



**BROUGHTON FIELDS
PRIMARY SCHOOL**

Disadvantaged Pupils

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* 2015-16	Total 2015-16
Free School Meals and Ever6	105	£102, 360
Service Families	0	£0
Looked After Children	1	£1, 320
All Pupil Premium	106	£103, 680

* 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 2015-16

Activity	Amount	Area of impact
Every Child Counts Teacher – training for ECC teacher and to support 0.5 contract in order to deliver the programme.	23,795.00	Improved achievement in Maths at KS1 – allowing lowest attaining students to attain level 2 at the end of key stage 2
ECC training programme (yr2)	850.00	ECC teacher to teach lowest ability children in KS1 to close gap between FSM/Non FSM.
ECC Resources	50.00	
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 Maths programme to support those children who need to improve understanding of language in maths. Delivered by trained TAs. Autumn 13 and Spring 14 terms.	1,839.20	Numeracy skills of younger children improved by improving the children's understanding of early maths language.
Talking partners programme to support those children who need to improve speaking and listening skills. Delivered by trained TA	2,700	Communication skills of younger children improved; increasing ability to access the wider curriculum.
Fisher Family Trust Reading programme – trained TA delivers 1:1 programme to children who require support to close the gap.	16,036.80	Attainment gap closing between this group and the national average.
Better Readers 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.
Fresh start programme for UKS2. 5 hours TA, per week. For 1 term.	786.50	
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	7,272.00	
Learning mentor support for LAC. From April 2 pupils in school, Sept-March 1 pupils. 4 hours per week	2,960.00	Learning mentor provision supports the children socially and emotional – impact on their ability to access the curriculum.
3 rd Sets taught by senior team, autumn and spring terms	11,824.64	Improving attainment in core subjects.
Teaching assistants in UKS2 for core subjects	19,200	Improving attainment in core subjects
Residential trip available to 2 LAC in KS2.	530.00	Equality of access addressed.
Residential trip available to FSM children in KS2 4 pupils.	465.00	Equality of access addressed.
Contributions to day trips x 40	723.20	Equality of access addressed.
Peri music lessons contribution towards 2x LAC children taking up lessons.	100.00	Equality of access addressed.
Extra curricular club offered (cookery) 8 children	170.00	Equality of access addressed.
Milk offered to PP children (1 term)	125.00	
Total expenditure	£108,685.17 £103,680 £5,005.17	Amount spent on the above initiatives Pupil premium funding Additional spend

Performance of Disadvantaged Pupils 2015-16

This page outlines our End of Key Stage Results for 2015-16. Pink indicates where our results were above the national comparison, green indicates a result below the national level. We are disappointed with our results and we recognise that we must make some changes to our provision across school to ensure that our results are comparable to the national level in 2017.

Early Years Foundation Stage	Good Level of Development			
	All Pupils		Disadvantaged Pupils	
	BFPS	Nat 2015	BFPS	Nat 2015
Overall Attainment at Expected Level	70%	66%	17%	69%

Phonics Screening (% achieving expected level)	All Pupils		Disadvantaged Pupils	
	BFPS	National	BFPS	National
Year 1	78%	81%	42%	83%
Year 2	100%	91%	100%	93%

Key Stage 1	Reading				Writing				Mathematics			
	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils	
	BFPS	Nat	BFPS	Nat	BFPS	Nat	BFPS	Nat	BFPS	Nat	BFPS	Nat
Overall Attainment at Expected Level	66%	74%	50%	78%	46%	65%	21%	70%	41%	73%	36%	77%

Key Stage 2	Reading				Writing				Mathematics			
	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils	
	BFPS	Nat	BFPS	Nat	BFPS	Nat	BFPS	Nat	BFPS	Nat	BFPS	Nat
Progress from Year 2	-0.51	0	-0.58	0.33	-1.28	0	-1.29	0.12	-0.76	0	0.14	0.24
Overall Attainment at Expected Level	69%	66%	45%	71%	69%	74%	50%	79%	71%	70%	55%	75%

