



## Pupil premium grant expenditure:

### Report to parents: 2018 / 19

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and diminish the differences between these pupils and their peers.

*"It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility."*

**Source - DfE website**

***At Broad Oak we believe that primary education should be a time of opportunity, a happy and meaningful experience that promotes a love of learning, enriches lives and develops life-long skills.***

#### **Principles**

Every child with his/her individual needs, gifts and talents is unique and special.

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 caring and nurturing environment.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full and true potential irrespective of need.

#### **Information to be published to parents:**

In place of the current requirements regarding information about pupil premium expenditure, schools are now required to publish their 'PUPIL PREMIUM STRATEGY.' This should include:

1. In the previous academic year (s): (2015-2016, 2016-2017 and 2017-2018)
  - how the pupil premium allocation was spent
  - the impact of the expenditure on eligible and other pupils
  
2. The current academic year: (2018-2019)
  - the amount of the school's allocation of pupil premium grant
  - details of the main barriers to educational achievement
  - how the allocation will be spent to address the barriers and why these approaches were taken
  - how the school will measure the impact of the pupil premium
  - The date of the next pupil premium strategy review.

#### **How will the school measure the impact of the Pupil Premium?**

To monitor progress and attainment, our performance tables capture the achievement of pupils covered by the Pupil Premium.

At Broad Oak Community Primary School, the usual cycle of data will be used to measure pupil progress and enable the early identification of further need, support and/or appropriate

intervention. Achievement Team Meetings and Pupil Progress Review meetings take place approximately every 6-8 weeks and include Senior Leaders, SEND Co and Class Teachers.

At each milestone, the school will review the impact of actions taken and plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. NB: There are some pupils who are not eligible for Pupil Premium but are included as they may benefit from accessing additional support.

### **Financial year 2018-2019:**

In the 2017 to 2018 financial year, school received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in Early Years to Year 6
- £300 for pupils whose parents work in the armed forces.

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

### **Eligibility Criteria**

Parents/guardians in England do not have to pay for school meals if they receive any of the following:

- Income Support
- Income-Based Jobseeker's Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Guarantee element of State Pension Credit

Pupil Premium is an important payment for schools and a really good opportunity for eligible parents to get even more support for their children in schools.

If you have any questions or would like to know more about Pupil Premium funding and how it is being used to benefit your child, please speak to the headteacher. **If you think your child may possibly be eligible for free school meals, even if you don't want your child to eat school meals, please call into the office to collect a claim form. Every child who is eligible generates valuable income for the school.**

## Overview of school:

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (September 2018)	<b>539 pupils</b> ( <i>reception to y6</i> )
Total number of pupils eligible for PPG	<b>123 pupils</b> ( <i>95 - Jan '19 census</i> )
Amount of PPG received per pupil	£1320.00
<b>Total amount of PPG received</b>	<b>£162 240.00</b>

### Identified barriers to educational achievement

At Broad Oak Primary school we have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Experiential deprivation
- Limited access to educational enhancement experiences such as visits out, participation in physical activities, residential holiday opportunities
- Attendance and punctuality
- Behaviour i.e. pupils with specific social and emotional needs which impact on learning
- SEND cognition and learning difficulties
- Delayed speech and language
- Fixed mind-sets
- Below and Significantly below age typical attainment on entry resulting in pupils not being 'School Ready'

### Key Stage 1 performance of disadvantaged pupils 2017-18

	Disadvantaged	Others
% of pupils making expected progress in Reading	54.5%	45.5%
% of pupils making expected progress in Writing	36.4%	46%
% of pupils making expected progress in Maths	27.3%	27%

### Key Stage 1 performance of disadvantaged pupils 2017-18

	Disadvantaged	National
% of pupils reaching the expected standard in Reading	50%	62%
% of pupils working at greater depth in Reading	10%	14%

% of pupils reaching the expected standard in Writing.	40%	55%
% of pupils working at greater depth in Writing	0%	8%
% of pupils reaching the expected standard in Maths.	60%	63%
% of pupils working at greater depth in Maths.	10%	12%

Key Stage 2 performance of disadvantaged pupils 2017-18		
	Disadvantaged	Others
progress in Reading	-0.6	-0.9%
progress in Writing	-0.4	+0.5%
progress in Maths	-0.6	+1.4%

