

Pupil Premium at Berrywood Primary School

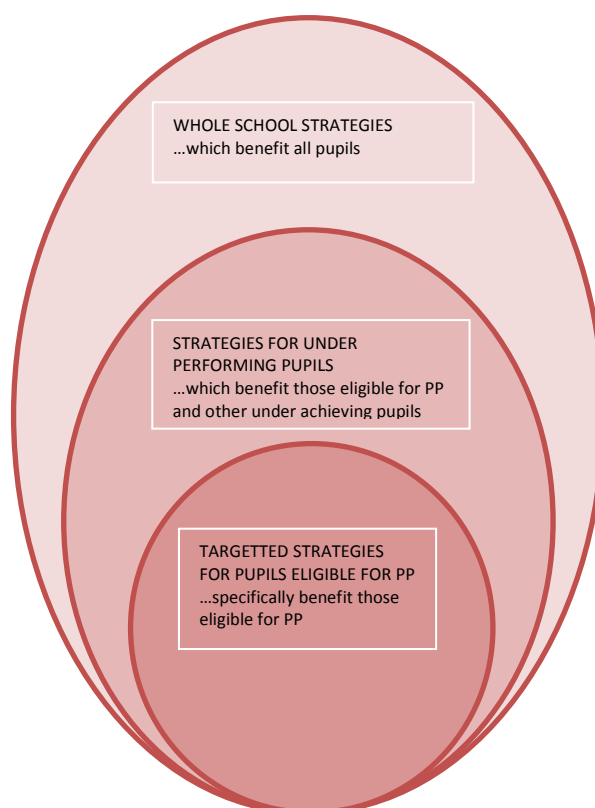
Pupil Premium Context Information

Our current Pupil Premium group profile is as follows (July 2016)

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole school numbers and %
TOTAL	6	2	4	8	10	8	16	54 (8.5%)
GIRLS	4	2	0	5	7	4	7	29 (4.6%)
BOYS	2	0	4	3	3	4	9	25 (3.9%)
FSM	5	2	0	3	1	1	1	13 (2.0%)
EVER 6	0	0	1	4	8	6	15	37 (5.3%)
SERVICE	0	0	0	0	1	1	0	2 (0.3%)
LAC	0	0	0	0	0	0	0	0 (0%)
POST LAC	1	0	3	0	0	0	0	4 (0.6%)
SEN	0	0	0	2	1	4	1	8 (1.3%)

Pupil Premium Provision and Interventions

It is imperative to understand that every child is different; different needs and different strengths and our Pupil Premium category is no different. The way in which we have spent the grant reflects this to utilise it in the best possible way. There are direct approaches to 'narrow the gap' and more creative approaches to support and enhance the social and emotional well-being which has an impact on their self-belief and self-esteem. Although the Pupil Premium has been used to directly impact on individuals, it has also had an effect on whole school as all children have been and are benefitting from whole school changes that have taken place to improve learning for all. The interventions that have been put in place are on an individual needs led basis which directly matches their needs. Although this money is ring fenced, we are committed to providing bespoke provision for all children to ensure all have the opportunity of making the best possible progress. We have also continued developing relationships and communication with parents regarding the barriers to learning for their child and are working together for the benefit of the child. We have also continued with the discretionary spend for areas to support the families in reducing barriers to learning, as you will see in the spending and outcomes table.



Allocated funds for Financial Year 2015-16

Record of Pupil Spending and Outcomes		
Project/Interventions	Investment	Outcomes
Invest in Pupil Premium Champion Leader	£8000	Led staff in supporting PP children, raising awareness and importance. Analysed data and identified weaker areas which fed into provision maps. Regular meetings with children, parents, staff and Governors to keep importance and pp profile high. Positive monitoring outcomes with Additional Needs team. Regularly advised SLT in areas that needed support. Positive Ofsted report around vulnerable pupils and Inclusion.
Staff training for all core subjects and new assessment to raise quality first teaching and county support for English and Maths	£5,000	Governor visit observations and book scrutiny by SLT and County advisers, became more positive. Regular staff training in Mastery Maths and new English curriculum by school leads developed staff knowledge. Moderating by SLT and school leads, positive outcomes and where less so, support was put in place.
Develop PE/sports club opportunities to support peer relationships and team games	£5000	NH Sports Leader worked with all children to inspire, motivate and raise the attainment in PE. Extra-curricular club opportunities funded. Many PP children have represented the school for team sports, athletics and cross country.
Additional individualised and group intervention for; reading, phonics, spelling, maths, handwriting/fine motor skills	£20,614	Embedded basic skills and plugged the gaps in learning, either working 1:1 or small group work with T, LSA, HLTA or SNA. Example; Personalised spellings, fine motor programme, Catch Up Maths programme, extra small group phonics, extra reading sessions and focussed feedback support.
Individualised and group intervention to support social, emotional and behavioural needs including ELSA and Nurture	£9,500	Worked with SNAs to support emotional and social wellbeing in order for children to be in the mindset ready to access and benefit from quality first teaching. 1:1 ELSA supported children with emotional needs and developed their well being in order for them to be ready to learn. Sessions spent in Nurture to develop and overcome personal hurdles.
Outdoor Learning Garden Arts/Forest Schools with MW to develop self-esteem, social skills and motivation as well as core subject support	£8,000	Worked with groups of PP chn every week to develop social skills (team work, leadership and listening to others as well as confidence) through outdoor activities (gardening, sculptures and growing produce) Blogged about their experiences and wrote to My Grove as well as founded science experiments (seeds in space) and understanding the water cycle.
Partly funded extended schools provision including wrap around care, trips and clubs	£8,703	Funded educational visits/residential. All children able to attend trips. Opportunities for all to take part in clubs. Note 2 years' worth of payments to PGL as the time of year changed

Music opportunities (inc. clubs, choir) by HMS Teacher inc. specialist music teaching	£2,500	Specialist music lessons, clubs and choir for all to develop skills in this area and opportunities offered to learn instruments. Planning and resources for teaching all supported by HMS teacher has upskilled teachers. Raised profile of music and quality of singing across the school.
discretionary spend	£150	Resources bought to support with home learning through discussions with families. For example; watches and dictionaries.

