



Bournmoor Primary School Pupil Premium Funding 2017 – 2018

Rationale:

In our school we have the responsibility to provide a positive, challenging, caring learning environment where each child is encouraged and extended to achieve their academic and personal potential. We are committed to the equal inclusion of all pupils in our teaching and their learning. We ensure that provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. Pupil Premium funding is allocated to support any pupil or groups of pupils that are identified as socially disadvantaged. The focus will be on accelerating progress and overcoming barriers to learning so that identified pupils achieve similar outcomes to their peers.

Pupil Premium Summary Information:

Total number of pupils	123	Number of Pupils Eligible	40
Total Pupil Premium Budget	£53,960	% of Pupils Eligible	32%

Barriers to Future Attainment:

Internal Barriers:	Desired Outcomes:
Children's starting points in our school can be below those typically found of their peers so catch up is required to support pupils in achieving their potential	To diminish the difference between PP Pupils and Non PP pupils
Increased attainment in maths for disadvantaged pupils	Ensuring pupils have lots of opportunities in the curriculum to develop their reasoning and problem solving skills.
Emotional resilience for pupils eligible for pupil premium is lower when compared to their peers. This can affect their ability to focus on academic activities, especially with challenging work	Developing pupil resilience so they can continue to engage positively with their learning as they move through school from R to Y6, even when faced with challenge or change.
Language and communication skills for pupil premium children can be lower than those of their peers which affects their literacy skills	Focusing on enriching language and communication skills for pupils through whole class work, group sessions and experiences beyond the classroom.
External Barriers:	
Lower attendance rates for some pupil premium children	Increased attendance rates with the target of 96% (NA) overall for Pupil Premium children
Less engagement from home with tasks and academic support	Fostering positive attitudes to extra-curricular work outside of school to ensure it has value and adds to the child's academic learning in school.

Pupil Premium Reviews:

Governing body meeting	Spring term 2018
Governing body meeting	Summer term 2018
Pupil Premium Governor: Mrs Tracy Bell (Chair)	

Reporting of Impact:

Headteacher, or a delegated member of staff, to reports to the Governors on:	<ul style="list-style-type: none">▪ the progress made towards narrowing the gap for socially disadvantaged pupils;▪ an outline of the provision that was made since the last meeting;▪ an evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.
--	--

2017 – 2018 Pupil Premium Allocation at Bournmoor Primary School

	Desired outcomes	Success criteria:	How we will measure success:	Impact
<p>COST: Parent Support Advisor £3,741*</p>	<p>By offering support to families through our Parent Support Advisory we will ensure that:</p> <p>Pupil premium children in all year groups continue to achieve our target of at least 96% attendance.</p> <p>Parents/carers who need support engage positively and regularly with our parent support advisor.</p>	<p>Pupil premium attendance data shows improvement in the targeted year groups.</p> <p>The gap closes with other year groups and is 96% (or above).</p> <p>Parents/carers can attend or be signposted to training or support by our PSA.</p> <p>School is more aware of the home circumstances and can work more proactively with parents/carers to help children.</p>	<ul style="list-style-type: none"> Attendance data shows % remains at our target of 96% (or above) Our Parent Support Worker has engaged positively with families to support with social, emotional issues that may be a barrier to education. Improved attendance supports pupils' attainment and 2017-18 data reflects this e.g closing the % gap between FSM and Non-FSM in Year 6 in Reading, Writing and Maths. The Headteacher meets regularly with the Parent Support Advisor to get an overview of the ongoing work with families to discuss any ways that school can support families or children further. Annual parent/carer questionnaire provide valuable feedback to school. 	<ul style="list-style-type: none"> Our Parent Support worker was available to support families with advice. She also had a very positive impact working with children to complete activities to develop social skills and emotional resilience. We were short on our attendance target of 96% by 1.84%. Absence was tracked throughout the year and letters sent to parents/carers to support where needed. In cases of specific need support was offered. Our Parent Questionnaire provided valuable feedback and showed that 95% of parents/carers said their child was happy at this school, 98% said their child felt safe and 95% said their child was well looked after.
<p>COST: Teaching assistants (2 x P/T) £17,470*</p>	<p>Fostering positive attitudes to extra-curricular work outside of school to ensure it has value and adds to the childrens' academic learning in school.</p>	<p>Children engage positively with their out of school learning.</p> <p>They show interest in extra-curricular work and provide evidence via</p>	<ul style="list-style-type: none"> Pupils provide evidence of their own extended learning which is praised and shared (including assemblies written/presented by children). Small group work allows discussion and sharing of knowledge, allowing children to link experiences and make connections in their learning. Teaching assistants can develop pupils' vocabulary 	<ul style="list-style-type: none"> A range of after school clubs were offered to PP children. Registers show that the vast majority of clubs are attended by PP children but the take up % was relatively low (approximately 20% take up).