Key Stage 2 performance of disadvantaged pupils 2017-18		
	Disadvantaged	National
% of pupils reaching the expected standard in Reading	52%	64%
% of pupils working at greater depth in Reading	14%	18%
% of pupils reaching the expected standard in Writing.	62%	67%
% of pupils working at greater depth in Writing	20%	11%
% of pupils reaching the expected standard in Maths.	62%	64%
% of pupils working at greater depth in Maths.	14%	14%
% of pupils reaching the expected standard in EGPS.	53%	TBC%
% of pupils working at greater depth in EGPS.	27%	TBC%

## KS2 Attainment Trend 2016-2018 Disadvantaged Pupils

			% Achieving the Expected Standard			% Achieving a High Score		
		2018	2017	2016	2018	2017	2016	
<b>All Pupils</b>	RWM	61%	65%	60%	9%	11%	7%	
	Reading	65%	76%	71%	21%	29%	21%	
	Writing (TA*)	78%	83%	75%	22%	16%	26%	
	Maths	74%	81%	70%	21%	28%	19%	
	EGPS	74%	85%	85%	34%	36%	22%	
<b>Disadvantaged Pupils</b>	RWM	48%	59%	50%	7%	5%	5%	
	Reading	52%	68%	68%	14%	16%	14%	
	Writing (TA*)	62%	77%	73%	21%	16%	10%	
	Maths	62%	77%	64%	14%	21%	14%	
	EGPS	53%	73%	82%	27%	25%	22%	
<b>Other Pupils</b>	RWM	70%	71%	64%	11%	13%	8%	
	Reading	74%	81%	72%	25%	34%	25%	
	Writing (TA*)	62%	80%	75%	23%	16%	36%	
	Maths	81%	86%	75%	25%	30%	22%	
	EGPS	84%	89%	87%	37%	41%	38%	

Attendance rates of pupils						
	Disadvantaged			Others		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
<b>Whole school</b>		94.4%	93.4%	96%	95.7%	94.9%

### Key Expenditure - how the allocation will be spent in 2018 -19

Item/project	Total Allocation
Employment of Play Therapist to work with identified pupils with emotional, social, behavioural and attendance barriers to learning.	<b>£9000.00</b>
Bought in Behaviour Specialist to provide social, emotional and behavioural intervention and support for both pupil and their family unit, and develop staff expertise. (£1320 per pupil).	<b>£3960.00</b>
Attendance lead and Early Help coordinator working to support all vulnerable pupils and their families to ensure good attendance and remove identified barriers to learning. (50% of salary).	<b>£14694.00</b>
Funding for 'Breakfast Club' Places to ensure that pupil premium pupils are not disadvantaged by lateness.	<b>£2000.00</b>
1-1 mentoring provided by One Goal coach to develop confidence and resilience in-line with our core values – essential skills for learning.	<b>£11800.00</b>
Subsidy of the Y6 residential visit to enable fair access for disadvantaged pupils.	<b>£2000.00</b>
Funding for school visits and visitors into school, to enable all pupils to access enrichment activities.	<b>£6000.00</b>
Targeted support provided by phase HLTA's to diminish the difference through targeted intervention to fill identified gaps in learning across core curriculum subjects. (focus and group membership reviewed as part of Pupil Progress meetings each half term).	<b>£63312.40</b>
Dedicated TA who has received specialist training to work with identified pupils from Y1 to Y3 on First Class Number programme to diminish the difference in attainment and accelerate progress in Maths.	<b>£26774.00</b>
Dedicated TA who has received specialist training to work with identified pupils from Y1 to Y3 on reading programme to diminish the difference in attainment and accelerate progress in reading. (Provide training and additional support to teachers in maximising progress for all pupils)	<b>£22762.00</b>
Teaching Assistant to work with identified pupils throughout KS1 to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in reading through additional 1-1 reading sessions.	<b>£1500.00</b>
Implement the WellComm screen in EYFS to feed into QFT in Early Years and provide focus for intervention groups. Additionally, buying in home / school support through Speech & Language workshops to parents.	<b>£2121.00</b>

