



**BROUGHTON FIELDS
PRIMARY SCHOOL**

**Disadvantaged Pupils
2018-19**

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* 2018-19	Total 2018-19
Free School Meals and Ever6	71	£92,400
Service Families	0	0
Looked After Children (LAC)	0	0
All Pupil Premium	71	£92,400

* 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 2018-19 (financial year)

Activity	Amount	Area of impact
Specialist maths teaching assistant supporting small groups	£10,284.00	Improved maths progress
Talking partners programme to support those children who need to improve speaking and listening skills. Delivered by trained TAs (Autumn Term)	£3,796.05	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.	£4,320.00	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.	£3,678.00	Getting children to read by age of 6.
LIPs programme	£1503.00	Boost language skills for FS & Y1
Children & Families officer support for vulnerable disadvantaged families.	£15,591.00	Provision supports the children socially and emotional – impact on their ability to access the curriculum.
Teaching assistants in KS2 for core subjects	£50,896.00	Improving attainment in core subjects
Residential trip available to FSM children in KS2 9 pupils.	£1472.00	Equality of access addressed.
Contributions to day trips x 40	£639.00	Equality of access addressed.
Milk offered to PP children	£429.00	
Provision map software	£357.50	Monitoring system to track PP spending as well as close monitoring of additional provisions and interventions offered to PP children. (half of funding only, remainder from SEND delegated resources)
Behaviour Watch software	£2,280.00	Monitoring system to track safeguarding, parent communication and behaviour sanctions to ensure trends can be tracked and addressed.
	Total expenditure	
	<u>£95,245.55</u>	Amount spent on the above initiatives
	<u>£92,400</u>	Pupil premium funding
	<u>£2,845.55</u>	Additional spend

Performance of Disadvantaged Pupils 2018-19

This page outlines our End of Key Stage Results for 2018-19. Pink indicates where our results were the same as or above the national comparison, green indicates a result below the national level.

2019 National comparative data is not yet available so 2018 data is used in all cases.

Early Years Foundation Stage	Good Level of Development 2018				Good Level of Development 2019			
	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils	
	BFPS (58)	Nat 2018	BFPS (4)	Nat 2018	BFPS (59)	Nat 2018	BFPS (5)	Nat 2018
Overall Attainment at Expected Level	76%	72%	100%	72%	62%	72%	60%	72%

Phonics Screening (% achieving expected level)	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils	
	BFPS 2018 (Y1 - 60) (Y2 - 8)	National 2018	BFPS 2018 (Y1 - 12) (Y2 - 2)	National 2018	BFPS 2019 (Y1 - 60) (Y2 -)	National 2018	BFPS 2019 (Y1 - 6) (Y2 -)	National 2018
Year 1	90%	83%	58%	83%	95%	83%	100%	83%
Year 2	88%	61%	100%	61%	100%	61%	100%	61%

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 2018	BFPS (9)	Nat 2018	BFPS (60)	Nat 2018	BFPS (9)	Nat 2018	BFPS (60)	Nat 2018	BFPS (9)	Nat 2018
Overall Attainment at Expected Level	82% (81%)	75%	22% (60%)	76%	60% (76%)	70%	11% (50%)	69%	72% (73%)	76%	11% (70%)	75%

* last year's school figures are shown in brackets – national data for 2019 has yet to be published

Key Stage 2	Reading				Writing (GPS)				Mathematics			
	All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils		All Pupils		Disadvantaged Pupils	
	BFPS (58)	Nat 2017	BFPS (12)	Nat 2017	BFPS (60)	Nat 2017	BFPS (12)	Nat 2017	BFPS (60)	Nat 2017	BFPS (12)	Nat 2017
Overall Attainment at Expected Level	72% (85%)	75%	58% (76%)	75%	83% (82%)	78%	83% (65%)	78%	81% (68%)	76%	75% (58%)	76%

* last year's school figures are shown in brackets – national data for 2019 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 beginning to be seen. In many cases, this year the gap between disadvantaged pupils and the cohort as a whole has diminished. Outcomes in Key Stage 1 assessments at the end of Year 2 were disappointing this year, extremely so for our disadvantaged pupils. In the coming year, we will be focussing on improving the attainment at the end of Year 2 but also accelerating the progress of this year's pupils as they move into Year 3.

We continue to promote a number of new initiatives, some funded entirely by pupil premium and some from the main school budget. We actively research good practice from other schools and use this to inform our own. However initiatives 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 and we will be implementing some more.

Initiatives we will be running/continuing in the coming year include:

- 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.
- IRIS in class observation system to allow teachers to reflect on their own teaching and to enable effective sharing of good practice across school.
- Provision to offer Better Reading @ Primary to children although, with less teaching assistants across school, we are unlikely to be able to offer it to as many pupils as we would like.
- Edukey Provision Map tool to closely monitor interventions, tracking entry and exit data and impact.
- Continued focus on building aspirations amongst all of our pupils so they are even more motivated to be the best they can be.
- Ongoing updates & changes to phonics to ensure teaching is up-to-date, as effective as possible and that current standards are maintained.
- Embed whole school Talk for Writing initiative to improve writing standards & results across school.
- Continue "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.
- "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.
- Support from Children & Families Officer for our most vulnerable families and children.
- Improved use of Numicon to support Maths across school, additional staff training to be put in place.
- Use of School Start speech & language support intervention in Foundation Stage
- 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 residentials.