening Curriculum for Year 1 Forest Schools/ Year 4 – Djembe drumming	£3500
Bursary for pupils –trips etc.	£3000
Cost of FSM	£18500
Nurture Building spending so far	£3480
Total	£82 225.34

Results and Impact

All data analysis of impact is reported to the Governing body as well as in depth monitoring by SLT and Governor with responsibility for Pupil Premium. School is also receiving School to School support funded by the Local Authority and organised through TELA. An analysis of individuals is made, case studies written which are designed to help school

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.

Attainment Data 2015/16

Key Stage 1 (Year 2 end of 2015/16 data – new Interim Framework Expected)

Subject	Pupil Premium (4 Pupils)	Non Pupil Premium
Reading	75%	68.6%
Writing	25%	64.7%
Maths	50%	54.9%

Phonics Year 1	Pupil Premium	Non Pupil Premium
2 pupils PP/FSM	50%	82%

Key Stage 2 (Year 6 end of 2015/16 data – new Interim Framework Expected)

Subject	Pupil Premium (10 pupils)	Non Pupil Premium
Reading Attainment	60%	77.8%
Writing	60%	72.2%
Maths	40%	69.4%

Progress measure Currently on roll except for the Year 7 who have now left (steps progress Sum 2015 – Sum 2016) for Pupil Premium Pupils VS Non- Pupil Premium Pupils

Where PP progress is better than Non PP

Year Group	No. PP Pupils (FSM)	PP or Non PP	Reading	Writing	Maths
Current 2016/17 cohorts					
2	2 (2)	PP	4.0	4.0	5.5
PP better than Non PP in Maths		Non PP	4.9	4.9	5.2
3	4 (3)	PP	6.0	5.0	5.3
PP better than Non PP in Maths		Non PP	5.6	5.2	4.7
4	11 (7)	PP	6.1	6.5	6.5
No Sig diff		Non PP	6.6	6.8	6.7

5 No Sig diff	9 (5)	PP	5.6	5.3	5.7
		Non PP	5.9	5.8	6.2
6 No diff Writing	7 (5)	PP	6.6	4.7	6.7
		Non PP	6.1	4.7	6.1
7	10 (1)	PP	5.3	6.3	6.3
		Non PP	6.3	7.0	6.8

Summary and Next Steps:

In 2016 All Pupil Premium Pupils made progress from their starting points.

There was a gap in Phonics in Year 1. This has been analysed and intervention has been put in place for 2016/2017.

Many of the pupils who did not make expected 6 steps progress, made 5 steps progress.

The Year 6 cohort for 2016 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 2016/2017 has been put in place to close any gaps.

Data for pupils currently on role in Year 1, 3 4 & 5 (2016 data) demonstrate that pupil premium pupils in Year 1 & Year 2 made better progress than non- pupil premium pupils in maths; There was no significant difference for Year 3, Year 4 & Year 5 pupil premium pupils in Reading, Writing and Maths; Particularly in Year 5 pupil premium pupils made better progress than Non PP in Reading and maths.

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

Areas for development for 2016/17 with Pupil Premium Attainment and Progress will be specifically be in:

Reading and Writing Year 2

Writing Year 3

Reading, Writing and Maths Year 4

Reading, Writing and Maths Year 5

Writing Year 6

Funding for 2016/17

Amount of Pupil Premium Grant received by Blaby Stokes in academic year 2016/17 (including Ever 6) = £71 580

Number of pupils entitled for the Deprivation Pupil Premium = 55 (14% of 381 pupils)

Funding Priorities for 2016/2017

Some of the Pupil Premium grant was held over from 2014/2015/16* in order to provide for the following:

- Continue with the building of 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)

This year's funding will also be spent on the following:

- P4C training for staff – school has signed up for the 3 year 'Gold award' through SAPERE (2 teacher days training for 24 staff members). This is being led by one of our teachers who has now completed 2 years of the P4C training. Research highlights: P4C narrows the gap "Philosophy sessions seem to work especially well for the children who are the most disadvantaged." (they made an additional 4 months progress in reading, 3 months in maths and 2 months in writing) Professor Stephen Gorard, Durham University School of Education. P4C has also been found to improve social skill, raise attainment for all and impacts the whole school.
- Specific Interventions run by teachers. We are determined to ensure that the percentage of children working at or above age related expectations continues to rise across all year groups and that all children continue to make progress from their individual starting points.
- SENco to continue working off class for 2 days to work with Pupil Premium and SEND children running specific interventions, analyzing data, narrowing gaps and noting improvements.
- The continued employment of a Pastoral mentor (3 & a half 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 'What's the Buzz' programme.
- Deputy Headteacher off class full-time to continue 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 - 'Fun & Families'. DHT is also responsible for the monitoring of the Intervention programme set up this year using teachers to respond to specific gaps in learning.
- Continued provision of 'Free' after school clubs
- Character Strengths development, linked to school rules.
- 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.