

Pupil Premium Funding 2017-18

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2017. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Eligibility

- **Ever 6 FSM**
 - The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census who are known to have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2017.
- **Children adopted from care or who have left care**
 - The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.
- **Ever 6 service child**
 - For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2017 school census who was eligible for the service child premium since the January 2012 census as well as those recorded as a service child for the first time on the January 2017 school census.

The PPG per pupil for 2017 to 2018 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 as recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	£300

Bowesfield Primary Pupil Premium Profile	2017-18
Total pupil premium budget:	£150,056

A	B	C	D		F	E	G	H
Pupil Premium Key Outcome Indicator	School Focus/ planned Impact on pupils	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium	Actual Funding	Actual Impact (following Review) on pupils	Sustainability/ Next Steps
Children have access to specialist assessment and support	Speech and language	Reduce waiting times for specialist support Regular monitoring of progress Increase staff expertise in speech and language	£9,000	55%	£5,400	£4,950	The following work was completed: 10 initial assessments 12 blocks of therapy Information to parents and school staff provided for all children on the caseload. Clear reduction in waiting times: Referral – initial assessment through NHS 18 weeks. Referral – initial assessment	

							through school 2 - 4 weeks.	
Families have access to an identified adult who can advise them and help them access support from other agencies.	Parent Support Advisor	Attendance improves to in line with national average Parents can access support from other agencies Early identification of families who require additional support through Early Help	£21,074	100%	£16,859.20	£21,074	Absence for 2017-18 was 3.6. This is below the national average for primary schools (4.2%) Number of families accessing Early Help has increased from 16 to 22.	Continue with current strategies to improve attendance. Focus in more depth on children due to be statutory school age within the next term. Continue to use CPOMS to identify where families may require additional support.
Children have access to specialist assessment and support	Educational Psychologist	Early identification of children with Special Educational Needs who require specialist support Regular monitoring of progress Increase staff expertise in supporting children with SEN	£7,200	100%	£4,320	£7,200	18children	SENCO currently has no teaching commitment which has increased the capacity for early identification of needs. SENCO is working closely with EP service to monitor progress and

								organise staff training, in addition to completing specialist assessments.
Children have access to emotional support and counselling	Bungalow Project	Children's emotional presentation improves so that they are ready for learning.	£8,000	90%	£6,400	£7,200	7 children received individual counselling support. All engaged well. All demonstrated some increased resilience over the year which impacted positively on readiness to learn.	This year we are focusing on individual counselling support alongside support for families as a whole (emotional well-being). We now have increased access to emotional support through A Way Out at no cost to school (Children in Need funding).
Children have access to 1:1 support for reading	Beanstalk trained volunteers	Children's confidence in and enjoyment of reading increases. Children make good progress in reading.	£2,568	67%	£2,568	£1,742	12 children worked with Beanstalk volunteers over the year. All made at least 3 Classroom Monitor points progress.	Beanstalk support and training for volunteers has been centralised and is now based in London. Our 'beans' are keen to continue and we are exploring ways

							Staff reported increased motivation to read. Children said having a 'bean' really helped them and gave them more confidence. Very positive interactions observed.	
Children have access to 1:1 support for reading	Beanstalk corporate helpers	Children's confidence in and enjoyment of reading increases. Children make good progress in reading.	£100	100%	£100	Inc above	Corporate helper changed role and could no longer support school.	Please see above. Vounteers for reading have been sourced through local parish church.
Children have access to a range of activities after school.	After School Clubs	Children participate in and enjoy activities. Children's motor and social skills improve.	£5,700	95%	£5,420	£0	After school clubs run every night, 36 weeks a year. Participation is high and children's skills develop well.	After school provision to continue led by MDPE. Reload club run by A Way Out is now also available to children Y4-Y6 funded by Children in Need.

