



**BROUGHTON FIELDS
PRIMARY SCHOOL**

**Disadvantaged Pupils
2017-18**

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* 2017-18	Total 2017-18
Free School Meals and Ever6	81	£105,080
Service Families	0	0
Looked After Children (LAC)	0	0
All Pupil Premium	81	£105,080

* 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 2017-18

Activity	Amount	Area of impact
Specialist maths teaching assistant supporting small groups	£4,750	Improved maths progress
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.
Boosting Reading programme to support lower ability readers at KS2. Delivered by trained teaching assistants.	£1,620	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	Getting children to read by age of 6.
Communication and Language Assistant for Summer & Autumn terms	£5,098	Supporting disadvantaged children with English as an additional language
Children & Families officer support for vulnerable disadvantaged families.	£14,220	Provision supports the children socially and emotional – impact on their ability to access the curriculum.
3 rd class taught by senior team Year 6, autumn, spring & summer terms	£20,742	Improving attainment in core subjects – smaller group teaching.
Teaching assistants in KS2 for core subjects	£71,847	Improving attainment in core subjects
Residential trip available to FSM children in KS2 7 pupils.	£1,782	Equality of access addressed.
Contributions to day trips x 40	£565	Equality of access addressed.
Milk offered to PP children	£360	
Speech Link speech & language software	£175	Early assessment of children's speech & language ability to enable early intervention.
Provision map software	£715	Monitoring system to track PP spending as well as close monitoring of additional provisions and interventions offered to PP children.
Behaviour Watch software	£2,280	Monitoring system to track safeguarding, parent communication and behaviour sanctions to ensure trends can be tracked and addressed.
Total expenditure	<u>£130,532.00</u> <u>£105,080.00</u> <u>£25,452</u>	Amount spent on the above initiatives Pupil premium funding Additional spend

Performance of Disadvantaged Pupils 2017-18

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

Early Years Foundation Stage	Good Level of Development 2017				Good Level of Development 2018			
	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils	
	BFPS (60)	Nat 2017	BFPS (8)	Nat 2016	BFPS (58)	Nat 2018	BFPS (4)	Nat 2017
Overall Attainment at Expected Level	78%	71%	37.5%	56%	76%	72%	100%	56%

Phonics Screening (% achieving expected level)	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils	
	BFPS 2017 (Y1 – 58) (Y2 – 14)	National 2017	BFPS 2017 (Y1 – 4) (Y2 – 13)	National 2017	BFPS 2018 (Y1 – 60) (Y2 – 8)	National 2018	BFPS 2017 (Y1 – 12) (Y2 – 2)	National 2017
Year 1	88%	81%	50%	70%	90%	83%	58%	70%
Year 2	95%	62%	85%	86%	88%	61%	100%	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 (58)	Nat 2017	BFPS (10)	Nat 2017	BFPS (58)	Nat 2017	BFPS (10)	Nat 2017	BFPS (58)	Nat 2017	BFPS (10)	Nat 2017
Overall Attainment at Expected Level	78% (83%)	76%	60% (67%)	76%	76% (70%)	69%	50% (58%)	69%	73% (81%)	75%	70% (54%)	75%

* last year's school figures are shown in brackets – national data for 2018 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 2017	BFPS (17)	Nat 2017	BFPS (60)	Nat 2017	BFPS (17)	Nat 2017	BFPS (60)	Nat 2017	BFPS (17)	Nat 2017
Overall Attainment at Expected Level	85% (78%)	71%	76% (58%)	71%	82% (73%)	76%	65% (42%)	76%	68% (77%)	75%	58% (53%)	75%

* last year's school figures are shown in brackets – national data for 2018 has yet to be published

Pupil Premium Funding 2018-19

At the end of 2016, we were very disappointed with our results and our pupil premium spending was not showing the impact that we had hoped. Since then, 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. In many cases, this year the gap between disadvantaged pupils and the cohort as a whole has diminished.

We have 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 and there has been ongoing evaluation throughout the year. Our most successful initiatives are continuing in the coming year, although widespread budgetary cuts means that we are not going to be able to continue with everything we would have hoped.

The list below indicates initiatives we ran last year. Any changes for the year ahead are clearly identified.

- Screening of all **selected** 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.
- ~~Additional English & Maths class in Year 6 to reduce pupil:teacher ratio.~~ **Budgetary factors means that this is not able to continue this year.**
- IRIS in class observation system to allow teachers to reflect on their own teaching and to enable effective sharing of good practice across school. **We will be relying on this system more this year as we will be unable to access as many external training opportunities.**
- All teaching assistants trained in Boosting Reading @ Primary (formerly Better Readers). **This year, only two teaching assistants will be able to run BR@P due to reduced TA support across school.**
- 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. **This year we are also focussing on developing a "Growth Mindset" amongst both children and staff.**
- Ongoing updates & changes to Read Write Inc. to ensure teaching is up-to-date and as effective as possible.
- ~~All teachers now trained in Literacy and Language scheme to ensure teaching is true to the program.~~ **For the coming year we are moving away from Language and Literacy and we are involved in a project to promote Talk for Writing as a whole school approach to improving writing.**

- “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.
- Rainbow Road intervention to support development of children’s foundational skills (sensory, fine motor, visual perceptual and memory)
- Elevated focus on raising aspiration amongst all pupils but particularly those from White British backgrounds. Initiatives include:
 - 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
- “Open door policy” for SLT to carry out ongoing monitoring of teaching and learning beyond scheduled lesson observations
- 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, particularly in the lower years of school.
- 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.