**Total expenditure: £165 923.40**

**PPG Income: £162 240.00**

**DSG: £3 683.40**

Area of spend	Intended outcomes- why these approaches were taken Actions	IMPACT MEASURE
<b>Employment of Play Therapist</b>	<ul style="list-style-type: none"> <li>• Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development</li> <li>• Improve self-esteem and social skills of identified tier 3 pupils</li> <li>• Raise attendance data with key focus on reducing persistent absence of vulnerable groups</li> </ul>	<p>Half termly attendance data – target 96.5% and above</p> <p>Reduction in total difficulties score on SDQ</p> <p>Feedback reports to parents termly</p>
<b>Bought in Behaviour Specialist Support</b>	<ul style="list-style-type: none"> <li>• 1-1 support introducing specific strategies</li> <li>• Reduction in number of behaviour incidents</li> <li>• Improved readiness to access learning in the classroom.</li> <li>• Improved attainment and progress outcomes.</li> </ul>	<p>Support plans reflect strategies.</p> <p>Behaviour log shows reduced incidents.</p> <p>Accelerated outcomes at half termly Pupil Progress meetings.</p>
<b>Attendance and Early Help support</b>	<ul style="list-style-type: none"> <li>• Provide dedicated time and support to help build parental and pupil engagement.</li> <li>• Increase signposting to external agencies to self-esteem and social skills of identified tier 2 pupils and families.</li> <li>• Increase percentage attendance with key focus on reducing persistent absence of vulnerable groups.</li> </ul>	<p>Accelerated outcomes at half termly Pupil Progress meetings.</p> <p>Half termly attendance data – target 96.5% and above</p>
<b>Funding for 'Breakfast Club'</b>	<ul style="list-style-type: none"> <li>• Pupils enjoy social activities with their peers.</li> <li>• Promote good attendance and punctuality.</li> </ul>	<p>Half termly attendance data checks – target 96% and above</p>
<b>1-1 mentoring</b>	<ul style="list-style-type: none"> <li>• Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development.</li> <li>• Improve self-esteem and social skills of identified tier 2 pupils.</li> </ul>	<p>Feedback reports from One Goal termly</p> <p>Accelerated outcomes at half termly Pupil Progress meetings.</p>
<b>Funding for school visits and residential</b>	<ul style="list-style-type: none"> <li>• Develop pupils' social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential.</li> </ul>	<p>Half termly attendance data checks – target 96% and above</p>

	<ul style="list-style-type: none"> <li>• Enable pupils to participate fully in school and residential visits.</li> <li>• Ensure learning is supported by visits that are carefully planned to enhance the school's curriculum.</li> </ul>	<p>Pupil surveys termly</p> <p>Visitor book</p>
<b>Dedicated HLTA sessions (1/2 term blocks)</b>	<ul style="list-style-type: none"> <li>• Consolidation of learning.</li> <li>• Pre-teaching to prepare pupils for future learning in order to give confidence.</li> <li>• Improved pupil outcomes in reading, writing, EGPS and maths.</li> <li>• Improved confidence for pupils in specified areas.</li> <li>• Specific learning tasks to close gaps in understanding.</li> </ul>	<p>Pupil Progress meetings – ½ termly</p> <p>Book monitoring – standards and progress</p> <p>External evaluation QA</p>
<b>First Class Number</b>	<ul style="list-style-type: none"> <li>• Specific learning tasks to close gaps in understanding.</li> <li>• Consolidation of learning, Pre-teaching to prepare pupils for future learning in order to give confidence.</li> <li>• Improved pupil outcomes in Maths.</li> <li>• Improved confidence for pupils in specified areas.</li> <li>• Entry and exit data show accelerated progress.</li> </ul>	<p>Pupil Progress meetings – ½ termly</p> <p>Book monitoring – standards and progress</p> <p>External evaluation QA</p>
<b>Reading Recovery &amp; 1-1 Reading Programmes.</b>	<ul style="list-style-type: none"> <li>• Specific learning tasks to close gaps in understanding.</li> <li>• Consolidation of learning, Pre-teaching to prepare pupils for future learning in order to give confidence.</li> <li>• Improved pupil outcomes in reading,</li> <li>• Improved confidence for pupils in specified areas.</li> <li>• Entry and exit data demonstrates accelerated progress.</li> </ul>	<p>Pupil Progress meetings – ½ termly</p> <p>Book monitoring – standards and progress</p> <p>External evaluation QA</p>
<b>Well Comm Screen in EYFS</b>	<ul style="list-style-type: none"> <li>• Specific learning tasks to close gaps in understanding.</li> <li>• Consolidation of learning Pre-teaching to prepare pupils for future learning in order to give confidence.</li> <li>• Improved pupil outcomes in CLL.</li> </ul>	<p>One to one summary meetings with each practitioner each half term.</p>