

Pupil Premium at Berrywood Primary School

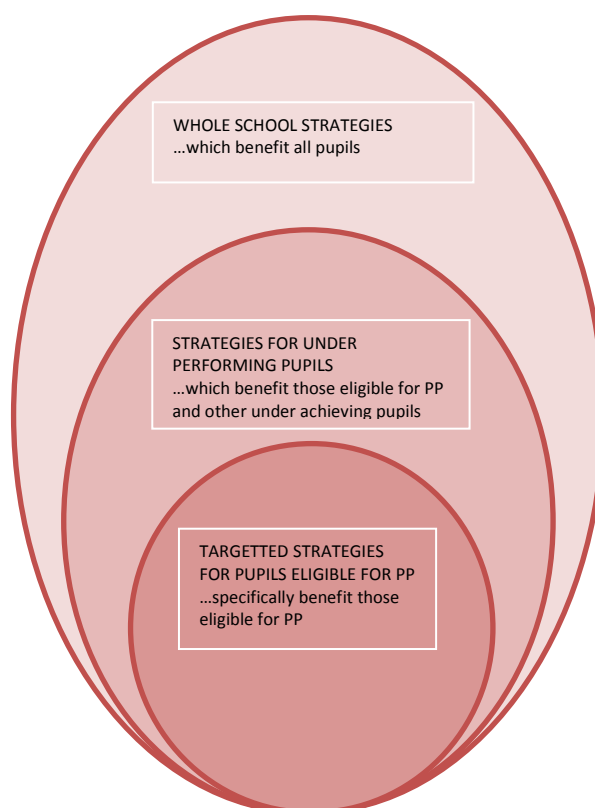
Pupil Premium Context Information

Our current Pupil Premium group profile is as follows (July 2017)

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole school numbers and %
TOTAL	9	7	2	6	10	13	12	59 (9%)
GIRLS	5	4	2	2	6	7	6	32 (5%)
BOYS	4	3	0	4	4	6	6	27 (4%)
FSM	6	6	2	1	5	3	4	27 (4%)
EVER 6	0	0	0	2	5	8	7	22 (3%)
SERVICE	2	0	0	0	0	2	1	5 (0.8%)
LAC	0	0	0	0	0	0	0	0 (0%)
POST LAC	1	1	0	3	0	0	0	5 (0.8%)
SEN	0	2	0	0	1	3	4	10 (1.5%)

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 Grant 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 2016-17

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 new monitoring system started and new process for tackling underachievement with Additional Needs team. Regularly advised SLT in areas that needed support.
Staff training for all core subjects and new assessment to raise quality first teaching and county support for English and Maths	£6,000	Governor visit observations and County advisers shows positive outcome. Regular staff training in Mastery Maths and new English curriculum/Let's Think English approach, 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 Staff training in PE and team teaching to upskill Accurate PE assessment and continue to raise profile of sport	£5,000	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. Continued staff training in this area and a new model of team teaching in place. Developed PE website and method of assessment.
Additional individualised and group intervention for; reading, phonics, spelling, maths, handwriting/fine motor skills plus specific SEN programmes	£28,612	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	£9,000	Worked with SNAs or LSAs 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 wellbeing in order for them to be ready to learn. Sessions spent in Nurture to develop and overcome personal hurdles. Social Circle groups in KS1. SNAs attended Mental Health conference.
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) Supported science within the curriculum and delivered staff training in all of the above. Produced an environmental film with the children to raise awareness of creating a sustainable future. Qualification for Forest Schools.
Partly funded extended schools provision including wrap around care, trips and clubs	£3,900	Funded educational visits/residential. All children able to attend trips. Opportunities for all to take part in clubs. Supported PGL payments to make trip accessible to all. Support with wrap around

		care to improve attendance and punctuality.
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	£500	Resources bought to support with home learning through discussions with families. For example; audio books and individual support with new approaches such as equine assisted learning.

