

## What is the Pupil Premium?

The Pupil Premium is additional funding for Reception children through to aged 16 that is allocated to schools and academies to help support socially disadvantaged pupils/students. Its purpose is to close the attainment gap between them and their peers.

All members of staff and governors accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a supportive environment. As with every child in our care, a child who is considered to be socially disadvantaged is valued, respected and entitled to develop his/her full potential, irrespective of need.

The school has high numbers of pupils (37.8%), whilst monies are directed towards distinct interventions and work a significant amount of pupil premium is targeted at normal quality classroom work and learning support staffing.

## Background

The Pupil Premium targets extra funding for those from deprived backgrounds. Research shows these pupils underachieve compared to their peers. The premium is provided in order to support these more vulnerable groups of pupils to reach their potential.

The Government have used pupils entitled to Free School Meals (FSM), children of service personnel and Children Looked After (CLA) as an indicator for deprivation and have provided an additional fixed amount of money to schools per pupil to further support their education.

The Government have not dictated to schools how to spend this money, but are clear that schools need to employ strategies that they know will support these pupils to increase their attainment and narrow the gap.

## Responsibilities

We maintain an on-going programme of support and monitoring for pupil with Pupil Premium support. This programme will be subject to oversight from the Local Governing Body via the Pupil Premium Champion.

All staff have a responsibility in providing the best possible provision for pupils; in doing so they have a responsibility to monitor progress and adapt planning and teaching to ensure these pupils/students maximise their progress. It should be noted that there is no substitute for wave 1 quality classroom teaching. The Sutton Trust research, and other research, clearly indicated the importance of in class provision and support. This research would indicate that disadvantaged pupils benefit greatly from the highest standards of teaching: equally they are disproportionately affected by poor quality teaching.

## Reporting

It will be the responsibility of the designated member of the Wider Leadership Team (Komilla Datta) to produce a report to senior staff and to Governors which includes:

- An outline of the provision in place to support pupil premium pupils/students

- The progress of pupils/students supported by pupil premium funding
- An evaluation of the programme including the impact of initiatives and personnel
- A plan for the academic year that links funding to interventions

The Local Governing Body will ensure that the web site includes reference to pupil premium spending and outcomes.

### Barriers to Learning

We have identified a number of barriers to learning which need to be overcome in order for all children and pupils to make progress and succeed.

Since pupil premium funds became available the school has strategically targeted our pupils for enhanced intervention and resources in order to overcome key weaknesses in:

- Speech and language development
- Emotional and behavioural development
- Low prior attainment on entry to reception
- Maths
- Reading (including phonics)
- Attendance and punctuality
- Parental engagement
- Special Educational Needs (SEN) – a high proportion of pupil premium children are also identified as SEN

In addition to intervening academically we continue to provide therapeutic support where necessary as many of our children who receive pupil premium funding can be subject to experiences that are traumatic and destabilising.

### Educational Research

Research conducted by the Educational Endowment Foundation and Sutton Trust indicates the average impact (in months) on academic progress of effective practice. The school is conscious of this practice based research and takes notice of it when identifying appropriate and cost effective actions.

Key areas for the school and which resource is allocated include:

<b>Strategy</b>	<b>Cost</b>	<b>Impact</b>
Behaviour interventions	Midrange cost	4 months
Collaborative learning	Low cost	5 months
Early Years Intervention	High cost	6 months
Quality feedback by teachers	Low cost	8 months
Understanding how to learn	Low to mid cost	9 months
1 to 1 tuition	High cost	5 months
<b>Strategy</b>	<b>Cost</b>	<b>Impact</b>
Speech & Language intervention	Low to mid cost	5 months
Outdoor learning	Mid cost	3 months
Phonics	Low cost	5 months
Small group tuition	Mid cost	4 months
Reading comprehension strategies	Low cost	5 months

## **An outline of the provision in place for disadvantaged pupils 2017/18**

### **Leadership**

1. The Leadership team has a responsibility for tracking PP interventions and in ensuring all senior staff are fully aware of school wide actions and strategies for supporting PP pupils.
2. The Local Governing Body has identified a PP Champion to link directly with senior staff in relation to PP funding, interventions and impact.
3. All middle leaders are made aware of their responsibilities to track, monitor and support PP pupils.
4. Each year group has an identified Pupil Premium Champion.
5. All Teachers are required to use our information management systems to track the progress of PP children and to ensure that they plan lessons to support these pupils.

### **Behaviour and inclusion**

1. Pupils with poor attendance will be supported by the attendance team.
2. Sol Attendance
3. The pastoral staff will support vulnerable learners and their parents.

