



Baildon Church of England Primary School  
and Nursery

## **Pupil Premium Report** **End of Year 2016-2017**

Pupil premium is additional funding, from the government, provided to schools to support pupils from low income families to ensure they benefit from the same opportunities as all other children. There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM) (£1,320)
- Looked after children and recently added children who are adopted (£1,900)
- Armed forces children (£300)

It is for schools to decide how the Pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible.

At Baildon CE a very small number of children are eligible for pupil premium (currently 28 children) and the number of FSM children is well below the national average and annually declining. . These children can have a variety of barriers to learning which means that they often need additional support to 'catch up' and reach their potential. Poor social or economic family circumstances affect many of the children, which may mean important support structures regarding their development have not been in place. However we are seeing a rise in looked after children within school.

At Baildon CE, we feel the most effective way to support disadvantaged children is a combination of the following:

- Clear and responsive leadership – set high aspirations, holding staff to account and investing in teacher
- Development
- High quality teaching and high attainment for all (including non-disadvantaged) - Emphasis on quality first
- Teaching, high standards and sharing best practice
- Responding to data evidence to meet individual needs – providing the best strategies and training to help
- Helping each child improve by identifying clear next steps in their learning
- Ensuring good attendance – dedicated personnel, who focus on the most vulnerable and support families

### **Academic year 2016-17**

Amount of Pupil Premium allocated to Baildon Church of England Primary School in the Academic 2016-17 was £38,280, based on 33 children.

This was spent on-

#### Staffing

- Additional booster groups outside of the curriculum
- A drive in school to promote reading (including reading areas in each classroom) and providing additional reading opportunities 1:1 weekly, for those who do not read at home.
- Additional sets for English and Maths in Year 6
- Partially funding additional adult in Early Years
- Partially funding our Parent Liaison Worker and our Learning Mentor to support vulnerable families and individual/groups of children

- Parenting groups run by Parent Liaison Worker and Learning Mentor
- Additional adults in specific classes/ lessons
- Extra support and intervention by the teacher or teaching assistant outside of core lessons
- Other intervention programmes identified and organised by the Inclusion Leader e.g. spelling or reading programmes, social skills or friendship groups, motor skills programmes, speech and language interventions, nurture group or one to one tuition
- Targeted short term interventions programmes for under achieving pupil premium children.
- Providing quality, effective feedback to individual pupils by way of weekly tutorial meetings

#### Teaching Development, Training and Resources

- Quality training inset for staff outside of the working day, including specific training on a speech and language programme as well as attachment and FASD.
- Quality training inset for teaching assistants outside of the working day- guided work, use of adults in the classroom, the new curriculum.
- Specific resources and equipment bought to support children, following professional advice.
- Support materials for the above

#### Extra -Curricular and Family Support

- Providing lunchtime clubs for those children who struggle to attend extra-curricular activities before or after school
- Additional adults during extra-curricular activities to allow all children to access clubs
- Partially funding the Samba workshop at lunchtime, for the same reason as above
- Assisted places at enrichment activities e.g. Music lessons: Guitars/Drums/keyboards and paid sports clubs
- Assisted places at after school clubs
- Providing support for payments of residential trips as appropriate to the needs of the child
- Other activities e.g. support for breakfast club or access to the school bus, as appropriate to the needs of the child
- Uniform vouchers

#### PP Profile per Year

	Nursery	Rec	1	2	3	4	5	6
PP	2	3	2	1	9	2	6	8

#### Impact of Spending

##### Attainment and Progress

In Nursery there were 2 children eligible for pupil premium. Both children achieved expected in all areas, except 1 child in writing (who achieved working towards the expectations).

In Reception there were 3 children eligible for pupil premium, 1 of whom with SEN. Pastoral and learning support put in place allowed 2 children to achieve age related expectations, with one child exceeding expectations in all areas. Whilst the other child did not meet this goal, he met the targets put in place which were based on his starting point. This was due to the additional adult support and guidance and resources from speech and language.

In Year 1, 84% of the class passed the phonics screening test. There were 2 pupils eligible for pupil premium, 1 passed and the other did not, however this was due to the style of the test, rather than an inability to understand phonics. Both children did not achieve ARE in reading and writing but met the expected standards for maths. The high level of support provided for 1 child with additional needs has allowed him to continue to access the curriculum and make progress from his starting point.

In Year 2, 1 child was eligible for pupil premium, met ARE and made above expected progress in all areas. The focus for this child was to support the family, working with the Parent liaison worker and developing the child's confidence, which resulted in the excellent progress.

