

**Broadheath Primary School Pupil Premium Impact Report 2016/2017**

**How we spend the Pupil Premium Grant**

**Total amount of Pupil Premium allocation for 2016/17 £94,300**

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| Intervention | Cost |
| Staffing Costs –delivering support activities, 1:1 and small group teaching  Use of targeted TA Learning Mentors to support and encourage positive behaviours. Encouragement of a growth mindset attitude and self-regulation to learning with focused in-class support where necessary.  Dedicated teacher time to support identified children each week throughout the year.  Deputy Head – dedicated time in role of Pupil Premium Champion | £67463 |
| Funding school & residential trips | £4,800 |
| Instrument lessons | £220 |
| Daily milk and toast | £1378 |
| Breakfast and sports clubs | £3200 |
| After school care and holiday clubs | £9286 |
| Resources and training  Purchase of resources and CPD to support literacy interventions, particularly to accelerate progress in writing, with a greater emphasis on the teaching of spelling. A new spelling scheme has been purchased to tie in with the grammar scheme which was purchased last year. | £6300 |
| Educational Welfare | £940 |
| Educational Psychology – Training delivered to all staff | £850 |
| Pupil Premium review | £1500 |

**2016/17 other funding applications:**

* Engaging Parents – for children to reach their potential it is essential that parents encourage, value and support them to work at home and practise skills. We aim to increase the number of parent workshops offered and to provide homework and internet links which will enable parents to do this effectively and with improved confidence. The focus of these has been on KS1 writing, Y1 phonics, KS1 maths and KS2 maths. In addition to school led workshops, we are offering a range of courses for parents run by South Trafford College.

**2017/18 proposed additions to provision through funding:**

* 1-1 tuition delivered by the class teacher
* TA nurture groups to develop speech and language and social interaction skills
* Peer Tutoring
* Purchase of new reading books to complement the reading schemes used across school
* Purchase of new library books to encourage all pupils, but especially boys, to read for pleasure
* Purchase additional resources for small group intervention sessions delivered by class teachers
* Additional TA hours for lunchtime clubs – employment of TA to develop positive playtimes for targeted children.

Our school evidence and data show that pupils receiving support from these staff and services make some good and very good progress by the time they are ready to move on to high school. We are proud to have received the Department for Education Pupil Premium Award 2014 and again in 2015.

You can see the pupil performance for Broadheath Primary School if you go to [www.education.gov.uk](http://www.education.gov.uk) and type in our school name or postcode (WA14 5JQ )

**Impact of Pupil Premium Spending 2016-17**

Our 2016/2017 end of Key Stage 2 data shows us that those pupils in receipt of additional funding continue to fall below national figures, with an average scaled score for reading and maths of 100.2 compared to national of 105.3. This attainment gap has slightly widened from our previous 2016 data, when there were 7 pupils in receipt of additional funding, compared to 17 pupils in the 2016/2017 cohort. Internal tracking data shows that although these pupils had made significant progress in certain years, this was not the case for them throughout KS2 and that more consistency across the Key Stage is needed.

We recognise that there are still gaps between those in receipt of funding and those who are not in certain curriculum areas. This concurs with national research which shows that children who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible. We are keen to overturn this trend and this year additional intervention and 1:1 sessions were delivered weekly by class teachers for all pupil premium pupils.

This year we have continued to use the assessment system purchased last year to assess and track the progress of all pupils. Pupil progress meetings continue to be carried out with teachers and senior leaders on a termly basis. The data provides evidence that those in receipt of Pupil Premium funding are making progress within the school year, but it continues to show clear gaps between those in receipt of additional funding and those who are not.

Feedback from our Pupil Premium review has enabled us to develop a clear Action Plan to ensure that Pupil Premium children have the best possible provision and make rapid rates of progress to bring them in line with other children. Our action plan was reviewed and new targets set for the current academic year.

**Monitoring the impact of Pupil Premium Grant**

Mrs Lyde (Headteacher) has overall responsibility for the attainment and progress of Pupil Premium children although ensuring the progress of eligible pupils and evidencing this is a whole-school priority.

Children’s progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure.

Targets for pupils are set in maths, reading and writing and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. The DFE also analyse our school data and compare our results to national data.

Through our termly Governing Body meeting we report clearly on data for Pupil Premium and a transparent expenditure line is now maintained in our financial monitoring so governors can link value for money with impact.

**Year 6 SATs 2017**

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| 17 out of 45 children | **Broadheath Primary 2017**  (PP Pupils) | **Broadheath Primary 2017**  (Non PP Pupils) | **National 2017**  (PP Pupils) | **National 2017**  (Non PP Pupils) | **Local**  **2017**  (PP pupils) | **Local**  **2017**  (Non PP pupils) |
| % pupils attaining **end of Y6 expectation** in Reading, Writing and Maths | 26.3% | 46.2% | 46.7% | 67.1% | 52.1 | 74.9 |
| % pupils attaining **greater depth** in Reading, Writing and Maths | 0% | 3% |  |  |  |  |
| % pupils **at least expected progress** in Reading  Writing  Maths | 63.2% | 61.5% | 59.1% | 76.8% | 66.8% | 84.2% |
| 73.7% | 61.5% | 65.3% | 81% | 69.2% | 85% |
| 47.4% | 65.4% | 62.6% | 79.9% | 67.9% | 86.9% |
| % pupils **more than expected progress** in Reading  Writing  Maths |  |  |  |  |  |  |
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**Year 2 SATs 2016**

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| 11 out of 60 children | **Broadheath Primary 2016**  (PP Pupil) | **Broadheath Primary 2016**  (Non PP Pupils) | **National 2016**  (PP Pupils) | **National 2016**  (Non PP Pupils) |
| % of pupils attaining **end of Y2 expectation** in Reading, Writing and Maths | 55% | 62% | 47% | 60% |
| % of pupils attaining **greater depth** in Reading, Writing and Maths | 9% | 17% | 4% | 9% |

**Phonics Test 2016**

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| --- | --- | --- | --- | --- |
| 12 out of 44 pupils | **Broadheath Primary 2016**  (PP Pupils) | **Broadheath Primary 2016**  (Non PP Pupils) | **National 2016**  (PP Pupils) | **National 2016**  (Non PP Pupils) |
| % pupils attaining **required mark in Phonics Test by the end of Year 1** | 70% | 100% | 69% | 83% |