Children can access visits to support their learning across the curriculum	Visits and residential visits	100% participation in visits Children have opportunities to participate in a wide range of events and visits.	£12,000	63%	£9,600	£7,578	Disadvantaged Y5 children attended Robinwood, with 3 Y6 children who had not been able to go previously. Y3 and disadvantaged children attended Carlton. All children participated fully in activities and enjoyed them.	Continue to provide Robinwood. Carlton – to be targeted at one year group if we use the centre so that the experiences are not repeated.
Children can access additional individual support for reading so that progress improves.	Reading Interventions EYFS & KS1	Improved outcomes for children at EYFS (reading), Phonics Screening Test and KS1 (reading)	£28,017	100%	£22,413.60	£28,016	Improved outcomes for EYFS reading. % of children achieving expected in reading rose from 45% to 60% for all children and for disadvantaged	Continue with the same level of reading intervention in EYFS and KS1. Continue to use RWI for phonics and reading teaching. Increase RWI Development Days to 2 per term to ensure effective implementation.

							<p>children from 14% to 67%. At exceeding the percentage remained at 19% for all children and rose from 0% to 20% for disadvantaged children. In KS1 phonics the % of children achieving the expected standard rose from 45% to 65% for all children. For disadvantaged children the % achieving the expected standard rose from 53% in 2017 to 63% in 2018.</p>	
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Families have access to information about their children's learning and progress.	Interpreters	Families understand how their children are achieving, are aware of any concerns and know what they can do to help at home.	£2,000	89%	£800	£1,784	20/22 families attended their appointments.	Continue with strategy but improve attendance by: - asking interpreters to confirm appointment by telephone - consider nominal charge to non-attendeers.
Children have P.E. kit provided by school.	P.E Kits	All children participate in P.E. in suitable clothing.	£500	130%	£200	£0	100% of children participate in P.E. lessons and have suitable clothing.	Continue with the strategy.
Children have outdoor P.E. kit provided by school.	Outdoor P.E Kits	All children participate in P.E. in suitable clothing. Children have suitable clothing hen representing school in competitions.	£5,000	107%	£3,000	£0	100% of children participate in P.E. lessons and have suitable clothing	Continue with the strategy.
Children have access to specialist teaching in P.E.	Enhanced P.E and Movement	Improved motor skills which impact on learning e.g. writing	£12,480	50%	£6,240	£0	Focus group for daily intervention was Y1 as this year group had a number of children with	Change focus group to nursery so that children can access intervention earlier.

							high needs. Clear improvement in motor skills.	
Children can access additional individual support for reading so that progress improves.	Reading Interventions KS2	Improved outcomes for children in KS2 (reading),	£12,520	150%	£10,016	£18,793	Progress in reading improved from -1.0 to -0.1 in 2018 for all pupils. For disadvantaged pupils progress decreased slightly from -1.7 to -1.8.	Rather than teaching assistants focusing on interventions across several classes, we have taken the decision to use class TAs who know the children well to focus on individual interventions.
Children new to UK education have access to early support to develop key skills	New arrival interventions	Children develop key skills e.g. phonics to support learning across the curriculum.	£22,141	100%	£17,712	£22,141	Early support increased participation for newly arrived pupils and supported learning across the curriculum evidenced in case studies.	Class TAs who know children well are supporting. This year there is no one large group of children in one class which was the case last year.
Children have access to short term individual support in learning.	Individual pupil support as required	Children are ready to learn. Early identification of needs.	£2,444.20	100%	£2,444.20	£2445	4 children accessed support leading to improved	Increased one point funding for SEN high needs support means that this PP

							outcomes in them being able to access learning.	funding can be otherwise used.
Children have access to additional support to develop fine motor control.	Handwriting Intervention	Increase in muscle strength. Improvement in fine motor control. Improved outcomes in writing	£18,793	80%	£15,032	£0	TA was used for small group support in one year group rather than handwriting intervention as early indications showed little impact.	Handwriting intervention to be delivered within class due to decrease in TA hours overall.
Children can access additional support to develop early language skills.	EYFS Interventions	Increased vocabulary. Improved listening skills and understanding.	£14,197	107%	£7,095	£15,269	Evidence of good progress for the children who accessed this in their language and communication skills.	Continue with strategy.
Children are supported in developing independence in self-care.	EYFS self-care intervention	Regular tooth brushing. Good hand hygiene. Toilet training.	£11,242	105%	£5,620	£11,864	Routines established and embedded for self-care despite staff absence.	Continue with strategy.