



Baildon Church of England Primary School  
and Nursery

## Pupil Premium Report End of Year 2018-2019

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.

The main aims are to-

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals and recorded as Ever 6 free school meals (FSM) (£1,320)
- Looked after children (LAC) and recently added children who are adopted (£2,300)
- 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 31 children) and the number of FSM children is well below the national average, which for 2019 was 15.8% and our figure is 6.6%, (with 1.5% of that being for LAC, therefore only 5.1% are FSM eligible).

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 2018-19

PP budget for 2018-19 was estimated at £44930.00 based on 31 children. This is a slight decrease from last year (£570).

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

## Barriers to learning for Pupil Premium Children.

- Home life and deprivation
- Lack of support for school's priority of attendance.
- Social, emotional and well-being issues including traumas earlier in life and significant attachment issues.
- Poor developmental progress due to vulnerabilities in the home, particularly with language development and physical development.
- Lack of support and understanding of how to support children in their learning at home, particularly reading and spelling.
- Range of medical and additional SEND needs which impact on learning.
- Lack of motivation, resilience and independence.

To tackle these issues we used the provisions stated below.

Our funding was spent on:

### Staffing

- Additional booster groups outside of the curriculum
- 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 / Learning Mentor to support vulnerable families and individual/ groups of children
- 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 – particularly focusing on maths teaching and learning.
- 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

- Providing lunchtime clubs for those children who struggle to attend extra-curricular activities before or after school
- 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 before / school clubs, with additional staff in place
- 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
- Support provided to key families through the assistant Head

## Impact of Spending

### Attainment and Progress

In nursery there was only 1 child entitled to the EYFS pupil premium and he achieved goal in all (30-50 developing/ secure).

In Reception there were 4 children eligible for pupil premium.

		BAILDON CHURCH OF ENGLAND PRIMARY SCHOOL EARLY YEARS SPRING ASSESSMENT																
		Prime Area							Specific Areas									
		Communication & Lang			Physical		Personal & social			Literacy		Mathematics		Understanding the world			Expressive arts	
		List ening & atten tion	Un ders 'ing	Spe aki ng	Mo vin g & han dlin g	Hea lth & self-care	Self con f & awa ren ess	Fee ling s & beh avio ur	Maki ng rela ti onsh ips	Rea din g	Writ ing	Nu mbe rs	Sha, Spa & mea sure s	Peo ple & com mu nities	The worl d	Tec hnol ogy	Exp l & use med ia/ mtl s	Bein g ima gina tive
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
EY FS	Good Level of Develop ment																	
1		30-50S	30-50S	30-50S	30-50D	30-50S	30-50S	30-50D	30-50S	30-50S	30-50D	30-50D	30-50S	30-50D	30-50S	30-50S	30-50S	30-50S
2	Total 29	1	2	2	2	2	2	1	1	1	1	1	2	2	2	2	2	2
		Initial issues with behavior low starting points but made individual progress in some areas did not get GLD however due to his <u>oracy</u> in SSM he achieved goal in this area																
2	Total 51	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		Exceeding child in all areas of learning																
2	Total 48	3	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3
		Met GLD and exceeded in most areas of learning																
2	Total 29	1	1	2	2	2	2	1	2	1	1	2	2	2	2	2	2	2
		Spiky profile did not get GLD however worked hard to reach expected level in mathematics low starting points issues around behavior																

In Year 1 there were four children eligible for pupil premium, three of whom with SEND. Two were working below age expectations and the other, who received 1:1 support, achieved ARE in reading and maths and WT ARE in writing. The other child, who is on a CP plan, achieved ARE in reading, writing and maths. All four children are making the expected progress.

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
3/4- 25% passed	49/56-87.5% passed	82%

Phonics needs to be highlighted as a priority next year for the whole school, including those pupils eligible for PP.

In Year 2, there were four children eligible for pupil premium; two of them with SEND, with one receiving full time 1:1 support and has an EHCP. Two children achieved ARE in reading and writing and three achieved ARE in maths. Two of the children achieved above the expected standard for reading and maths and one achieved it for writing. All four children are making the expected progress, children eligible for PP in Year 2 received the same average scaled score for reading and maths as non-FSM6 children- 106.3, with a value added of +4.9, compared to +1.7 for non FSM6. This shows positive progress measures, particularly in maths, resulting from the whole school maths initiative and training on maths that staff have undertaken throughout this year.

These figures do not include one child who was not entered for the KS1 SATs and another who only accessed the maths SATs. The child with significant needs, received full time 1:1 support, which allowed him to successfully make progress against the targets set in his EHCP.

