

BLOWERS GREEN PRIMARY SCHOOL
PUPIL PREMIUM STRATEGY
2015- 2016

What is Pupil Premium Funding?

Pupil Premium Funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect

Each year the school receives additional money called a 'Pupil Premium' which is allocated to us on the basis of the number of children who are entitled to 'Free School Meals' (FSM) at any time over the last six years. The money enables us to continue our work supporting these children and their families in order that they make the best possible progress in school and that no child is left behind.

How much money has the school received?

2013/2014	£80,052
2014/2015	£109,200
2015/2016	£102,960
2016/2017	£99,000

What are the main barriers to educational achievement?

The school is situated in an area of high social deprivation. At Blowers Green Primary School, thirty seven percent of pupils are eligible for free school meals - this is significantly higher than the national average. This brings some complex challenges. All stakeholders are fully committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential.

We believe that there is no 'one size fits all' so it is essential that we identify individual barriers in order to provide personalised targeted support so that all of our children can flourish.

When making decisions about using Pupil Premium Funding, it is important to consider the context of the school and the subsequent challenges faced.

Common barriers can include:

- Levels of attainment on entry to school have been lower from FSM pupils. This is also a national trend
- Limited support at home with academic learning
- Weak language and communication skills
- Early stages of English acquisition
- Lack of confidence
- Attendance and punctuality issues
- Complex family issues that prevent children from flourishing
- Financial hardship that can limit pupils' life experience.

The Pupil Premium Strategy 2015-16

How the funding was spent in 2015-16?	What Difference Did this Make for Our Children?
School uniform (including PE kits) and equipment was considerably subsidised for families	Pupils attended school looking smart and well prepared for learning. This promoted self-confidence and a strong sense of pride. Pupils showed a readiness for learning. Visitors regularly commented on this.
Established a before school 'Learning Lounge' to support pupils with homework tasks and challenges. This was free to eligible pupils.	Pupils were supported with home learning tasks. Pupils who would otherwise struggle to complete homework tasks were able to do so with confidence and to a good standard (Case Study).
A weekly 'drop in' Learning Lounge for parents and carers was offered. Principally this was set up to equip adults to support their children.	Very few parents and carers made use of this facility, therefore this was phased out.
Dedicated HLTAs across each phase of the school were deployed to target Pupil Premium Pupils in order to provide bespoke support.	Bespoke intervention throughout the school resulted in accelerated rates of progress in target areas The school is awaiting validated data for FSM pupils 2015-16
Coaching programme was developed to that ensures quality first teaching.	Pupils received quality first teaching and made excellent rates of progress. The school is awaiting validated data for FSM pupil (2015-16)
Subsidised enrichment activities were provided. These included educational and residential visits, swimming lessons and after school clubs.	Pupils experienced a wide range of enrichment and cultural activities that would otherwise have been financially prohibitive. All pupils accessed these experiences for both enrichment and raised aspirations.
Free instrumental tuition was provided for all pupils in KS2 by a Specialist Music Teacher.	Increased opportunities for participation in performing arts. Pupils had access to musical tuition that would otherwise be inaccessible. A number of pupils were identified as gifted and talented. The school regularly receives feedback on the exceptionally high standard of music at the school.

A nominated Learning Mentor supported pupils and families.	Many of our pupils from vulnerable families showed improved levels of attendance, punctuality, confidence and engagement. This led to better academic achievement. (Case Study)
Targeted intervention strategies were delivered by highly skilled senior leaders. This included daily 1-1 tuition, small group work and Easter School	Accelerated rates of progress are evident in 2015-16 across the school. Results in KS2 in 2015-16 are impressive in relation to National standards Results are as follows:

Pupil Premium children attaining a Good Level of Development by the end of the Foundation Stage

2015			2016		
Cohort Size	School %	National % (PP)	Cohort Size	School %	National % (PP)
8	13	52	10	40	54

Pupil Premium children who passed the Year 1 Phonics Screening Check

2015			2016		
Cohort Size	School %	National % (PP)	Cohort Size	School %	National % (PP)
9	77	68	8	75	70

Pupil Premium children who reached **Expected Standard** at the end of Key Stage 1 in 2016

Mathematics			Reading			Writing		
Cohort Size	School %	National Other Pupils %	Cohort Size	School %	National Other Pupils %	Cohort Size	School %	National Other Pupils %
7	86	77	7	71	78	7	71	70

Pupil Premium children who reached **Greater Depth** at the end of Key Stage 1 in 2016

Mathematics			Reading			Writing		
Cohort Size	School %	National other pupils %	Cohort Size	School %	National other pupils %	Cohort Size	School %	National other pupils %
7	0	20	7	0	27	7	0	16

Pupil Premium children who reached the **Expected Standard** at the end of Key Stage in 2016

Maths, Reading, Maths			Maths			Reading			Writing			English Grammar, Punctuation & Spelling		
Cohort Size	School %	National PP	Cohort Size	School %	National PP	Cohort	School %	National PP	Cohort	School %	National PP	Cohort	School %	National PP
13	77	60	13	77	75	13	85	71	13	77	79	13	77	78

Pupil Premium children who reached **Greater Depth** at the end of Key Stage in 2016

Maths, Reading, Writing			Maths			Reading			Writing			English Grammar, Punctuation & Spelling		
Cohort	School %	National PP	Cohort	School %	National PP	Cohort	School %	National PP	Cohort	School %	National PP	Cohort	School %	National FSM %
13	0	7	13	8	20	13	0	23	13	0	18	13	0	27
Progress Rates			3.37 (Significantly Above National)			3.87 (Significantly Above National)			3.03 (Significantly Above National)			3.3 (Significantly Above National)		

The Pupil Premium Strategy 2016-2017

Many of the above strategies have proved to be very successful and so will continue to be deployed over the academic year 2016-17 with the following additional spending.

How will funding be spent in 2016-17?	How will the school measure the impact?
Further develop use of the School Museum and Art Gallery to enhance and broaden the curriculum. Pupils have limited cultural experiences.	Increased opportunities to develop an appreciation and understanding of art and history. Pupils able to talk knowledgeably about well-known artists and their work (Pupil Voice)
Develop and embed a range of learning programmes that will widen and deepen children's learning beyond the National Curriculum.	Data will show that pupils are engaged and motivated with the range of subject challenges on offer.
Use funding to release Assistant Head teachers to work directly with pupils in their classes or with small groups.	Leaders track progress data, evaluate and monitor provision regularly to ensure the needs of the Pupil Premium Children are being fully met

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(Updated January 2017)