### **Speech and Language support**

1. S & L therapy support 2 days per week
2. Use of the speechlink program in KS 1 and 2
3. Small group speech and language programmes
4. Additional phonics support in place for Years R /1/2/3

### **Therapeutic support**

1. Forest skills programme
2. Thrive
3. Mindfulness and PHSE scheme Jigsaw
4. Parental support and engagement activity – targeted at PP parents (attendance support; behaviour management and relationship building)

### **Academic Interventions**

1. Deployment of staff to provide 1-1 additional support and small group work to support core subjects particularly reading, writing and maths
2. Additional support provided as a rapid catch up programme for early years
3. 2 x Reading Recovery teachers
4. Reading wise
5. Times table rockstars
6. mathletics
7. Teaching assistants supporting key interventions across the school
8. Third Space Learning Maths intervention year 5/6
9. Action Tutoring year 5/6
10. Brilliant Club Tutor More able year 5/6

### **Pupil Premium Funding and Expenditure 2017-18**

In the academic year 2017-18 the value of the Pupil Premium for primary pupils is £1320. The total Pupil Premium funds for academic year 2017-18: £356,400

## Pupil Premium Statement

Raising achievement and Closing the Gap 2017-18

2. Current attainment			
All	Pupils eligible for PP		Non - PP
Reading	47 %		69 %
Writing	47 % %		68 %
Maths	55 %		69 %
1. Summary Information			
Academic Year	2017-2018	Total PP budget	365.400
Total number of children	734	Number of children eligible for PP	270

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2. Current attainment		
Reception 30 – 50 secure	Pupils eligible for PP (29)	Non – PP (92)
Reading	7	24
Writing	24	34
Number	14	18
Shape, Space and Measure	28	20

2. Current attainment		
Year 1	Pupils eligible for PP (24)	Non – PP (90)
Reading	59	71
Writing	58	70
Maths	74	76

2. Current attainment		
Year 2	Pupils eligible for PP (27)	Non – PP (81)
Reading	71	82
Writing	64	80
Maths	78	80

2. Current attainment		
Year 3	Pupils eligible for PP (43)	Non – PP (59)
Reading	70	78
Writing	64	73
Maths	72	66

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2. Current attainment		
Year 4	Pupils eligible for PP (37)	Non – PP (66)
Reading	61	78
Writing	54	71
Maths	54	73

2. Current attainment		
Year 5	Pupils eligible for PP (52)	Non – PP (54)
Reading	63	74
Writing	46	59
Maths	57	64

2. Current attainment		
Year 6	Pupils eligible for PP (38)	Non – PP (37)
Reading	60	78
Writing	62	82
Maths	58	84

### Barriers to future attainment (for pupils eligible for PP, including high ability)

- PP gap analysis shows that there is a gap in attendance ; PP – 94.58, Non PP – 95.78 %
- PA for PP – 15.53 Non PP – 8.78

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Raising achievement and Closing the Gap 2017-18

- Poor literacy skills, including reading
- PP children have lower levels of oracy at their starting points. This leads to poor reasoning and mathematical development
- There is a reading progress and attainment
- Children have reduced educational experiences and have parents who are less engaged in supporting learning at home

### 3. Desired outcomes

Disadvantaged attendance and PA continues to improve and increased to bring it in line with national  
Disadvantaged children across the school will have accelerated progress to raise attainment bringing it closer to national non-PP data  
Y6 will have accelerated progress to raise attainment bringing it closer to national non-PP data

Planned expenditure

### 1. Quality first teaching for all

Current	Actions and interventions	What is the evidence and rationale for this?	Measuring and monitoring	Staff lead	Cost:
There is a trend that PP attainment is lower than non- PP attainment in combined measure across school	Quality first teaching for all pupils in the classroom based around collaborative learning aims, Visible learning and the Teaching Toolkit. Disadvantaged children to be discussed as a priority at Pupil Progress Meetings each term. Improved observed teaching High level of effective question and answering in class High level of marking and feedback	Collaborative learning research Growth Mindset research from Carol Dweck looks at the power of language with children. Metacognition approaches (to be introduced at staff training 2018-19)	PPMs PPA PUMA gap analysis  Learning walks/observations	Class teachers PP champions	

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Raising achievement and Closing the Gap 2017-18

**FILTON AVENUE**  
PRIMARY SCHOOL

	High level of challenge and engagement Continued CPD				
PP gap and challenge for MA PP	New tracking system Insight purchased. Maths lead creates a gap analysis for each teacher after PUMA tests. During PPA year group leads look at planning and feedback Rising aspiration through Enabling Enterprise and Brilliant Club.	Teachers use their PPM analysis to identify target children. Teachers evaluate the impact of strategies used with specific groups and next steps- AfL. Growth Mindset	PPMs PPA PUMA/PIRA gap analysis	SLT/LT	Cost:
PP children have lower reading levels and make slower progress	Continued CPD for reading hats (See English Action Plan). Hub have specific responsibilities Monitoring cycle completed by English Hub A focus on reading weekly with PP children Workshop for parents Focus during PPM Year 9 reading buddies for OC pupils	Education Endowment Fund (EEF): On average, reading comprehension improve learning by an additional 5 months progress over the course of the year. Comprehension strategies appear to be particularly effective for older readers (aged 8 and above) who are not	PPMs PPA PIRA gap analysis	SLT	Cost: £40, 000  (11%)

