



BROUGHTON FIELDS PRIMARY SCHOOL

**Disadvantaged Pupils
2016-17**

Disadvantaged Pupil Statement

The Pupil Premium is additional funding given to schools in England to raise the attainment of disadvantaged pupils and diminish the difference between them and their peers. Pupils who are eligible for Free School Means or who have been eligible in the previous six years (known as Ever6) receive Pupil Premium funding, as are children whose Parents/Carers are in the services. Children who have been Looked After for one day or more, were adopted from care on or after 30th December 2005, have a special guardianship order or a residence order receive Pupil Premium Plus funding.

The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers. Each individual school is held accountable for how they use their Pupil Premium allocation, in order that the funding is targeted towards those pupils who need it most.

It is for the school to decide how the Pupil Premium is spend. Each school is responsible for monitoring both the use of the funding and the impact it is having upon relevant pupils. New measures are being included in performance tables that will capture the achievement of the pupils receiving Pupil Premium funding.

	Number of Children* 2016-17	Total 2016-17
Free School Meals and Ever6	99	£128,560
Service Families	0	0
Looked After Children (LAC)	0	0
All Pupil Premium	99	£128,560

* School mobility means that this number fluctuated during the school year.

Objectives of Pupil Premium Funding

When making decisions about using Pupil Premium funding it is important to consider the context of the school and subsequent challenges faced. Common barriers for disadvantaged children can be:

- Less support at home
- Weak language and communication skills
- Low attainment on entry to Early Years Foundation Stage
- More frequent behaviour difficulties
- Low aspirations
- Attendance and punctuality issues

There may also be a complex family situations that prevent children from making sustained progress. At Broughton Fields Primary School, we recognise that these challenges are varied and there is no one size fits all, we therefore aim to personalise learning for all of our pupils.

Our key objective in using Pupil Premium Funding is to diminish the difference between vulnerable groups.

How we spent our Pupil Premium Funding in 2016-17

Activity	Amount	Area of impact
Numicon trained TA x 3 (10 hours per week each)	13,794.00	Whole school follow up support in numeracy, for pupils who received ECC support at key stage 1.
Numicon Resources	165.43	
Talking partners programme to support those children who need to improve speaking and listening skills. Delivered by trained TA	2,700.00	Communication skills of younger children improved; increasing ability to access the wider curriculum.
Highly skilled language support TA trained in FFT, RWI, ELKLAN & delivering the "Fresh Start" programme for UKS2 5 hours per week	21,000.00	Attainment gap closing between this group and the national average.
Boosting Reading programme to support lower ability readers at KS2. Delivered by trained teaching assistants.	1,620.00	Closing the gap for the lower ability readers to ensure that their reading skills are at the required level by the end of the key stage.
RWI 1:1 tuition in KS1, 8 hours per week.	3,678.40	Getting children to read by age of 6.
Communication and Language Assistant 0.50 FTE	7,647.00	Supporting disadvantaged children with English as an additional language
Children & Families officer support for LAC. From April 2 pupils in school plus support for other vulnerable disadvantaged families.	12,767.00	Learning mentor provision supports the children socially and emotional – impact on their ability to access the curriculum.
3 rd Sets taught by senior team in KS1 & KS2, autumn, spring & summer terms	81,720.00	Improving attainment in core subjects.
Teaching assistants in UKS2 for core subjects	8,695.00	Improving attainment in core subjects
Residential trip available to 2 LAC in KS2.	192.00	Equality of access addressed.
Residential trip available to FSM children in KS2 7 pupils.	1,015.00	Equality of access addressed.
Contributions to day trips x 40	234.50	Equality of access addressed.
Peri music lessons contribution towards LAC taking up lessons.	125.00	Equality of access addressed.
Milk offered to PP children (1 term)	133.00	
Total expenditure	<u>£155,486.33</u> <u>£128,560.00</u> <u>£26,926.33</u>	Amount spent on the above initiatives Pupil premium funding Additional spend

Performance of Disadvantaged Pupils 2016-17

Early Years Foundation Stage	Good Level of Development 2016				Good Level of Development 2017			
	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils	
	BFPS (58)	Nat 2015	BFPS (4)	Nat 2015	BFPS (60)	Nat 2016	BFPS (8)	Nat 2016
Overall Attainment at Expected Level	70%	66%	17%	69%	78%	69%	37.5%	

This page outlines our End of Key Stage Results for 2016-17. Pink indicates where our results were above the national comparison, green indicates a result below the national level.

