

Pupil Premium Funding 2018-19

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 2018. 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 2018 to 2019 will include pupils recorded in the January 2018 school census who are known to have been eligible for free school meals (FSM) since May 2012, as well as those first known to be eligible at January 2018.
- **Children adopted from care or who have left care**
 - The pupil premium for 2018 to 2019 will include pupils recorded in the January 2018 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 2018 school census who was eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2018 school census.

The date for the next review for the school's Premium Premium Strategy is 15.7.19.

The PPG per pupil for 2018 to 2019 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	£2,300
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	£2,300
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	2018-19
Total number of pupils in the school	223
Number of PP-eligible pupils:	99
Total pupil premium budget:	£130,580

At Bowesfield Primary, we have identified the following as the main barriers to educational achievement for some pupils currently in receipt of Pupil Premium:

- Limited access to a range of experiences and activities e.g. physical activities, visits.
- Limited support for learning from home which can impact on attendance, parental understanding of school expectations, early language development and the development of reading.
- Limited support for social and emotional welfare for pupils who may experience complex and challenging circumstances and changes at home or within the community.
- Limited support for physical well-being e.g. dental health.
- Limited understanding of the UK education system for families who have recently moved to the UK and who may speak limited English.

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact on pupils</u>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
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	£9,900	100%	£9,900

Actual Funding: £9,900

Actual Impact (following Review) on pupils

Needs identified in home language and English. Additional needs identified. Strategies and advice shared with teaching staff so that they can implement strategies and interventions. Regular contact between the speech and language therapist and staff ensures that targets are regularly reviewed and updated. Targeted children have received blocks of therapy from the therapist, resulting in improved achievement. Addressing speech and language needs increases children's access to first quality teaching due to improved language comprehension. Their confidence in expressing ideas and ability to do so is also improved.

Sustainability/ Next Steps

Next year we will be using WELLCOMM (an identification toolkit) to support us in identifying speech and language delay on entry to Early Years. This will help staff to triage cases and provide appropriate intervention and guidance on which children need referral to specialist support. We hope that this will reduce the number of specialist referrals and enable more blocks of therapy to be implemented.

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact</u> on <i>pupils</i>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
Families have access to an identified adult who can advise them and help them access support from other agencies.	Parent Support Advisor	Attendance remains in line with national average Parents can access support from other agencies Early identification of families who require additional support through Early Help	£23,196	100%	£23,196

Actual Funding: £23,196

Actual Impact (following Review) on pupils

Attendance is slightly below national average (-0.2% to May 31 2019) for all children. For Pupil Premium children, attendance is 0.3% below national average for the same period. This is partly due to children moving house and not being allocated a school place straight away. An episode of illness in January also impacted on attendance data. Checks are completed on the first day of any absence to establish that children are safe. Having a PSA means that phone calls and home visits can be completed promptly. We are working with families to improve the attendance of their children so that they do not miss learning.

The PSA attends regular training and has developed a thorough knowledge of organisations and agencies which may be able to support children. This means that opportunities for support are identified promptly and matched to need; for example, emotional well-being support, financial support, Early Help support. This has led to families accessing financial support through a hardship fund; so that children have basic needs met and are ready to learn. Families have had support from services who go into homes and work on home safety, routines and boundaries so that children are calmer and in better routines for learning.

Close work between external agencies and between staff in school means that concerns are promptly acted on and support is identified. Referrals are made swiftly and so children get the support they need without delay.

Sustainability/ Next Steps

The Pastoral Support Adviser has developed well-established relationships with families and with other professionals. This network of support will continue to be available and we are always looking for more ways to support families; so that they are in a stronger position to support their children in their learning.

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact on pupils</u>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
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%	£7,200

Actual Funding: £7,200

Actual Impact (following Review) on pupils

Due to increased EP time, we have been able to use evidence from reports in applications for additional 'high needs' funding. 6 children have been allocated high needs funding, giving them access to individualised support for learning. The evidence has been used in successful applications for Education Health Plans, ensuring childrens' needs are met. Training on meeting the complex needs of individual children with social, emotional and mental health difficulties has been very effective in supporting children, and the staff who work with them, to regulate their emotions – meaning that they are ready to learn.

Sustainability/ Next Steps

Emotion coaching training for staff 2019-20, so that children can be better supported in regulating their emotions and managing their behaviour.

Continued assessments to identify strengths and needs of individual children; so that provision is tailored to meet their needs.

SEN coffee morning termly, with speech and language therapist and educational psychologist so that they can meet with parents who may require advice.