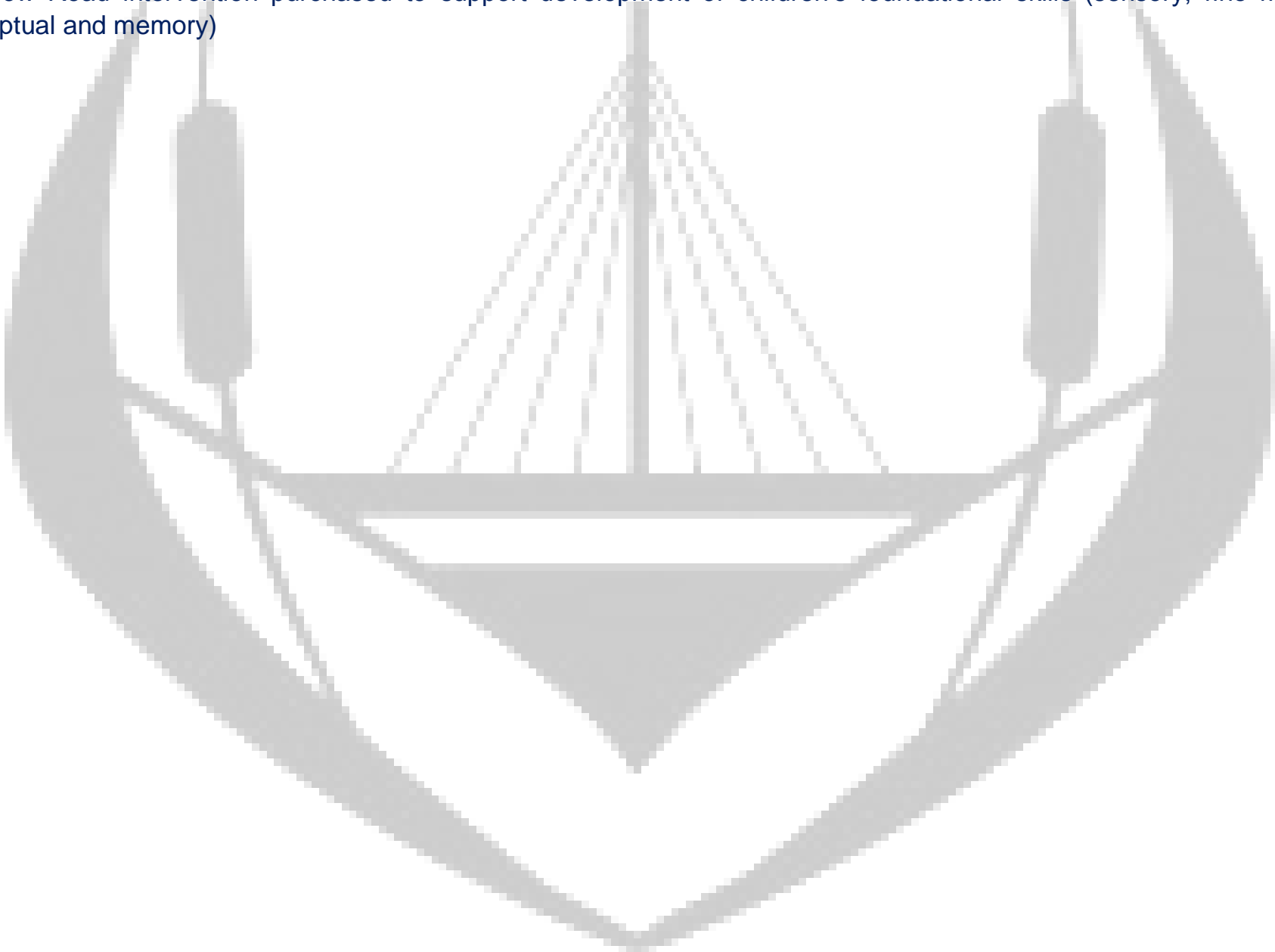
Pupil Premium Funding 2016-17

As a school, we realise that the impact of our Pupil Premium spending in 2015-16 is not shown in our results. We have re-evaluated how we spent the money and we have made changes for the new academic year. These changes will benefit the entire school population but will be directed towards our disadvantaged pupils as needed. This strategy will be reviewed throughout the year, as impact and progress data is collected half-termly. A full analysis will take place at the end of this academic year once End of Key Stage results are collated.

The following new initiatives are in place:

- 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.
- 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)



The following 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 (formerly Learning Mentor) for our most vulnerable families and children.
- Fresh Start intervention in UKS2 for those still needing to build their basic reading and writing skills
- 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.