Phonics Screening (% achieving expected level)	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils	
	BFPS 2016 (Y1 – 60) (Y2 – 59)	National 2016	BFPS 2016 (Y1 – 12) (Y2 – 14)	National 2016	BFPS 2017 (Y1 – 58) (Y2 – 60)	National 2016	BFPS 2017 (Y1 – 4) (Y2 – 13)	National 2016
Year 1	78%	81%	42%	70%	88%	81%	50%	70%
Year 2	100%	91%	100%	93%	95%	91%	85%	86%

Number of pupils in each category shown in brackets

Key Stage 1	Reading				Writing				Mathematics			
	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils	
	BFPS (60)	Nat 2016	BFPS (13)	Nat 2016	BFPS (60)	Nat 2016	BFPS (13)	Nat 2016	BFPS (60)	Nat 2016	BFPS (13)	Nat 2016
Overall Attainment at Expected Level	83% (66%)	74%	62% (50%)	78%	70% (46%)	65%	54% (21%)	70%	82% (41%)	73%	54% (36%)	77%

* last year's school figures are shown in brackets – national data for 2017 has yet to be published

Key Stage 2	Reading				Writing				Mathematics			
	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils	
	BFPS (60)	Nat	BFPS (13)	Nat	BFPS (60)	Nat	BFPS (13)	Nat	BFPS (60)	Nat	BFPS (13)	Nat
Overall Attainment at Expected Level	85% (69%)	66%	69% (45%)	71%	75% (69%)	74%	46% (50%)	79%	70% (71%)	70%	46% (55%)	75%

* last year's school figures are shown in brackets – national data for 2017 has yet to be published

Pupil Premium Funding 2017-18

At the end of last year, we were very disappointed with our results and our pupil premium spending was not showing the impact that we had hoped. The results above indicate that we have made significant improvements and, whilst we acknowledge that there are still areas for us to focus on as a school, we are pleased that the hard work of our staff and pupils is evidenced.

Last year, we introduced a number of new initiatives, some funded entirely by pupil premium and some from the main school budget. However they are funded, the impact should be clear for all pupils, including the most vulnerable. Each of these has been evaluated throughout the year. Some will not continue in the 2017-18 academic year as we do not feel that their impact has been as positive as we had hoped or because we are unable to continue for logistical or budgetary reasons – these have been struck-through in the list below:

- Screening of all children's language and communication on entry to Reception and prompt intervention to address difficulties. Screening also in year 1 & 2 for children causing concern.
- Class teachers involved in the half-termly analysis of data and contribute to the identification of their needs and the necessary intervention. In the past, this has been completed termly by senior leaders and then shared with class teachers.
- ~~Key Stage Leaders in Key Stage 2 non-classed based to teach additional sets and interventions in year groups with significant attainment and progress gaps. Key Stage 1 leader becoming non-class based 3 days per week from December.~~ In 2017-18 additional sets will only run in Year 6.
- Introduction of IRIS in class observation system to allow teachers to reflect on their own teaching and to enable effective sharing of good practice across school.
- Training of all teaching assistants in Boosting Reading @ Primary (formerly Better Readers).
- Introduction of Edukey Provision Map tool to closely monitor interventions, tracking entry and exit data and impact.
- Focus on building aspirations amongst all of our pupils so they are even more motivated to be the best they can be. Including the introduction of an aspiration (career) day.
- ~~1:1 tuition in writing from a teacher for pupils in UKS2 at risk of not making the expected level of progress.~~
- Re-training of all staff in new elements of Read Write Inc. to ensure teaching is up-to-date with new research and developments.
- All teachers now trained in Literacy and Language scheme to ensure teaching is true to the program.
- ~~Dynamo maths purchased as a specific home & school intervention.~~
- "Mock" phonic screening assessment in Autumn & Spring Term of Year 1 to ensure children are familiar with format and to identify and put intervention in place for those who may struggle to access the assessment in June.
- ~~COPS & LASS assessment systems purchased to assist in identification of additional needs and appropriate intervention.~~

- ~~Memory Booster purchased to support development of memory where this has been identified as an area of weakness.~~
- Rainbow Road intervention purchased to support development of children's foundational skills (sensory, fine motor, visual perceptual and memory)

New for 2017-18:

- Elevated focus on raising aspiration amongst all pupils but particularly those from White British backgrounds. Initiatives include:
 - A bespoke programme for a small group of Year 6 children in association with the National Motor Museum
 - Girls from KS2 being involved in the "Dare to be Different" programme
 - Whole school shift aimed at increasing aspiration through use of vocabulary and expectations
- Increased use of IRIS observation system to encourage staff to reflect on their own practice and that of others through professional dialogue with a view to developing a coaching approach later in the year
- "Open door policy" for SLT to carry out ongoing monitoring of teaching and learning beyond scheduled lesson observations

The following provision will continue:

- All staff aware of who our disadvantaged pupils are and these children are targeted for additional intervention both within and outside the classroom.
- Under achievement at all levels will be targeted, not just those attaining at lower levels.
- Continued specialist support in mathematics for identified pupils in Key Stage 2 through pre-teaching, in class support and consolidation of new learning.
- Support from Children & Families Officer for our most vulnerable families and children.
- Success @ Arithmetic intervention in UKS2 for those with gaps in Maths key skills.
- Talking Partners intervention to build speaking and listening.
- Use of Numicon to support Maths across school.
- Use of School Start speech & language support intervention in Foundation Stage
- Continued use of Inference Training to build children's reading comprehension skills.
- Continued use of daily 1:1 Read Write Inc to encourage "keep up, not catch up" philosophy.
- Support for Pupil Premium children to access extra-curricular activities, school visits and residential.

