

Pupil Premium Report 2016-2017

Context

The Pupil Premium Grant (PPG) is additional funding given to schools so that they can support and close the attainment gap between disadvantaged pupils and their peers.

In the 2016-2017 financial year, the school will receive £1320 per primary pupil who is currently eligible for free school meals (FSM) or has been eligible for FSM in the past 6 years (FSM 'Ever 6').

A higher rate of £1900 for looked-after children is being introduced and the eligibility criteria includes those pupils who have been in care for one day or more.

Schools also receive £1900 for eligible pupils who have been registered on the school census as having been adopted from care or leaving care under a special guardianship or residence order.

The service premium will continue to be allocated to any pupil in reception to year 11 who has been flagged as a service child. Schools continue to receive the premium ('Ever 4' measure). The service child premium is paid to schools at the rate of £300 per pupil.

The PPG is not ring fenced and schools are free to spend it as they wish but need to demonstrate that the expenditure is contributing to closing performance gaps between children who experience social disadvantage and others. The grant is intended to benefit children who are currently on roll at the school.

School Profile 2016-2017

There are **241** pupils on roll

The percentage of pupils in the school who are currently eligible free school meals is **2.9%**

The percentage of pupils on the school roll who have received free school meals in one or more of the previous 6 years is **8.2%**

Currently there are **0%** children "Looked After" and **0.4%** adopted from care

We have no pupils from service personnel families on roll at the present time.

Funding Allocation

The amount of Pupil Premium funding that has been allocated to Bishop Wood School for **2016-2017** is: **£32,260**

In 2015-2016 it was **£33,880**
In 2014-2015 it was **£26,300**
In 2013-2014 it was **£17,100.**
In 2012-2013 it was **£11,900.**
In 2011-2012 it was **£3,870**

The advice from the DfE on how this funding is to be spent is:

“Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. 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.”

Provision

The range of activities and interventions that the Pupil Premium funds includes:

- Early intervention for targeted pupils
- One to One Tuition for vulnerable children
- Booster provision to accelerate progress in Literacy and Numeracy.
- Phonic Booster Sessions
- Support materials for the above
- Assisted places at enrichment activities
- Teaching Assistants and Teachers delivering intervention groups and precision teaching (national and customised) targeted to meet pupil needs as identified by ongoing assessment and tracking of progress and achievement.
- The appointment of a Family Liaison Worker to provide support for vulnerable families.
- Additional Midday supervision staff to support unstructured times
- Play Therapy Sessions
- Subsidies for Residential and Educational visits
- Assisted places at extra-curricular clubs
- A Drama Group to build self-confidence and self-esteem as we have found that children lacking these characteristics have significant barriers to learning.
- We deploy an additional teacher to support learning in Year 5 and 6 Mathematics .

All these activities are designed to promote a love of learning, supporting the child's emotional needs and self-confidence and ensure that progress and attainment meets and exceeds government floor targets.

The Impact on Learning and Social Development

The impact of the Pupil Premium Grant is assessed at the end of the academic year in relation to:

- Attendance
- Engagement in clubs and enrichment activities
- Parent participation
- Core subjects progress
- Enjoyment of school

As a result of strategically targeting the pupil premium budget on the specific needs of vulnerable pupils:

- The majority of vulnerable pupils have made at least good progress are on track to achieve their target in reading, writing and maths.
- Most vulnerable pupils are motivated to complete their work and welcome the help of support staff on a regular basis to assist them with their work.
- The large majority of vulnerable pupils now read at home regularly with the very large majority of vulnerable pupils feeling supported at home with their learning.
- Most parents of vulnerable pupils now engage with school regarding their child's learning.
- Most vulnerable pupils attend a school club and experience success, engage positively with peers and behave well.
- The attendance of vulnerable pupils has improved resulting in the vast majority of their attendance being at an acceptable level.
- Almost all vulnerable pupils felt it is good to have new challenges.

Diminishing the Difference between Disadvantaged Pupils and others at Bishop Wood

In 2016 pupils were assessed against the new national curriculum which was significantly more challenging than the assessments in previous years. The team at Bishop Wood remain committed to closing the gaps to reduce inequality and disadvantage. It is important to be aware that many pupil premium learners have significant multiple vulnerabilities which may include complex additional learning needs which will impact on the data.

Percentage of vulnerable pupils achieving national standards at the end of Key Stage 2 at Bishop Wood School in 2016

OUTCOMES

READING

83% achieved the expected standard (EXS) or better; 17% achieved a higher level of attainment.

WRITING

75% achieved the expected standard (EXS) or better (GDS); 8% achieved a higher level of attainment (GDS).

MATHS

50% achieved the expected standard (EXS) or better; 8% achieved a higher level of attainment.

Expected Standard (EXS (in Reading, Writing and Maths combined

42% achieved this

ENGLISH GRAMMAR SPELLING AND PUNCTUATION

75% achieved the expected standard; 25% achieved a higher level of attainment.