END OF KS1	Pupils eligible for PP who accessed the assessments	Pupils not eligible for PP School average	Difference in attainment / progress
% achieving expected standard or above in reading, writing and maths	67%	88%	-21
% achieving above expected standard in r/w/m	r- 50% w-25% m-50%		
% making progress in RWM	8%	4%	+4
% making expected progress in reading	4%	4%	=
% making expected progress in writing	9%	6%	+3
% making expected progress in maths	37%	4%	+33
Scaled scores for reading and maths	106.3 Value added +4.9	106.3 Value added +1.7	+3.2

In Year 3, three children was eligible for pupil premium and all three also have SEND needs. One child is working above the expected standards for all areas and two children are working towards the expected. Interventions for both learning and SEMH have taken place to support these children in school.

There were two children in Year 4 who were eligible for pupil premium, one is working above for reading, towards the expectations for writing and at the standard for maths and the other child is working towards the standards for reading, writing and maths. Again a large amount of SEMH support have been given to these children and their family.

Of the 9 children eligible in Year 5, 4 children have SEND and 2 have an EHC plan and receive 1:1 support, who are making progress against their targets set in their EHC plan. All children are making the expected progress, with a number of children making accelerated progress in each area.

Reading	Writing	Maths
2xGD, 4xARE, 1xWT, 2xB	3x GD, 3x ARE, 3x B	4xGD, 3xARE, 2xB
1 made above expected progress 8 made expected progress	3 made above expected progress 6 made expected progress	3 made above expected progress 6 made expected progress

In Year 6 there were 4 children eligible for pupil premium (with child receiving 1:1 support as part of his EHCP).

Reading	Writing	Maths
3x ARE 1xWT	3x ARE 1xWT	3x ARE 1xWT

Children in Year 6 who were FSM6, three achieved ARE, however their individual progress measures were fantastic and were greater than national and non- FSM6 children (+6.7 compared to +3.4- see below).

## Attainment & progress

				Attainment			Progress		
Pupils				Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	3	56	102.3	110	-7.7	6.7	3.4	3.3

Progress measures from KS1			
	Reading	Writing	maths
Child 1	+5.4	+13.9	+14.2
Child 2	+0.7	-0.1	+5.9
Child 3	+7.3	+10.5	+1.9
Child 4 (SEND)	+12.2	+11.6	+7.6

These results were supported by the SATS interventions, Year 6 spelling club and quality first teaching in the 3 way setting lessons. The nurturing support for these children, alongside the learning and interventions, allowed them to narrow the gap and make excellent progress from KS1.

### Impact of Extra- Curricular Involvement

All children in Year 4 and Year 6 accessed the residential

As a school we have a vast number of extra-curricular activities before , during and after school including gym club, Yoga, 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.

### Enrichment specifically in Year 6-

- One child only joined in the school in Year 6, but managed to find a love for writing and began entering writing competitions following the support she received in school. She also became a Shakespeare Ambassador, representing the school.
- Another child became part of the Tag Rugby team and enjoyed taking part in cross country runs. His confidence grew so much that he became a lead in RE debates and sang a solo in the end of year play!
- We saw another child's self-esteem and confidence grow to such extent that she also became a Shakespeare Ambassador, representing the school and led in RE debates. The enrichment and nurture provided allowed her to define herself and create her own individual identity that she felt both comfortable and proud of.
- One particular child had an amazing year, stating his experiences were the best in his life- going on residential, taking part in the dragon boat racing, taking part in the end of year play and going on the Blackpool trip. He represented school as part of the Boccia team and made exceptional progress from KS1-KS2 (R +12.2, W-+11.6, M- +7.6).

### Impact of Leadership and Training on staff

Maths results were not as strong as English in the Year 2017-18, therefore SLT took a number of actions for the 2018-19 curriculum, including the introduction of a new maths way of teaching with staff training over the year to support the implementation and practice in the classroom. This has had a significant impact on the whole school maths results and can be seen by pupils throughout the school who are eligible for PP.

## Wider support

A qualified TA has continued to undertake 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. She has also begun to develop her knowledge of children's SEMH and attended training on children's anxiety and counselling and mental health.

A number of resources have been bought in school to support children's SEMH, to try to reduce anxieties and worries, as well as trying to meet a growing need for children with sensory processing difficulties. Each shared are has a sensory box and EYFS, KS1 and LKS2 have a worry doll to aid discussions around children's worries.

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 2019-20

PP budget for 2019- 20 is estimated at £43,780 based on 27 children. This is slightly less than last year.

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<b>PP</b>	1	1	3 (1 child left)	4	4	3	2	9

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- 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.

To tackle these issues we used the provisions stated below.

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**In our school, we celebrate being part of God's family where all respect themselves, others and the world around them. Our vision is to develop a safe, caring community of inspired, resilient lifelong learners with a spirit of curiosity, enabling them to flourish in an ever changing world.**

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