		<p>projects, assemblies they produce (and present) and homework.</p> <p>Staff provide ideas to children about how to extend their learning beyond the classroom.</p>	<p>and understanding in small group work.</p>	<p>We ask for feedback on which they prefer to ensure we book them again.</p> <ul style="list-style-type: none"> • Pupil Questionnaires show the vast majority of pupils enjoy being able to take part in assemblies. Discussion with children about this reflects the opportunities it gives to share their own learning and experiences. • Year 6 SAT club was attended by some PP children and they were encouraged to continue their learning at home. • Some PP pupils reflected their own learning through homework projects i.e. history or topics that engaged them. • Lesson observations showed that TAs working in KS1 and 2 used questions to develop pupils' understanding and language. • More focus on real-life writing continues this year to develop vocabulary and links to research.
<p>Developing pupil resilience so they can continue to engage positively with their learning as they move through school from R to Y6, even when faced with challenge or change.</p>	<p>In lessons children have a positive attitude to learning, e.g. they are willing to have a go, and show good learning behaviours e.g. they listen carefully, try their best</p>	<ul style="list-style-type: none"> • This is monitored through lesson observations by the Headteacher and Deputy Headteacher. • The Headteacher will monitor through discussions with the PSA, TAs, staff discussions, analysis of data and progress towards targets, behaviour log scrutiny and annual pupil questionnaires. • Pupil questionnaires show enjoyment of school. 	<ul style="list-style-type: none"> • Staff report that pupils are showing more emotional resilience and are able to talk about their feelings more. • Pupil questionnaires show that the vast majority of children enjoy coming into 	

		<p>and work positively with others.</p> <p>Social and emotional interventions support children e.g. Relax Kids , LEGO club or gardening club.</p>		<p>school.</p> <ul style="list-style-type: none"> Lesson observations show collaborative practice where children demonstrate our values of the month. Issues that arise are dealt with using a restorative approach and children are encouraged to develop strategies to deal with situations. Staff report that social and emotional interventions have had a positive impact on those who attended. 																																													
<p>COST: Teacher £28,729*</p>	<p>Children’s starting points in our school can be below those typically found of their peers so catch up required to support pupils in achieving their potential.</p>	<p>The % of children in this group making better than expected progress from their baseline in Reception is in-line or above national.</p> <p>Additional staff within the setting demonstrate a positive impact on the progress and attainment of pupil premium children through support for the EY leader.</p>	<ul style="list-style-type: none"> Maintain the above national data for children reaching a good level of development: <p>Good Level of Development:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2015</th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> </tr> <tr> <th></th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>77%</td> <td>66%</td> <td>79%</td> <td>69%</td> <td>83%</td> <td>71%</td> <td>78%</td> <td>71%</td> </tr> <tr> <td>FSM</td> <td>75%</td> <td>51%</td> <td>75%</td> <td>54%</td> <td>67%</td> <td>56%</td> <td>75%</td> <td></td> </tr> <tr> <td>Not FSM</td> <td>78%</td> <td>69%</td> <td>80%</td> <td>72%</td> <td>89%</td> <td>73%</td> <td>79%</td> <td></td> </tr> </tbody> </table>		2015		2016		2017		2018			Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	All	77%	66%	79%	69%	83%	71%	78%	71%	FSM	75%	51%	75%	54%	67%	56%	75%		Not FSM	78%	69%	80%	72%	89%	73%	79%		<ul style="list-style-type: none"> Our 2018 EY data shows our continued trend of FSM pupils achieving higher than national average attainment and also from starting points below. 75% of FSM children achieved ARE.
	2015		2016		2017		2018																																										
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat																																									
All	77%	66%	79%	69%	83%	71%	78%	71%																																									
FSM	75%	51%	75%	54%	67%	56%	75%																																										
Not FSM	78%	69%	80%	72%	89%	73%	79%																																										
	<p>Ensuring pupils have lots of opportunities in the curriculum to develop their reasoning and problem solving skills.</p>	<p>In maths, staff focus on children being asked to answer 2 and 3 step questions.</p> <p>Home school links are strengthened through sharing of key maths.</p>	<ul style="list-style-type: none"> The Headteacher will monitor through lesson observations, work scrutiny, data scrutiny and progress review meetings. The middle leaders will monitor through lesson observations, work scrutiny, etc. Data analysis at the end of each term highlights emerging issues or concerns which can be addressed 	<ul style="list-style-type: none"> Mathletics is used effectively to support children and pupil feedback reflects this. Key maths was used to help learning at home and staff report higher returns for homework. 																																													