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact</u> on <i>pupils</i>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
Children have access to emotional support and counselling	Bungalow Project	Children's emotional presentation improves so that they are ready for learning.	£7,200	100%	£7,200

Actual Funding: £7,878

Actual Impact (following Review) on pupils

The children who have emotional support through the Bungalow Partnership attend their sessions regularly. The therapists are flexible and have changed their timetables to accommodate sessions when otherwise children might miss them. Therapists review progress regularly with parents, teachers and our Pastoral Support Adviser so that we can work as a team to support children. For all children, therapists report increased engagement, more willingness to engage with the therapist, better communication and increased resilience when things go wrong in sessions. We can see this in school too for individual children. Although they continue to need emotional support, children are presenting as happier most of the time, more engaged in learning and able to return more quickly to learning if they have been upset. The children all managed to complete statutory assessments confidently and show what they are capable of achieving.

Sustainability/ Next Steps

As well as continuing to provide play therapy through the Bungalow Partnership, we have developed a partnership with A Way Out, whose project is funded by Children in Need. This gives targeted children 1:1 time with an adult, providing emotional support and time to talk through any difficulties. A Way Out run an after school club, free of charge, every Tuesday for KS2 children and part of the time is spent reflecting on keeping safe, including emotional safety. From September, a Higher Level Teaching Assistant will be released from part of their teaching timetable to provide emotional support and targeted sessions on mental health, relaxation and well-being.

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact on pupils</u>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
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.	£1,741	100%	£1,741

Actual Funding: £1,741

Actual Impact (following Review) on pupils

Children say they enjoy sessions, feel more confident about reading, can ask about the meaning of words and can then use these words in their writing.

They say they read more widely and enjoy reading more.

10/12 children are on track to make at least expected progress by the end of the year.

5/12 are on track to make better than expected progress.

All are more confident and all were enthusiastic when asked about the sessions.

Sustainability/Next Steps

Beanstalk volunteers will continue to be supported by the English leader and the teachers in key stage 2 so that this provision is sustainable. We have also increased the number of volunteer readers which now includes some parents and members of the local church.

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact on pupils</u>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
Children have access to a range of activities after school.	After School Club (cooking)	Children participate in and enjoy activities. Children's motor and social skills improve.	£520	100%	£520

Actual Funding: £520

Actual Impact (following Review) on pupils

Children said that they learned how to cook new things and learned new skills. One child said 'I learned to cut with a knife and now I help cut fruit up at home', demonstrating an increase in independence.

Children commented that since attending cooking club they have been cooking at home with other members of the family, using the recipes provided. 'We make bread at home together; we make chocolate cake.' This evidences an increase in family engagement, with the child making a positive contribution. 'We make new things at home with our family'.

Children's experience of a range of food was increased. 'We get to try foods we wouldn't normally have', demonstrating an increased willingness to 'have a go' and try new things. They said they know more about different foods. Their knowledge of healthy eating was also developed. 'We make delicious but healthy food.' Children identified that they used maths skills 'when weighing and measuring'.

Sustainability/Next Steps

Cooking club is very popular and evaluation shows that it has benefits for families in terms of healthy eating and participating in enjoyable activities together. We plan to provide this opportunity again next year.

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact on pupils</u>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
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.	£9,000	100%	£9,000

Actual Funding: £9,000

Actual Impact (following Review) on pupils

No children miss visits or opportunities in school because their families cannot afford to pay for them. Children talk about visits being fun and exciting – and providing experiences they have not previously had. 'I have never been to a castle before'. They are able to talk about what they have learned from the visit 'The moat is to try and stop the enemies getting into the castle'. When they return to school they are more engaged in learning because of their first-hand experience and the resources they use (for example, photos) reflect their personal experience.

Older children could reflect on what they learned about themselves on a residential visit and talked about their mindset, increased confidence, pushing themselves and communication. This supports their learning in all areas and encourages them to keep trying, believe in themselves and overcome fears – things that effective learners do.

'We managed to spend the night away from home so that has given me confidence and I believe in myself more.'

'It shows there is more out there to do – not just being on devices.'

'When I went on the giant swing, I didn't want to go that high but I still pushed myself to go higher than I expected to go.'

'You got confidence from working together in groups – you are not just going to be that quiet one at the back.'

Sustainability/ Next Steps

We are committed to providing children with a range of experience through visits and visitors to school to develop positive attitudes and opportunities to build on their knowledge. We are continuing to explore a range of provision and opportunities.

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact on pupils</u>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
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)	£25,141	100%	£25,141

Actual Funding: £25,141

Actual Impact (following Review) on pupils

In Early Years, reading and phonics interventions have had a positive impact on achievement. 79% of children in Reception are at or above the expected standard in Read, Write Inc. Provisional end of Early Years data shows an increase in the percentage of children achieving or exceeding the Early Learning Goal in reading, from 60% last year to 68% this year.

5 children in Y2 had additional support in reading this year. Of the 4 at Bowsfield for the retake Phonic Screening Check, 2 of them achieved the expected standard. 1 increased their score by 15 marks from last year and 1, who joined school in January 2019 was within 2 marks of the expected standard.

