

BLOWERS GREEN PRIMARY SCHOOL
PUPIL PREMIUM STRATEGY
2016-2017

*'The school's Pupil Premium Strategy addresses the barriers that disadvantaged pupils face'
(Ofsted November 2017)*

What is Pupil Premium Funding?

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' at any time over the last six years (FSM). 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. Pupil Premium Funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect

How much money has the school received?

2016/2017	£103,000
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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 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. At Blowers Green Primary School, common barriers include:

- High levels of inward mobility, particularly in the last academic year whereby children are receipt of free school meals
- Levels of attainment on entry to school have been generally lower than those seen nationally, however, they are significantly lower from FSM pupils.
- 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 experiences

How was funding spent in 2016-17?	What was the impact?
<p>The school Museum and Art Gallery were further developed to enhance and broaden the curriculum; further resources purchased. Home learning opportunities in the form of Challenges were developed enabling pupils to deepen their understanding and knowledge of both history and art.</p>	<p>There were increased opportunities for the pupils to develop an appreciation and understanding of art and history. Pupils were able to talk knowledgeably about well-known artists and period of history. The opportunity to learn about the wider curriculum at home have enthused and inspired the children</p> <p>‘Pupils’ work, inspired by famous artists adorns the corridors of the school. Pupils are inspired to be creative and are immersed in a rich curriculum’ (Ofsted, November 2016)</p>

<p>The school used allocated funding to ensure that a number of staff, including senior leaders worked directly with pupils in small groups providing high quality intervention.</p>	<p>Keys Stage 2 results for 2016 and 2017, show that disadvantaged pupils made rates of progress that were well above other pupils nationally in reading, writing and maths.</p> <p>Rates of Progress in 2017 for Disadvantaged Children, Reading +2.7, Writing - +2.34, Mathematics +2.22.</p> <p><i>Pupil Premium funding has been used effectively to ensure that disadvantaged pupils progress well'</i> (Ofsted, November 2016).</p>
<p>The school established a before school 'Learning Lounge' to support pupils with homework tasks and challenges. This was free to eligible pupils.</p>	<p>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.</p> <p><i>'Pupils are also invited to attend additional sessions in the school's learning lounge before the start of the day. In these sessions, staff identify gaps in learning and provide tailored support to speed up rates of progress'</i> (Ofsted, November 2016)</p>
<p>A coaching programme was developed to that ensure that quality first teaching was the first wave of intervention.</p>	<p>Pupils received quality first teaching and made excellent rates of progress. The percentage of disadvantaged pupils achieving the expected standard has been above Nation average for 2 consecutive years. In 2017, 62% of disadvantaged pupils achieved the expected standard in reading, writing and maths combined.</p>

	<p>The percentage of children achieving the higher standard in 2017 was in line with national at 10%.</p> <p>‘Leaders and governors have devised highly successful training programmes. These programmes have brought about wide ranging improvements in the quality of teaching, learning and assessment.’ (Ofsted, November 2016)</p>
<p>Subsidised enrichment activities were provided. These included educational and residential visits, swimming lessons and after school clubs.</p>	<p>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.</p> <p>‘The most able pupils grasp these opportunities with enthusiasm’ (Ofsted November 2016)</p>
<p>Free instrumental tuition was provided for all pupils in KS2 by a Specialist Music Teacher.</p>	<p>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.</p>

The Pupil Premium Strategy 2017-2018

Many of the above strategies have proved to be very successful and so will continue to be deployed over the academic year 2017-18 with the following additional spending.

How will funding be spent in 2017-18?	How will the school measure the impact?
Improve rates attendance for disadvantaged pupils thus ensuring that rates of persistent absence are closer to the national level.	School Attendance Officer will work closely with our families so that attendance data shows an improving picture.
To continue to identify and target those disadvantaged pupils with the potential to achieve the higher standards in reading, writing and maths.	Data will show that by the time disadvantaged pupils leave the school, the percentage reaching the higher levels will be inline or exceeds the national average.