# Pupil Premium Statement

Raising achievement and Closing the Gap 2017-18

	<p>A-Z Literacy intervention BRP Boys Reading Project Switch pm Bug Club Reading Wise Reading Eggs Brilliant Club – children researching articles and reading above their reading age Bedtime stories for Reception Reading Recovery programme x 2 teachers Reading gladiators y2,4,6 Reading clubs Reading Wise (See impact above) Dedicated and targeted parent classes Improving reading resources for KS 2 reading and also for struggling readers and those new to English Inference comprehension</p>	<p>making expected progress.</p>			
PP gap in maths	<p>Targeted catch up programme for Maths across years R-6</p>	<p>Targeted support in maths with a focus on</p>	<p>PPMs PPA</p>		<p>Cost: 35 000</p>

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**FILTON AVENUE**  
PRIMARY SCHOOL

	<p>Mathletics Timestables rockstars Additional maths support Third space learning Gap busting Fluency lessons</p>	<p>gap analysis to support learners</p>	<p>PUMA gap analysis</p>		<p>(10 %)</p>
<p>PP gap analysis could be due to reduced educational experience and parental/carer engagement</p>	<p>Book week including visits from authors A range of educational experiences across school Brilliant Club targets PP children – children taken to local university and have 5 sessions with a PHD student. Children write an essay and get graded using university gradings. Bedtime stories to engage parents early in Reception. Attendance prizes to engage pupils Bristol Zoo workshops x1 a year based around the Animal topic Enabling Enterprise School Reading Challenges and tea with English Lead</p>	<p>Evidence suggests that children that read every day perform better in reading tests but also develop a broader vocabulary. Increased general knowledge. Parent/carers are key in encouraging children to read. We need to provide PP children the opportunity to be surrounded by books and to ensure the library and classroom are well resourced. By providing rich varied activities for children to engage in on the playground this will enable appropriate interactions</p>	<p>Pupil Voice Learning Walks conducted by English Hub</p>		<p>Cost: £2, 000 (0.6%)</p>

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	Improve provision at break and lunch through PLAYPOD – indoor play plan? Children’s University				
PP children have lower levels of oracy	<p>Improve or act levels through implementation of Voice -21 strategies to develop grammar and articulation Staff to be provided with access to Voice -21 strategies Training to be delivered on how to effectively implement strategies in the classroom Use Oracy Framework Toolkit RWI programme SALT interventions and training for staff Speechlink programme TA allocation to every Reception Class Nuffield Early Language Pilot</p>	<p>Children arrive with a lower number of words compared to their peers. Research shows that this directly impacts their attainment through school. TAs in Reception are delivering S &amp; L programmes to support oracy early in school. Speaking and Listening is a key indication of success in later life.</p>	Monitored through learning walks and pupil voice.	SLT/LT	<p>Cost: £23, 000 (6%)</p>
Attendance – PP attendance is 94.58 which is below national	Use of the SOL programme to look at trends weekly, to follow up absence in a timely	Attendance is a key indicator for success in school and later in life. Early intervention is	Tracking data weekly	SLT/LT	Cost: £3,500 (1%)

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	<p>way, support families that are PA. Raise profile of the importance of attendance through assemblies and parent/carer workshops Information about illness and attendance shared with parent/carers</p>	<p>crucial to avoid poor patterns forming.</p>			
<p>Wellbeing - Negative attitudes at home &amp; school</p>	<p>Learning mentor for targeted long term support Thrive (including training 1 more practitioner) Unique Voice Holiday club Breakfast club provision Mindfulness Forest schools uniform Learning Mentor breakfast, targeted groups and drop in lunchtimes Nurturing group to start at LR</p>	<p>Improving emotional and behavioural choices We develop more positive attitudes to self and to learning in core groups or individuals Reducing challenging behaviour Early intervention Research shows that all of these will increase engagement in learning</p>	<p>Thrive assessments Behaviour reports on SIMs CPOMs CPD</p>	<p>Learning Mentor SLT/LT</p>	<p>Cost: 33 000 (9%)</p>

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Low engagement and attainment	In class support to support teachers TA/LSA dedicated to support learning and run interventions In YR pupils make outstanding progress Well managed adult resource by class teacher	Additional support and targeted, trained TAs have an impact on learning and attainments	CPD Learning Walks	SLT/LT HLTAs	Cost: Contribution to LSA salaries across phases: £200,000 (56%)
Contingency					Approx £20,000
Total					£356,400