			swiftly.	<ul style="list-style-type: none"> FSM Maths data shows positive impact and targets met as follows: EY 79% GLD Y2 100% ARE Y6 was 67% maths (small cohort of 6 FSM children) 																													
	Focusing on enriching language and communication skills for pupils through whole class work, group sessions and experiences beyond the classroom.	<p>In reading there is a focus on inference style questions and a pupil's ability to find multiple information from the text.</p> <p>In writing there is a focus on children using effective punctuation correctly and provide further challenge to develop sentence construction.</p>	<ul style="list-style-type: none"> The Heateacher will monitor through lesson observations, work scrutiny, data scrutiny and progress review meetings. The middle leaders will monitor through lesson observations, work scrutiny etc. Data analysis at the end of each term highlights emerging issues or concerns and they can be addressed swiftly. In Year 6 the % of pupil premium children achieving 'secure' in Writing & Grammar, Punctuation and Spelling will be closer to Non PP children. 	<ul style="list-style-type: none"> Reading and writing % data for FSM as follows: <table border="1"> <thead> <tr> <th rowspan="2">FSM</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th>FSM</th> <th>Non</th> <th>FSM</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>75%</td> <td>79%</td> <td>75%</td> <td>79%</td> </tr> <tr> <td>Y1 phonics</td> <td>100%</td> <td>100%</td> <td></td> <td></td> </tr> <tr> <td>Y2</td> <td>100%</td> <td>80%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>Y6</td> <td>50%</td> <td>71%</td> <td>83%</td> <td>79%</td> </tr> </tbody> </table>	FSM	Reading		Writing		FSM	Non	FSM	Non	R	75%	79%	75%	79%	Y1 phonics	100%	100%			Y2	100%	80%	100%	75%	Y6	50%	71%	83%	79%
FSM	Reading		Writing																														
	FSM	Non	FSM	Non																													
R	75%	79%	75%	79%																													
Y1 phonics	100%	100%																															
Y2	100%	80%	100%	75%																													
Y6	50%	71%	83%	79%																													
COST £4,020	Ensuring pupils have opportunities to learn beyond the curriculum to develop their reasoning, problem solving skills and communication skills.	Children engage positively in their out of school learning and this is reflected in work produced in class and discussions generated which develop language skills. Pupils can make connections between their learning and develop their higher level thinking skills.	<ul style="list-style-type: none"> Book scrutiny shows pupils' work reflects the extra experiences children have had i.e. language development. Pupil questionnaires show enjoyment of school. The middle leaders will monitor through lesson observations, work scrutiny etc. 	<ul style="list-style-type: none"> Pupil questionnaires show that children enjoy coming into school with the vast majority noting this. Pupils commented on how much they enjoy the trips/visits and visitors they experience and this was evident in their writing. <table border="1"> <thead> <tr> <th rowspan="2">FSM</th> <th colspan="2">Reading</th> <th colspan="2">Maths</th> </tr> <tr> <th>FSM</th> <th>Non</th> <th>FSM</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>75%</td> <td>79%</td> <td>100%</td> <td>79%</td> </tr> <tr> <td>Y2</td> <td>100%</td> <td>80%</td> <td>100%</td> <td>90%</td> </tr> <tr> <td>Y6</td> <td>50%</td> <td>71%</td> <td>67%</td> <td>86%</td> </tr> </tbody> </table>	FSM	Reading		Maths		FSM	Non	FSM	Non	R	75%	79%	100%	79%	Y2	100%	80%	100%	90%	Y6	50%	71%	67%	86%					
FSM	Reading		Maths																														
	FSM	Non	FSM	Non																													
R	75%	79%	100%	79%																													
Y2	100%	80%	100%	90%																													
Y6	50%	71%	67%	86%																													

***Please note these figures cover general staffing costs and are not the wages of an individual**

IMPACT
The effect of the expenditure on eligible and other pupils in 2017 to 2018

	School Early Years GLD			National Early Years GLD			School Y1 Phonics			National Y1 Phonics			School Y2 Phonics			National Y2 Phonics		
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM
Met Standard	78%	75%	79%	71%			100%	100%	100%	83%	85%	85%	67%	N/A	67%	67%		

Key Stage 1 Results 2018:

Key Stage 1	School Key Stage 1 Reading			National Key Stage 1 Reading			School Key Stage 1 Writing			National Key Stage 1 Writing			School Key Stage 1 Maths			National Key Stage 1 Maths		
	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other
Met Standard	80%	100%	75%	75%	79%	79%	70%	100%	63%	70%	74%	74%	90%	100%	88%	76%	80%	80%

Key Stage 2 Results 2018:

Key Stage 2	School Key Stage 2 Reading			National Key Stage 2 Reading			School Key Stage 2 Writing			National Key Stage 2 Writing			School Key Stage 2 Maths			National Key Stage 2 Maths		
	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other
Met Standard	65%	50%	71%	75%	80%	80%	80%	83%	79%	78%	83%	83%	80%	67%	86%	76%	81%	81%

Key Stage 2	School Key Stage 2 GPS			National Key Stage 2 GPS		
	All	Dis	Other	All	Dis	Other
Met Standard	80%	67%	86%	78%	82%	82%

Dis = disadvantaged pupils who have been eligible for free school meals (FSM) in the last 6 years