Children who have completed the intervention have moved up at least 3 bookbands. They say that they 'know all the sounds now'. Their teacher reports an increase in confidence and achievement. Provisional data shows that overall, attainment in reading at the end of KS1 has risen by 11% in 2019. 92% of the Y2 cohort have now achieved the expected standard in the phonic screening check.

13 children in Y1 have had additional reading support and 7 of them are currently still having this support. Of the 6 children who have finished their block of support, 5/6 achieved the expected standard in the Phonic Screening Check. 5/6 children moved to the age-related bookband and have developed confidence as readers.

Provisional data shows that 82% of children in Y1 achieved the expected standard in the phonic screening check. This is a significant improvement on 2018 data and demonstrates good progress from September, when less than 70% of the cohort were on track to achieve the expected standard.

Sustainability/ Next Steps

We plan to close the gap between the achievement of disadvantaged and other children by further improving the quality of teaching in KS1 and using targeted interventions. Using PixL – a diagnostic assessment package – will help us address gaps in learning for individual children. This year, training from a Read Write Inc. consultant has supported staff in making lessons and 1:1 sessions more effective (as evidenced in improved achievement). They feel more confident in targeting children for support using data, and in delivering sessions. Resources from the RWI portal will be used to continue this professional development between consultant visits.

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact on pupils</u>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
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.	£3,000	77%	£3,000

Actual Funding: £2,322

Actual Impact (following Review) on pupils

Having interpreters available at key meetings enables a positive and effective relationship between home and school. Parents are empowered to support their child's learning because strategies and expectations are explained to them in their home language. Parents are able to ask questions which they may not feel confident about verbalising in English. Their confidence in school staff is improved – evidenced by them asking for help if this is needed. There is evidence that parents become more confident about communicating simple messages in English. Using interpreters shows that we value home languages and are committed to removing barriers to communication and ensuring all parents / carers have equal access to information about their child's learning. Parents can communicate more clearly with their children about school, increasing pupil engagement and self-esteem.

Sustainability/Next Steps

We plan to continue this support next year to ensure that parents have a good understanding of school expectations and can communicate effectively with school.

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact on pupils</u>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
Children in Y6 have access to increased TA support.	Individual / group support as required	Children are ready to learn and make at least expected progress.	£7,706	100%	£7,706
<p>Actual Funding: £7,706</p> <p>Actual Impact (following Review) on pupils This cohort has a higher percentage of children entitled to pupil premium funding than others in school. Teacher assessment of writing and science evidences a significantly reduced gap between the achievement of children entitled to pupil premium funding and those who are not. The availability of increased child:adult ratio has meant that children have been targeted effectively for individual and group support.</p> <p>Sustainability/ Next Steps This support is provided according to the needs of teach particular cohort; which are regularly reviewed in Pupil Progress meetings.</p>					

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact on pupils</u>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
Children can access additional support to develop early language skills.	EYFS Interventions	Increased vocabulary. Improved listening skills and understanding.	£31,900	92%	£29,486

Actual Funding: £29,486

Actual Impact (following Review) on pupils

Involvement in the Local Authority 'Talking to Learn' project has supported improved the understanding of all staff of early language development. The environment has been developed to include more communication friendly spaces, which encourage children to talk – both to adults and to each other. The quality and quantity of adult : child interaction has improved due to a change in the way planning and teaching are approached. During teaching time, adults engage purposefully with children and use effective questioning to model and extend vocabulary. This has resulted in a greater proportion of children achieving or exceeding age related expectations in the areas of listening and attention and speaking this year. There is an increase in the proportion of children achieving a 'good level of development'.

Sustainability/ Next Steps

Work on developing the inside area is being extended to the outdoor area. The work to improve the development of early language skills is sustainable as professional development for staff will be continued by the Early Years Leader, who is a Specialist Leader of Education in Early Years.

Pupil Premium Key Outcome Indicator	School Focus/ planned <u>impact</u> on <i>pupils</i>	Actions to Achieve	Total Cost	% of cost covered by Pupil Premium	Cost covered by Pupil Premium
Children are supported in developing independence in self-care.	EYFS self-care intervention	Regular tooth brushing. Good hand hygiene. Toilet training.	£6,490	100%	£6,490

Actual Funding: £6,490

Actual Impact (following Review) on pupils

13 pupils started nursery not yet toilet trained. They wore nappies / pull ups and some were not ready to communicate when they needed to use the toilet.

11 of the 13 are now fully toilet trained.

2 are partially toilet trained.

This has increased their independence and self-confidence.

All children brush their teeth daily and many can talk in very simple terms about why this is important.

With parental support for regular brushing at home this will reduce missed time at school due to dental pain and treatment. There is a high uptake of fluoride varnishing, which provides some level of protection against dental decay.

Sustainability/ Next Steps

Tooth brushing has become an embedded part of the daily routine and is sustainable with continued support from health professionals. There was a high turnout for a meeting for parents / carers, which has increased parental understanding of how to protect their child's teeth from decay.