



Pupil Premium Report 16/17

For the year 2016-17, we had 5.4% of children on Free School Meals (March 2017 Census). So support, provision and impact is based on a relatively small number of children (12). 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 2016/17 was: 12 pupils @ £1320 = £15,840**

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:

- a) Targeted teaching for English and Maths in Y6 through additional teacher support time
- b) Providing additional enrichment for Reading and Mathematics in Y6 through a local Independent, secondary partner
- c) Maths support group -small group work in Y5 and Y6
- d) 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
- e) Additional teacher group support through additional TA time across KS2
- f) Additional TA support time for targeted spelling, Maths, reading and handwriting groups
- g) School Nurse support

**The impact of the PPG for 2016/17 was:**

Year Group	Summary of key targeted support	Progress	Attainment
YR (1child)	1:1 TA 10 minutes 1;1 Teacher – 10 minutes weekly Targeted support on last summative assessment during discovery time 1:1 Reading T/TA – Three times per week	Expected progress across all areas of learning from baseline to EYFS profile	<b>Achieved GLD</b> <b>Achieved all ELG’s</b>
Y1 ( 1 child)	1:6 maths group 1 x per week for 25 minutes for GD learning – teacher led Heard read daily – TA/Teacher	Expected progress maintained in reading and writing . GD in maths	<b>Maths – GD</b> <b>Writing- E</b> <b>Reading - E</b>
Y2 1 child will be PP at start of Y3	NA	<b>NA</b>	NA
Y3 (2 children)	One child targeted reading support to focus on comprehension and test technique one morning a week – 10 mins 1:1 and 20 mins in a group  One child started Easter 2017 Spelling support group Priority reading group	Progress maintained in writing- E Progress remains in maths -E Progress in reading remains E but comprehension still a focus <b>Y2 SAT results</b> Maths E Writing WT Reading –WT <b>Easter 2017</b> Maths- E Writing- WT Reading- WT	<b>Maths – expected but potential to get to GD</b> <b>Reading- E</b> <b>Writing-E</b>  Maths- E Writing- WT Reading- WT

Y4 (2 children)	<p>Targeted support for one child in class. Seeing school nurse for emotional issues – home generated</p> <p>One child ,half an hour per week 1:1 with TA/ support teacher 1:8 Teacher support for spelling ( A to O)</p>	<p>One child maintained GD progress</p> <p>One child maintained expected progress in maths and greater depth in reading.</p>	<p>All M,R,W, at GD</p> <p>M= E R= GD Writing- WT</p>
Y5 (3 children)	<p>One child- 1:4 support for maths weekly with Teacher until term 5 1;1 maths/spelling support with TA for 30 minutes weekly Targeted in class support</p> <p>One child- 1;2 support twice weekly for 20 mins from maths specialist until term 5 1:4 maths support once a week for 20 minutes with teacher until term 5 1:1 maths support weekly for 30 mins with TA in term 6</p> <p>One child in class support from teacher in all areas Focus maths table</p>	<p>Progress maintained in reading and writing</p> <p>Good scores in weekly arithmetic tests Reading comprehension has continued to improve</p> <p>New to Y5 in term 5 – difficult to assess</p>	<p>Maths = WT Writing = E Reading = E</p> <p>Maths – GD Writing – E Reading – GD</p> <p>Maths –E Writing – E Reading GD</p>
Y6 ( 3 children)	<p>One child- targeted support in maths and reading /SPAG. In class focus: booster maths/SPAG</p> <p>One child targeted support in Maths and reading/SPAG In class teacher focus KES reading group 1 x 30 mins every other week Careful monitoring of home learning</p> <p>One child – daily targeted support 1:1 – M and English until Jan 2017. January 1:1 support for English reduced but maths continued</p>	<p>Entered Y4 – (no Y2 Data)developing in all areas Good progress – developing to expected standard</p> <p>KS1 results – M- 2A Reading- 3 Writing – 2A</p> <p>KS2 results M- E-105 Reading – GD 115 SPAG – GD -116 Writing E Progress has been good across all areas</p> <p>KS1 Results M- 2b R- 1 W- 1</p> <p>KS2Results M- NMS96 R-PKG W-PKE</p>	<p>Maths – E 106 Reading – E 106 SPAG- 102 Writing – E Good progress made</p> <p>KS2 Results E in all areas with GD in reading and SPAG</p> <p>KS2Results M- NMS96 R-PKG W-PKE Attainment in line with where child has been working since joining in Y3</p>

Two children across the school have not met the expected standard in Maths. Please see the summary of main barriers to learning and strategies to address this.



**Pupil Premium Report 17/18**

**Pupil Premium Grant (PPG) Allocation for 2017/18 is: £13,200 based on 10 eligible pupils at the Spring 2017 Census.**

**(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

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

In addition to main budget 'Provision Map' funding, the PPG allocation for 2017/18 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

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

- ½ yearly assessment tasks
- Teacher assessment
- Review of IEP 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

**(D) The date of next review: January 2018**

**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 of England Primary 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.