**Broadheath Primary School Pupil Premium Impact Report 2018/2019**

**How we spend the Pupil Premium Grant**

For the academic year 2018/2019 we received £93,721

Pupil 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 | £ 67,012 |
| Funding school & residential trips | £4687 |
| Daily milk and toast | £234 |
| Breakfast and sports clubs | £3046 |
| After school care and holiday clubs | £8093 |
| Resources and training | £6092 |
| Educational Welfare | £937 |
| Educational Psychology | £937 |
| Speech and Language support | £234 |
| Counselling services | £234 |
| **Total spending** | **£93,721** |

**2018/19 other funding applications:**

* Purchase of Specialist English Adviser time to design and 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 including specialist sports kits
* 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
* Development of Pastoral care through dedicated TA role.
* Additional pastoral interventions and CPD.
* Purchase of new Maths intervention programmes – Maths seeds/Mathletics for all PP children
* 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. Mathletics after school club for children and parents in Y2 & Y3 was also offered. In addition to school led workshops, we offered a range of courses for parents run by South Trafford College.

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

* Continued 1-1 or small group 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 additional reading and library books to complement the reading resources used across school
* Purchase additional resources for small group intervention sessions delivered by class teachers
* Additional TA hours for lunchtime clubs
* Additional Speech & Language interventions

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 in 2014 and 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 2018-2019**

In 2018-2019 internal tracking showed that pupil premium pupils made good progress. Our 2019 end of Key Stage 2 data shows us that those pupils in receipt of additional funding achieved slightly lower than non-PP children at expected levels. When PP pupils also had additional SEN needs their progress was positive, but they did not meet the expected standard at the end of KS2.

Whilst many of our PP children achieved the Greater Depth standard in reading, writing and maths, there is still a within school variation between PP and non-PP children at this standard, especially within maths. We are addressing this by continuing to provide additional maths support materials for use both at school and home for all PP children during 2019-2020. Writing continues to be a whole school focus for all pupils.

At the end Key Stage 1our disadvantaged pupils did not perform as well as our non-PP pupils, with the largest variation in writing. A significant number of our KS1 PP children also have additional needs, for which we are providing additional support as well as programmes through PP funding.

Our phonics results in Y1 show that our disadvantaged pupils perform better than the national standard. There is a small within school variation between PP and non-PP pupils, but this is closing due to high quality intervention programmes in place.

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 2019-2020. These families will be invited and encouraged to participate in our in-school workshops for English and Maths for 2019-2020, as well as being invited to new half termly PP parent drop in session led by our PP champion. PP Parents who participate in workshops will be offered vouchers for paid 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 2019 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. Our PP link Governor also meets half termly with the PP champion.

**Year 6 SATs 2019**

**Attainment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  PP - 10 out of 75 children | **Broadheath Primary 2019**(PP Pupils) | **National benchmark 2019\***(Disadvantaged) | **Broadheath Primary 2019**(All pupils) | **National benchmark 2019**(All pupils) |
| % pupils attaining **end of Y6 expectation** in Reading, Writing and Maths | 50% |  | 80% | 65% |
| % pupils attaining **greater depth** in Reading, Writing and Maths | 10% |  | 20% | 10.5% |
| % pupils **at expected standard**  in ReadingWritingMaths |  |  |  |  |
| 50% |  | 88% | 73% |
| 50% |  | 82.7% | 78% |
| 70% |  | 94.6% | 79% |
| % pupils **at greater depth**  in ReadingWritingMaths | 40% |  | 46.7% | 26.9% |
| 30% |  | 22.7% | 20.1% |
| 20% |  | 57.3% | 26.6% |

**\***Awaiting national data

**Progress**

|  |  |  |
| --- | --- | --- |
| PP - 10 out of 75 children | **Broadheath Primary 2019**(PP Pupils) | **Broadheath Primary 2019**(All pupils) |
| Progress score in Reading |  | +2.7 |
| Progress score in Writing |  | +0.05 |
| Progress score in Maths |  | +3.86 |

**Year 2 SATs 2019**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  PP - 11 out of 89 children | **Broadheath Primary 2019**(PP Pupils) | **National benchmark 2019**(Disadvantaged)\* | **Broadheath Primary 2019**(All pupils) | **National benchmark 2019**(All pupils) |
| % of pupils at **expected**  in ReadingWritingMaths | 36.4% |  | 74.2% | 75% |
| 18.2% |  | 66.3% | 69.3% |
| 63.6% |  | 79.8% | 75.7% |
| % of pupils at **greater depth** in ReadingWritingMaths | 0% |  | 27% | 25% |
| 0% |  | 13.5% | 14.7% |
| 0% |  | 31.5% | 21.7% |

\*Awaiting national data

**Phonics Test 2019**

**Year 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 6 out of 60 pupils | **Broadheath Primary 2019**(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** | 83% |  | 85% | 82% |

\*Awaiting national data

**Year 2**

|  |  |  |
| --- | --- | --- |
| 11 out of 89 pupils(3 out of 14 pupils re-tested 2019) | **Broadheath Primary 2018**(PP Pupils) | **Broadheath Primary 2018**(All Pupils) |
| % pupils attaining **required mark in Phonics Test by the end of Year 2** | 33% | 64% |