



## Pupil Premium Report 17/18

For the year 2017-18, we had 4.5% of children on Free School Meals (January 2018 Census). So support, provision and impact is based on a relatively small number of children (10). This can lead to some individual children 'skewing results' as each child accounts for a significant percentage of any 'joint outcome'.

### Pupil Premium Grant (PPG) Allocation for 2017/18 was: 10 pupils @ £1320 = £13,200

We targeted the PPG towards the following provision – though additional funding was provided by the main school budget as part of the whole-school Provision Map:

- Targeted teaching for English and Maths in Y6 through additional teacher support time
- Providing additional enrichment for Reading and Mathematics in Y6 through a local Independent, secondary partner
- Maths support group -small group work in Y5 and Y6
- 1:1 Teacher time in Y1(either alone or with small group of friends) to increase self-esteem and remove PSED & CL barriers to learning
- Additional teacher group support through additional TA time across KS2
- Additional TA support time for targeted spelling, Maths, reading and handwriting groups
- Additional funding towards educational visits or residential excursions
- THRIVE assessment and support

### The impact of the PPG for 2017/18 was:

Year Group	Summary of key targeted support	Progress/Attainment			Questions/Next Steps
YR (2 children)	-Daily nurture sessions with a TA (10 minutes per day) -Outreach and Nurture support -Time to Talk interventions (20 minutes per week) -1:1 phonics support and reading (10 minutes per day) -Sensory support toys, weighted blankets and chew toys -Additional transition support -Small group 'finger gym' groups	Expected progress across all areas of learning from baseline to EYFS profile			<b>50% achieved GLD</b> <b>1 child:</b> <b>Listening and Attention: 40-60s</b> <b>Speaking: ELG</b> <b>Reading: 40-60s</b> <b>Writing: 40-60s</b> <b>Number: ELG</b>
Y1 (2 children)	-1:1 reading with a T/TA (10 minutes per day) -Focused phonics support (25 minutes per week) -Emotional an Social groups (20 minutes per week)	End FS	End Y1		<b>Both children MET the EXS.</b> <b>Accelerated progress?</b>
		ELG met	Reading: EXS Writing: EXS Maths: EXS		
		ELG met	Reading: EXS Writing: EXS Maths: EXS		
Y2 0	NA	NA			NA
Y3 (2 children)	-1:4 small group support in maths (T or - TA 1 hr per week) -1:1 reading (3 times a week) -Additional maths support (20 minutes per week)	End FS	End KS1	End Y3	<b>Both children MET the EXS in reading.</b> <b>There will need to be a future focus on Maths support for both pupils to make accelerated progress.</b>
		ELG met	Reading: EXS Writing: EXS Maths: WTS	Reading: EXS Writing: EXS Maths: WTS	

		No Data NEW 2017	No Data NEW 2017	Reading: EXS Writing: WTS Maths: WTS	
Y4 (2 children)	-1:1 additional reading (10 minutes per week) -Small group support (1:3) for maths and English (2 hours per week) -Priority focus support and feedback marking from the class teacher -Number skills additional support group (30 minutes per week) -Daily behaviour support and nurture -Additional funding towards residential (50% fee paid)	End FS	End KS1	End Y4	
		No Data	Reading: GDS Writing: GDS Maths: EXS	Reading: GDS Writing: GDS Maths: EXS	
		No Data NEW 2017	No Data NEW 2017	Reading: EXS Writing: WTS Maths: WTS	<b>As we do not have previous data it is difficult to analyse progress. However, targets in 2018-19 will need to focus on accelerated progress in writing and maths to meet the EXS.</b>
Y5 (0 children)	0	0			
Y6 (2 children)	-Focused teacher support during lessons - Handwriting and SPAG focus group sessions (20 minutes per week) -Booster groups for English and maths (30 minutes per week) -Revision guides sent home and dialogues between home and school -Additional UPS teacher support for short burst learning. -Additional funding towards residential (50% fee paid)	End FS	End KS1	End KS2	<b>What were the barriers to attaining GDS?</b>
		No Data NEW 2017	Reading: 2A Writing: 2B Maths: 2B	Reading: EXS Writing: EXS Maths: EXS	
		No Data	Reading: 3 Writing: 3 Maths: 2A	Reading: GDS Writing: EXS Maths: WTS (Dev)	<b>Barriers to Maths attainment?</b>

