**Broadheath Primary School Pupil Premium Impact Report 2017/2018**

**How we spend the Pupil Premium Grant**

For the academic year 2017/2018 we received £98,260Pupil Premium funding.

The funding was allocated in the following ways:

|  |  |
| --- | --- |
| Intervention | Cost |
| Staffing costs (Teachers and TAs) – delivering support activities, 1:1 and small group teaching | £76,870 |
| New uniform for all PP children | £600 |
| Funding school & residential trips | £1,241 |
| Daily milk and toast | £1,775 |
| Breakfast and sports clubs | £117 |
| After school care and holiday clubs | £5,268 |
| Resources and training | £5,000 |
| Educational Welfare | £1,500 |
| Educational Psychology | £1,000 |
| Speech and Language support | £3,760 |
| Counselling services | £335 |
| **Total spending** | **£97,266** |

**2017/18 other funding applications:**

* Purchase of CPD to support English interventions and lessons, particularly to accelerate progress in writing, with a greater emphasis on the teaching and development of language and vocabulary.
* Educational Visits and Clubs Subsidies
* Counselling service – targeted support for individual pupils
* Speech & Language training for staff and support for pupils
* Purchase of Speech & Language resources
* Additional Speech & Language adviser time
* Additional SENCo and SEN service time
* 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. Increased number of workshops offered to parents in order to develop their confidence in supporting their children at home. 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.

**2018/2019 proposed additions to provision through funding:**

* 1-1 tuition delivered by the class teacher
* TA intervention groups to develop speech and language and social interaction skills
* Peer Tutoring – development of peer and self-assessment tools alongside Strategic Minimal Marking
* 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
* Counselling services
* Additional Speech & Language interventions
* Purchase of new Maths intervention programmes – Maths seeds/Mathletics for all PP children
* Development of parent workshop/partnerships with emphasis on raising boys’ achievement

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 2017-2018**

In 2018 progress for KS2 pupil premium pupils was good with 78.6% of pupils in receipt of additional funding meeting the expected standards in reading, writing and maths, which is the same as our non-PP pupils.

Our 2018 end of Key Stage 2 data shows us that those pupils in receipt of additional funding achieved in line with non-PP children at expected level, and whilst many of our PP children achieved the Greater Depth standard, there is still a within school variation between PP and non-PP children at this standard, especially within maths. We are addressing this by providing additional maths support materials for use both at school and home for all PP children during 2018/2019. Writing continues to be a whole school focus for all pupils.

At the end Key Stage 1our disadvantaged pupils perform better than disadvantaged pupils nationally, but there is still a within school gap between our disadvantaged and non-disadvantaged pupils.

Our phonics results in Y1 show that our disadvantaged pupils perform better than national disadvantaged, however the gap between our disadvantaged and non-disadvantaged pupils is still evident.

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. Whilst these interventions are having a positive impact we are aware that learning outside of school is limited for some of our PP children and parental engagement needs to continue to improve. Parental engagement will be a focus for 2018-2019. These families will be invited and encouraged to participate in our in-school workshops for English and Maths for 2018-2019. PP Parents who participate in workshops will be offered vouchers for additional places at our sports clubs or offered a discount voucher towards a piece of school uniform.

Teachers continue to set targets and deliver intervention sessions to small groups and on a 1:1 basis based on pupils’ individual needs. Intervention sessions are monitored and reviewed on a termly basis. The focus of these sessions can change on a half termly basis, dependent upon pupil progress and gap analysis.

We continue to use the Target Tracker assessment system to assess and track the progress of all pupils. Pupil progress meetings take place with teachers and senior leaders on a termly basis, with some individual classes on a half termly basis. The tracking data provides evidence that those in receipt of Pupil Premium funding are making good progress within the school year, but it continues to show clear gaps between those in receipt of additional funding and those who are not for some pupils. The gap is usually wider when pupils have additional SEN needs and where this is the case, these pupils are making good progress, though usually at a slower rate and are therefore at risk of not meeting age related expectations.

Feedback from our previous Pupil Premium review enabled us to continue 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 in July 2018 and new targets set for the current academic year.

**Monitoring the impact of Pupil Premium Grant**

Mrs K Thomason (Deputy Head) 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 Standard & Curriculum Committee and full Governing Body meetings 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 2018**

**Attainment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PP - 14 out of 42 children | **Broadheath Primary 2018**  (PP Pupils) | **National benchmark 2018\***  (Disadvantaged) | **Broadheath Primary 2018**  (All pupils) | **National benchmark 2018**  (All pupils) |
| % pupils attaining **end of Y6 expectation** in Reading, Writing and Maths | 78.6% |  | 78.6% | 64% |
| % pupils attaining **greater depth** in Reading, Writing and Maths | 36% |  | 21.4% | 10% |
| % pupils **at expected standard**  in  Reading  Writing  Maths |  |  |  |  |
| 92.9% |  | 90.5% | 75% |
| 78.6% |  | 78.6%% | 78% |
| 100% |  | 95.2% | 75% |
| % pupils **at greater depth**  in Reading  Writing  Maths | 42.9% |  | 52.4% | 28% |
| 42.9% |  | 54.8% | 20% |
| 28.6% |  | 57.1% | 23% |

**\***Awaiting national data

**Progress**

|  |  |  |
| --- | --- | --- |
| PP - 14 out of 42 children | **Broadheath Primary 2018**  (PP Pupils) | **Broadheath Primary 2018**  (All pupils) |
| Progress score in Reading |  | +3.1 |
| Progress score in Writing |  | -0.7 |
| Progress score in Maths |  | +4.7 |

**Year 2 SATs 2017**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PP - 4 out of 57 children | **Broadheath Primary 2018**  (PP Pupils) | **National benchmark 2018**  (Disadvantaged) | **Broadheath Primary 2018**  (All pupils) | **National benchmark 2018**  (All pupils) |
| % of pupils at **expected**  in Reading  Writing  Maths | 60% | 62.5% | 67.2% | 75% |
| 60% | 55.4% | 63.8% | 70% |
| 80% | 62.8% | 79.3% | 76% |
| % of pupils at **greater depth** in Reading  Writing  Maths | 20% | 14.1% | 27.6% | 26% |
| 0% | 7.7% | 17.3% | 16% |
| 0% | 11.8% | 31% | 22% |

**Phonics Test 2018**

**Year 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 7 out of 83 pupils | **Broadheath Primary 2018**  (PP Pupils) | **National benchmark 2018**  (Disadvantaged) | **Broadheath Primary 2018**  (All Pupils) | **National benchmark 2018**  (All pupils) |
| % pupils attaining **required mark in Phonics Test by the end of Year 1** | 85.7% | 71.7% | 92.5% | 82% |

**Year 2**

|  |  |  |
| --- | --- | --- |
| 0 out of 10 pupils | **Broadheath Primary 2018**  (PP Pupils) | **Broadheath Primary 2018**  (All Pupils) |
| % pupils attaining **required mark in Phonics Test by the end of Year 2** | - | 60% |