Of the 9 children eligible in Year 3, 6 achieved the expected standard in reading and writing, with 1 child achieving above the expected standard. For maths, 7 children achieved ARE, with 5 of those achieving above the expected standard. One of the children was working well below in all three areas, however with the support provided has made expected progress. The remaining 2 children were identified within quality first teaching and additional intervention sessions.

There were 2 children in Year 4 who were eligible for pupil premium, both met the expected standard in Year 4 and 1 exceeded in writing and maths.

In Year 5 there were 6 children eligible for pupil premium and 4 of them achieved the expected standards in all three areas. The other 2 children, who did not make the expected standards are on the SEND register and a range of strategies and interventions took place over the year, including spelling, basic maths skills and social communication and interaction, to support these children and enable them to access the curriculum, which resulted in improved independence in learning. Also, 1 family worked with the Assistant Head Teacher and the Parent liaison worker to address attendance, which resulted in improved attendance on previous years.

In Year 6, 7 children were eligible for pupil premium. 6 children achieved in reading with 1 child exceeding, 5 achieved in writing with 2 exceeding and 4 achieved in maths with 3 exceeding, 50% of the children made expected or above progress. Of the 7 children, 4 also have additional needs, with 75% making expected progress or above in reading and 50% doing the same for writing and maths.

### **Impact of Leadership and Training on improving our support assistants**

Training this year focused on teaching and learning, developing reading and spelling strategies, using models and images in maths and including ICT into the curriculum.

### **Impact of Extra- Curricular Involvement**

All children in Year 4 and Year 6 accessed residential

As a school we have a vast number of extra-curricular activities before, during and after school including gym club, choir, Samba, tag rugby, cross country and Glee just to name a few. These activities are well attended by all pupils, including SEND and PP pupils. A pupil with a statement has also been a Year 5 buddy this year! A significant increase in attendance and engagement in these activities has been seen this year, made possible by the commitment of all school staff.

A qualified TA has undertaken a large number of 'drawing and talking' sessions this year with both SEND and PP children, as well as running a bereavement group, developing nurturing relationships throughout the year. She has organised and managed all the medical information for children in school, sharing needs to all relevant staff, as well as distributing Health Care Plans and producing flow charts where necessary.

Two TAs have continued to develop relationships with parents, being available every morning to deal with issues, concerns or give advice.

Parents attend regular meetings with the class teachers and the SenCo, who is also available to speak or meet parents additionally, as necessary. Parents are also invited to workshops run by a variety of staff on the learning taking place in school.

### **Academic year 2017-18**

PP budget for 2017-18 is estimated at £45,025 based on 28 children. This is an increase from last year, however this is due to a rise in Post LAC funding rather than a rise in children eligible for the free school meal funding.

	Nursery	Rec	1	2	3	4	5	6
PP	0	3	2	3	1	9	3	7

Barriers to learning for Pupil Premium Children.

- Home life and lack of support for school's priority of attendance.
- Social, emotional and well-being issues including traumas earlier in life and significant attachment issues.
- Lack of support and understanding of how to support children in their learning at home, particularly reading and spelling.
- Range of medical and additional SEN needs which impact on learning.
- Lack of motivation, resilience and independence.

This will be spent on:

Staffing

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- A continued drive in school to promote reading and provide additional reading opportunities 1:1 weekly, for those who do not read at home.
- Additional sets for English and Maths in Year 6
- Partially funding additional adult in Early Years
- Partially funding our Parent Liaison Worker and our Learning Mentor to support vulnerable families and individual/ groups of children
- Parenting groups run by Parent Liaison Worker and Learning Mentor
- Additional adults in specific classes/ lessons
- Extra support and intervention by the teacher or teaching assistant outside of core lessons
- Additional intervention programmes identified and organised by the Inclusion Leader e.g. spelling or reading programmes, social skills or friendship groups, motor skills programmes, speech and language interventions, nurture group or one to one tuition
- Targeted short term interventions programmes for under achieving pupil premium children.
- Providing quality, effective feedback to individual pupils by way of weekly tutorial meetings
- 1:1 support for those children with significant and complex needs

Teaching Development, Training and Resources

- Quality training inset for staff
- Quality training inset for teaching assistants outside of the working day
- Specific resources and equipment bought to support children, following professional advice.
- Support materials for the above

Extra -Curricular and Family Support

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- Providing support for payments of residential trips as appropriate to the needs of the child
- Other activities e.g. support for breakfast club or access to the school bus, as appropriate to the needs of the child
- Uniform vouchers