The total Pupil Premium fund allocated for the academic year 2015 to 2016 was £71,512 and the actual budget spent was £71,512. The allocated spend matches the allocated pupil premium funds for 2016 to 2017. 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 2017 End of Year data (in %, please see brackets for numbers of children)

Year R	Pupil Premium (%expected or greater)	Cohort (%expected or greater)	
Reading	78%	81%	
Writing	78%	78%	
Number	78%	92%	
Year 1 Secure +	Pupil Premium (7)	Non-Pupil Premium (82)	Gap
Reading	86%	80%	+6
Writing	71%	62%	+9
Maths	86%	81%	+5
Year 2 Secure +	Pupil Premium (2)	Non-Pupil Premium (85)	Gap
Reading	100%	84%	+16%
Writing	100%	75%	+25%
Maths	100%	82%	+18%
Year 3 Secure +	Pupil Premium (6)	Non-Pupil Premium (88)	Gap
Reading	67%	87%	-20%
Writing	67%	70%	-3%
Maths	33%	77%	-44%
Year 4 Secure +	Pupil Premium (9)	Non-Pupil Premium (80)	Gap
Reading	66%	69%	-3%
Writing	67%	62%	+5%
Maths	66%	76%	-10%
Year 5 Secure +	Pupil Premium (13)	Non-Pupil Premium (83)	Gap
Reading	69%	72%	-3%
Writing	31%	51%	-20%
Maths	54%	70%	-16%
Year 6 Secure +	Pupil Premium (12)	Non-Pupil Premium (82)	Gap
Reading	34%	81%	-47%
Writing	25%	74%	-49%
Maths	33%	67%	-34%

Diminishing the Difference

Previously we have shared both the close to+ and secure+ data in the table above as the close to+ data is significantly positive for our pupil premium children. However, our focus has been improving our secure+ data for our pupil premium children.

Overall, the results show a positive picture for many of those in receipt of pupil premium. Some have slightly outperformed non pupil premium children across reading, writing and maths, in particular in KS1, which is a pattern emerging each year.

You can see that there are mixed results in diminishing the difference between PP and Non PP children for secure + data and where there are significant gaps, these will be a priority for the academic year 2017-18 for those children. The money spent during this academic year has had a direct impact on these results. Comparing last year and this year there are many areas where the gap is closing, although there is still a gap there. It's also worth noting that our numbers of those eligible for pupil premium have increased this year so you can't directly compare the same cohort. The data we use the most is where we compare the children's progress from the same starting point as this is fairer and more accurate and in depth. This data is very positive and we can identify who and in what area children aren't making the same level of progress as their peers. This will be shared with all staff so they can see if a good level of progress is being made and if not it can be addressed immediately through our variety of interventions, support and enrichment.

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 2017-2018 (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 term. The tracking of data for reading, writing and maths will be continued and comparisons and patterns will be drawn as we have embedded the HAM model and adapted it for Berrywood.

More in depth scrutiny and support will be given to year groups whose data shows the gap isn't closing rapidly enough in any of the core areas and as tackling underachievement is a priority, we will be rolling out a new branch of our assessment model to better track and teach to the personalised needs of our children who are not yet currently working within age related expectations.

We will continue to use the Case Studies of each child, as wellbeing and emotional needs are just as important to us as the discussions around attainment in the core areas. As usual, we will work closely with our Additional Needs Team as there are many children with additional needs here; be it emotional, behavioural or academic. We will also continue to develop sporting opportunities with Nick Hutton, which has been a real success, with the underlying goal for every child to represent Berrywood at a sporting event whilst they are with us. 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 and ultimately helps the continuation of support for those who need it the most.

Allocation of funds 2017-2018

New allocation for **Financial** Year 2017/18 £67,760 (figures for annual statement published in March)

Our funds for 2017/18 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 – in particular; rolling out the under achieving tracking and planning model
- * develop PE/sports club opportunities to enable all to represent the school at some point in their time at Berrywood
- * 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