



## **Bridgewater Primary School** **Pupil Premium Policy Statement 2015-2016**



### **Introduction**

A good education is the key to improving young people's life chances. This is particularly true for children from low-income families and looked after children (LAC), who are far less likely to leave school with good GCSE results than other children. The Pupil Premium, additional to the main funding a school receives, aims to address narrowing the gaps in attainment between these pupils and their peers by ensuring that funding to tackle disadvantage reaches those who need it most.

The Pupil Premium has a number of wider aims:

- Increase social mobility;
- Enable more pupils from disadvantaged backgrounds to get to the top Universities;
- Reduce the attainment gap between the highest and lowest achieving pupils nationally

Individual schools decide how the Pupil Premium (allocated per FSM pupil and LAC pupil) is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are held accountable for how use the additional funding to support these pupils. Performance tables will capture the achievement of those deprived pupils covered by the Pupil Premium. Accountability will ensure that parents and stakeholders are made fully aware of the attainment of these pupils.

Simply spending more on children from less affluent backgrounds, however, will not necessarily improve their learning or their aspirations. There is no direct link between spending on schools and outcomes for pupils. Extensive research in this area (Sutton Trust) shows that it is a complex issue, indicating that the way the money is spent is crucial. So if the Pupil Premium is to succeed in achieving its ambitious goals, the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.

Narrowing the gap for pupils can take many different forms from targeted teaching intervention to pastoral support, tackling challenging behaviour, attendance and punctuality and full engagement in school activities.

### **Pupil Premium Amount**

The level of the premium in 2015-2016 is £1300 per pupil for pupils eligible for free school meals (FSM) and for pupils in care who have been continuously looked after for six months £1600.

### **Monitoring**

The impact of expenditure will be an integral part of the monitoring and evaluation of school effectiveness and analysis of pupil progress.

## **Sutton Trust Toolkit to Improve Learning Summary Overview**

Below is a summary from the Sutton Trust study which compares the effectiveness of different kinds of expenditure to improve learning. This tool can be used as a reference to support planned expenditure to narrow the gap most effectively.

<b>Approach</b>	<b>Potential gain</b>	<b>Cost</b>	<b>Overall cost benefit</b>
Effective feedback	+9 months	££	Very high impact for low cost
Meta cognition & self regulation strategies	+8 months	££	High impact for low cost
Peer tutoring/peer assisted learning	+6 months	££	High impact for low cost
Early intervention	+6 months	£££££	High impact for very high cost
One to one tutoring	+5 months	£££££	Moderate impact for very high cost
Homework	+5 months	£	Moderate impact for very low cost
ICT	+4 months	££££	Moderate impact for high cost
Assessment for learning	+3 months	££	Moderate impact for moderate cost
Parental involvement	+3 months	£££	Moderate impact for moderate cost
Sports participation	+3 months	£££	Moderate impact for moderate cost
Summer Schools	+3 months	£££	Moderate impact for moderate cost
Reducing class size	+3 months	£££££	Low impact for very high cost
After school programmes	+2 months	££££	Low impact for moderate cost
Individualised instruction	+2 months	££	Low impact for low cost
Learning styles	+2 months	£	Low impact, low or no cost
Arts participation	+1 month	££	Very low impact for moderate cost
Performance pay	+0 months	£££	Very low/no impact for moderate cost
Teaching assistants	+0 months	££££	Very low/no impact for high cost
Ability grouping ±	± 1 month	£	Very low or negative impact for very low or no cost
Block scheduling and timetabling (sec)	± 1 month	£	Very low or negative impact for very low or no cost
School uniforms	± 1 month	£	Very low or negative impact for very low or no cost



## OVERVIEW OF PUPIL PREMIUM 2015-2016



**Raiseonline 2015 states 61.9% eligible for PP (63% % 2014)**

**Total amount of Pupil Premium as of April 2016: £236,355**

### **Use of Money:**

- Full time Learning Mentor
- Non teaching Deputy supports teachers and groups of children
- Additional teacher in Year 2 to support mobility and underachieving children
- One to one tuition
- Purchase of home study and revision for Year 6
- Targeted intervention lead by skilled staff and DHT
- Continuous professional development of staff
- Development of school reading scheme- particularly home-school reading and story bags to support reading at home.
- Additional musical tuition
- Children's University funding
- Speech and Language therapist
- ELKAN training
- Enrichment activities- visits to theatre,
- Higher ratio of staff to children in EYFS
- Up to date ICT equipment
- Subsidy of trips – enrichment projects
- RESPECT programme delivered by Youth Offending Team in Years 5 and 6
- Curriculum workshops to extend and enhance learning opportunities
- Skillsforce programme- linked to Prince of Wales award delivered to Year 6
- Pyramid Club- SEMH and self-esteem and confidence building
- Individual initiatives to support vulnerable children- ie funding for additional classes to enhance life-skill and well-being, school equipment and resources
- Arrangement of incentive days to encourage and motivate in relation to home learning

## Impact on eligible and other pupils.

**Date of review of impact of spending: July 2016**

### Analysis of children working at ARE

**Nursery:** On track to achieve a Good Level of Development- 15/26- 58%

**Reception:**

	<b>Achieved a Good Level of Development</b>
<b>Reception 1</b>	24/30 = 80%
<b>Reception 2</b>	23/30=77%
<b>Reception Cohort</b>	47/60=78%

<b>Secure learners (66% NA 2015) (61% LA 2015)</b>		<b>Attended Nursery and are secure learners</b>	
<b>47/60</b>	<b>78%</b>	<b>24/25</b>	<b>96%</b>