The total Pupil Premium fund allocated for the academic year 2015 to 2016 was £67,467 and the actual budget spent was £67,467. The allocated spend matches the allocated pupil premium funds for 2015 to 2016. The school ethos is to identify areas in need of provision or enhancing and provide the best outcomes for all our children; pupil premium and non-pupil premium. The calculated figures show the money spent directly on pupil premium; additional funding is used from the school budget to support many of these interventions for all our pupils.

Our interventions are regularly reviewed for evidence of impact and value for money. We have also been guided by national research on what has the most impact on a child's learning.

Impact

July 2016 End of Year data (in %, please see brackets for numbers of children)

Year R	Pupil Premium (%expected or greater)	Cohort (%expected or greater)
Reading	100%	88%
Writing	100%	86%
Number	100%	93%

Year 1 Secure +/-close to +	Pupil Premium (2)	Non-Pupil Premium (87)	Gap
Reading	100 100	75 98	+25 +2
Writing	100 100	62 94	+38 +6
Maths	100 100	85 98	+15 +2

Year 2 Secure +/-close to +	Pupil Premium (4)	Non-Pupil Premium (85)	Gap
Reading	75 100	90 96	-15 +4
Writing	50 100	81 94	-31 +6
Maths	50 100	85 94	-35 +6

Year 3 Secure +/-close to +	Pupil Premium (8)	Non-Pupil Premium (78)	Gap
Reading	63 100	90 96	-27 +4
Writing	25 75	81 88	-56 -13
Maths	50 88	85 92	-35 -4

Year 4 Secure +/-close to +	Pupil Premium (10)	Non-Pupil Premium (86)	Gap
Reading	70 100	70 98	0 +2
Writing	70 100	59 94	+11 +6
Maths	60 100	65 98	-5 +2

Year 5 Secure +/close to +	Pupil Premium (8)	Non-Pupil Premium (87)	Gap
Reading	13 26	64 93	-51 -67
Writing	0 25	41 94	-41 -69
Maths	38 75	61 98	-23 -23

Year 6 Secure +/close to +	Pupil Premium (16)	Non-Pupil Premium (75)	Gap
Reading	31 81	79 97	-48 -16
Writing	31 75	69 96	-38 -21
Maths	38 69	70 93	-32 -24

Closing the Gap

Overall, the results show a positive picture for those in receipt of pupil premium. Most have slightly outperformed non pupil premium children across reading, writing and maths for the close to + data.

You can see that there are mixed results in narrowing the gap between PP and Non PP children for secure + data and where there are significant gaps, these will be a priority for the academic year 2016-17 for those children. The money spent during this academic year has had a direct impact on these results

We do need to consider the curriculum deficit for upper key stage 2 as well as the complete change to the assessment system. Therefore, although we will be able to draw on patterns, we cannot directly compare previous years' results with this year. We are using the HAM model for our assessment (Hampshire Assessment Model) and track all of our children termly for each individual area in reading, writing and maths. When we assess and track, we review provision and interventions for our pupil premium children depending on whether it is having the right impact.

Priorities for 2016-2017 (academic year)

The Pupil Premium Leader will work closely with SLT to ensure provision for these pupils are embedded through regular staff training/meetings and whole school Improvement. As well as using the focus areas from above table of data we will be ensuring Provision Maps are used to effectively record all interventions taking place and the direct impact these are having each half term. The tracking of data for reading, writing and maths will be continued now into its second year, which will make evaluating provision and intervention more effective. Also, further develop the use of Case Studies of each child through staff training and identify areas of need for our fully qualified intervention teachers to support. We will focus on the needs of next year's Year 6 and work closely with SEN team as there are many children with SEN here. We will also continue to develop sporting opportunities with Nick Hutton, which was a real success for many last year. Not forgetting, liaising with new parents in Year R and meet with their children and teachers to see how the funding can support them personally.

The Pupil Premium Leader will also be working with local schools, including the Secondary we feed, to share our practice as it was highly complimented by Ofsted.

Allocation of funds 2016-2017

New allocation for **Financial** Year 2016/17 £68,920 (figures for annual statement published in March)

Our funds for 2016/17 will continue to be spent in effective ways using what the children need in order to progress, be this support academically, emotionally or practically with specific resources.

Some ways in which we will be spending the money are;

- * staff training on assessing using HAM to ensure accuracy and consistency
- * develop PE/sports club opportunities to support peer relationships and team games as well as health and fitness
- * additional individualised and group intervention for phonics, spelling, maths, handwriting/fine motor skills
- * Individualised and group intervention to support social, emotional and behavioural needs including ELSA and Nurture
- * Outdoor Learning/Forest Schools with MW to develop self-esteem, social skills, motivation as well as core subject support (English, Maths and Science)
- * partly funded extended schools provision including wrap around care, trips and clubs
- * music opportunities (inc. clubs, choir) by HMS Teacher inc. specialist music teaching
- * £150 discretionary spend