- 1 children did not meet the ELG in English (REC)
- 2 children did not meet the EXS in writing (Y3,4)
- 4 children did not meet the EXS in maths (Y3,4,6)

Please see the summary of main barriers to learning and strategies to address this.

# Bathwick St. Mary Church School



## Pupil Premium Report 18/19

**Pupil Premium Grant (PPG) Allocation for 2018/19 is: £22,440 based on 17 eligible pupils**

### **(A) Summary of main barriers to learning faced by eligible pupils:**

- Support with changes in home situation
- Building confidence and developing social and communication language
- Specific spelling difficulties with traits of dyslexia
- Confidence in Maths
- Difficulties retaining information
- Difficulty remaining focused
- Delayed development
- Emotional and Social support and nurture
- Parental engagement

### **(B) Strategies to address main barriers to learning**

In addition to main budget 'Provision Map' funding, the PPG allocation for 2018/19 is targeted towards the following strategies that will address the barriers to learning identified above:

- a) 1:1 Targeted teaching by class teacher and teaching assistant
- b) PSHCE support through one of our support teachers
- c) Support from external agencies – including Education Psychology Service and School Nursing
- d) Common Assessment Form discussion and action plan
- e) Small groups support for English and Maths
- f) Focused teaching assistant– Maths & English
- g) Targeted teacher time for English and Maths in Y6 through additional teacher support time
- h) Advice from the Speech & Language Service
- i) THRIVE assessment and targeted intervention and support
- j) Music therapy sessions

### **(C) The impact of these strategies will be measured through one or more of the following:**

- ½ yearly assessment tasks
- Teacher assessment
- Review of IP targets
- Discussion with the SENDCO
- Feedback from specialist support services (including Speech & Language and Education Psychologist)
- Review of CAF action points
- Feedback from teaching assistants supporting individuals / small groups
- Termly Cohort assessments and Termly SENDCO review meetings
- Pupil Premium tracking grids (3 times per year)
- Pupil progress meeting reviews

**(D) The date of next review: January 2019**

**Context:** From September 2012 school leaders and governing bodies need to ensure that their school is publishing information to parents about how all Pupil Premium funding has been used and what the impact has been on learning, attainment and pupil wellbeing and/or pastoral care.

The Pupil Premium is allocated in order that support is given to those children identified as being entitled to and in receipt of free school meals – either currently or at any time in the past six years. However, it is not ring-fenced to those children and can be spent in any way that the school sees fit, so long as the school is able to demonstrate that the specific needs of the FSM pupils have been addressed and how this additional – and specific – funding, which is intended to compensate for disadvantage, is being used for this purpose.

School leaders and governing bodies need to ensure that their school is tracking the progress of pupils in receipt of free school meals (FSM) to demonstrate how the school is using the Pupil Premium. It is for the school to determine how best to use the funding. The Pupil Premium is for pupils eligible to claim for free school meals (*Benefit entitlement FSM*) now (or who have ever claimed in the past six years) and for pupils in care who have been continuously looked after for six months. [There is also additional funding for children whose parent(s) are serving members of the armed forces.]

**Principles:** At Bathwick St. Mary Church School:

- We ensure that Quality First Teaching aims to meet the needs of all pupils
- We ensure that the additional needs of any vulnerable groups are adequately assessed and addressed through our schools Provision Map (which is constantly kept under review – and formally reviewed three times a year in line with our Inclusion meetings)
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged nor will need specific support in addition to Quality First Teaching
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate parts of the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.