**Year 1EL:**

	<b>Overall-29</b>	<b>Eligible pupils-22</b>	<b>Other pupils-7</b>
<b>Reading</b>	83% (21%)	82% (23%)	86% (14%)
<b>Writing</b>	83% (17%)	82% (18%)	86% (14%)
<b>Maths</b>	86% (10%)	86% (14%)	86% (0%)

**Year 1SR:**

	<b>Overall-25</b>	<b>Eligible pupils-17</b>	<b>Other pupils-8</b>
<b>Reading</b>	84% (24%)	83% (18%)	88% (38%)
<b>Writing</b>	84% (12%)	83% (12%)	88% (13%)
<b>Maths</b>	84% (16%)	83% (6%)	88% (13%)

**Year 2JC:**

	<b>Overall-25</b>	<b>Eligible pupils-16</b>	<b>Other pupils-9</b>
<b>Reading</b>	84% (12%)	75% (13%)	100% (11%)
<b>Writing</b>	80% (16%)	75% (13%)	100% (22%)
<b>Maths</b>	84% (16%)	75% (19%)	100% (11%)

**Year 2KP:**

	<b>Overall-26</b>	<b>Eligible pupils-14</b>	<b>Other pupils-12</b>
<b>Reading</b>	85% (31%)	71% (7%)	100% (50%)
<b>Writing</b>	77% (23%)	64% (0%)	92% (50%)
<b>Maths</b>	81% (23%)	71% (0%)	100% (50%)

**Year 3KC:**

	<b>Overall-27</b>	<b>Eligible pupils-20</b>	<b>Other pupils-7</b>
<b>Reading</b>	89% (19%)	90% (15%)	86% (29%)
<b>Writing</b>	78% (15%)	80% (10%)	71% (29%)
<b>Maths</b>	85% (7%)	85% (5%)	86% (15%)

**Year 3NF:**

	<b>Overall-29</b>	<b>Eligible pupils-18</b>	<b>Other pupils-11</b>
<b>Reading</b>	86% (24%)	94% (28%)	73% (18%)
<b>Writing</b>	76% (24%)	83% (28%)	64% (18%)
<b>Maths</b>	83% (28%)	89% (33%)	73% (18%)

**Year 4:**

	<b>Overall-30</b>	<b>Eligible pupils-20</b>	<b>Other pupils-10</b>
<b>Reading</b>	25/30 = 83% (17%)	85% (15%)	80% (20%)
<b>Writing</b>	24/30 = 80% (20%)	80% (15%)	80% (30%)
<b>Maths</b>	26/30 = 87% (20%)	90% (20%)	80% (30%)

**Year 5:**

	<b>Overall-27</b>	<b>Eligible pupils-21</b>	<b>Other pupils-6</b>
<b>Reading</b>	25/27 = 92% (22%)	90% (10%)	100% (67%)
<b>Writing</b>	23/27 = 85% (15%)	81% (5%)	100% (67%)
<b>Maths</b>	23/27 = 85% (26%)	81% (14%)	100% (67%)

**Year 6:**

	<b>Overall-29</b>	<b>Eligible pupils-17</b>	<b>Other pupils-12</b>
<b>Reading</b>	66% (10%)	71% (6%)	58% (17%)
<b>Writing</b>	90% (21%)	88% (24%)	92% (17%)
<b>Maths</b>	93% (14%)	94% (12%)	92% (17%)

## Analysis of children working at ARE

**Nursery:** On track to achieve a Good Level of Development- 15/26- 58%

**Reception:**

	<b>Achieved a Good Level of Development</b>
<b>Reception 1</b>	24/30 = 80%
<b>Reception 2</b>	23/30=77%
<b>Reception Cohort</b>	47/60=78%

<b>Secure learners (66% NA 2015) (61% LA 2015)</b>		<b>Attended Nursery and are secure learners</b>	
<b>47/60</b>	<b>78%</b>	<b>24/25</b>	<b>96%</b>

**Year 1:**

	<b>Overall-54</b>	<b>Eligible pupils-39</b>	<b>Other pupils-15</b>
<b>Reading</b>	83%	74%	93%
<b>Writing</b>	83%	74%	93%
<b>Maths</b>	83%	74%	93%

**Year 2:**

	<b>Overall-51</b>	<b>Eligible pupils-30</b>	<b>Other pupils-21</b>
<b>Reading</b>	84%	83%	90%
<b>Writing</b>	80%	80%	86%
<b>Maths</b>	82%	77%	95%

**Year 3:**

	<b>Overall-56</b>	<b>Eligible pupils-38</b>	<b>Other pupils-18</b>
<b>Reading</b>	88%	95%	78%
<b>Writing</b>	79%	82%	66%
<b>Maths</b>	84%	87%	78%

**Year 4:**

	<b>Overall-30</b>	<b>Eligible pupils-20</b>	<b>Other pupils-10</b>
<b>Reading</b>	25/30 = 83% (17%)	85% (15%)	80% (20%)
<b>Writing</b>	24/30 = 80% (20%)	80% (15%)	80% (30%)
<b>Maths</b>	26/30 = 87% (20%)	90% (20%)	80% (30%)

**Year 5:**

	<b>Overall-27</b>	<b>Eligible pupils-21</b>	<b>Other pupils-6</b>
<b>Reading</b>	25/27 = 92% (22%)	90% (10%)	100% (67%)
<b>Writing</b>	23/27 = 85% (15%)	81% (5%)	100% (67%)
<b>Maths</b>	23/27 = 85% (26%)	81% (14%)	100% (67%)

**Year 6:**

	<b>Overall-29</b>	<b>Eligible pupils-17</b>	<b>Other pupils-12</b>
<b>Reading</b>	66% (10%)	71% (6%)	58% (17%)
<b>Writing</b>	90% (21%)	88% (24%)	92% (17%)
<b>Maths</b>	93% (14%)	94% (12%)	92% (17%)