



Bowhill Primary School Pupil Premium Policy

Mission statement

Proud of our Past, Looking forward to the future

At Bowhill Primary School, all pupils, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs.

Background and legal context

The most important factor in predicting a child's future academic success is prior attainment. The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

Pupil premium funding is provided to help schools close the gap between children from deprived and non-deprived backgrounds. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount is allocated to schools for each pupil registered for FSM at any point in the last six years. By referencing the IDACI index, Bowhill is identified as within the most deprived 30% of schools in the country.

The Department for Education has stated that schools: 'are free to spend the pupil premium as they see fit'. However, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium
- the annual reports for parents that schools are required to publish online.

Principles

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into teaching programmes.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

Roles and responsibilities

Governing body

- The governing body will approve the overall strategy for deploying pupil premium funding prepared by the headteacher and presented in the school improvement plan (SMIP).

January 2017

- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.
- The designated governor will work with the SMT to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy.
- The designated governor will work with the SMT to evaluate the impact of increased support on the achievement of targeted pupils.

Headteacher and SMT

- Phase leaders will share responsibility for evaluating the impact of support programmes at KS1 & 2.
- The SMT will produce targets for reducing the gap between pupil premium pupils and their peers matched to the SMIP.
- Information about progress made by identified groups will be included in the termly head teachers report.

Up to date information about how pupil premium income is spent will be available on the school website.

Subject leaders

Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the governing body

All staff

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
- Class and subject teachers are responsible for the progress made by all pupils.
- All staff will give pupils clear feedback that helps them to improve their work.

Evaluating impact

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

Short term

- The school will have an effective strategy for supporting pupil premium pupils and there will be strong commitment to this strategy by all stakeholders.

Medium term

- As a result of an effective CPD programme the skills and expertise of all staff are being enhanced.
- Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils.
- Discussions with pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long term

Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from pupil premium funding and their peers:

- the progress gap – socially disadvantaged pupils will make accelerated progress in comparison with other pupils
- the attainment gap – accelerated progress will result in closing the gap in levels.

Adopted Date: 17th January 2017

Review Date: January 2018

Pupil Premium Data Publication 2015-16 academic year

Overview of the school

Number of pupils and Pupil Premium Grant (PPG)

Number on roll Spring 2016 - 450

Number of pupils benefiting from pupil premium as at Spring 2016 - 108 (33%) Above the national average of 32%

Estimated amount of funding for academic year 2015 - 2016 - £155162

Summary of PPG spending 2015/16

Objectives in spending PPG

To close the gap in achievement identified between this group of pupils and their peers, specifically in maths, reading and writing, but also to ensure the social and emotional needs of vulnerable groups of children are met. To increase the range of experiences available to the most disadvantaged.

Summary of spending and actions taken for 2015/2016 academic year:

Support	Impact
<ul style="list-style-type: none"> Parent Support Adviser 	<ul style="list-style-type: none"> Engaging families Enabled families to access support where required Provides a link for other agencies into the school Achieves better outcomes for the children
<ul style="list-style-type: none"> Two part time teachers are working innovatively e.g. Breakfast & Support club 	<ul style="list-style-type: none"> Increased engagement. Accelerated progress towards ARE.
<ul style="list-style-type: none"> Learning support including: Targeted interventions inc. TRUGS, Counting to Calculate, Numbers Count, Speech and language programmes (Language Link) 1 to 1 provision Fun Fit Educational visits Thrive - 1-1 / group - assessments, action 	<ul style="list-style-type: none"> Groups made better than expected progress in maths and in year 6, more progress than non-PPG pupils All children on a speech and language programme made progress towards their targets. Our TAs ensured that the children with additional needs made expected progress overall These children made slightly better than expected progress with reading and writing. The majority of children went on the residential trips with all children going on day educational visits. Increasing engagement, independence and depth of learning. The children who received Thrive made accelerated learning in reading and maths

plans and support in the group	
<ul style="list-style-type: none"> • Enrichment opportunities such as music tuition and subsidised educational visits to school 	<ul style="list-style-type: none"> • Pupils benefitted from a richer and diverse curriculum.

Total Expenditure: £155162

- The average scaled score for disadvantaged children in 2016 was 99.8

Overall Impact:

- Maths was a key focus and the progress in this area for Pupil Premium children in year 6 was above that of other children at 2.10
- Children on Free School Meals made accelerated progress in maths.
- Attainment of the Pupil Premium children, without additional needs, is the same as all children.
- The value added for disadvantaged children is comparable at 99.8

2016 Key Stage One Data

62.5 % of disadvantaged pupils attained ARE or above in reading

62.5% of disadvantaged pupils attained ARE or above in maths

2016 Key Stage Two Data

41% of disadvantaged pupils achieved ARE in reading

32% of disadvantaged pupils achieved ARE in writing

59% of disadvantaged pupils achieved ARE in maths

Main Barriers to learning continue to be speaking and listening, particularly in the early years.

Planned spending and actions for 2016/2017 academic year

- Continued employment of Pupil Premium Champions who will give personalised and targeted support to children across the school, including Foundation Stage
- Additional focus on closing the gaps between disadvantaged pupils and their peers within the earlier years, including a focus on speaking and listening skills and vocabulary extension.
- Focus on disadvantaged children who have been identified as more able
- Employment of Parent Support Advisor who will continue to develop positive relationships between families and school

Progress of Pupil Premium Pupils is discussed by Head & Deputy with teachers during half termly Pupil Progress meetings with an SLT review of Pupil Premium Progress and impact during the summer term of 2017.