

Pupil Premium Strategy Autumn 2018-19

Including Impact of Spending 2017-18

Bomere Heath CE Primary School Pupil Premium Expenditure

Due to the small numbers to whom this is applicable, and in order to safeguard confidentiality for individual pupils, some of the information in our strategy is generic.

Pupil Premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement.

The Pupil Premium Grant includes pupils on the annual census known to have been eligible for free school meals in any of the previous six years, as well as those eligible at the time of the census. It also includes pupils who have been eligible for the Service child premium, as well as any pupils who are or were previously 'Looked After Children'

All schools are required to report on the amount of funding and how this is being used. We review this strategy annually, in September.

As with all children at Bomere, to ensure maximum impact the needs of children entitled to the Pupil Premium are clearly identified, steps are taken to meet their individual needs and their progress is closely monitored, by teachers on a daily basis and by the senior management team termly, throughout their time with our school. Where small group / 1:1 support is felt to be most beneficial Pupil Premium may be used to support this provision.

Principles

Teaching and learning at Bomere is designed to meet the individual needs of all children.

- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

Bomere's Final Pupil Premium Grant for 2018-19 is anticipated to be around £15,500

Our Pupil Premium grant for 2018/19 is based on January Census 2018; 10 eligible for FSM/ Ever 6 FSM (£1320) and 0 service children (£300) and 1 previously Looked After Pupil (£2300).

Early Years Pupil Premium £Nil at present

Bomere's Summary of Main Barriers to Educational Achievement faced by Eligible Pupils at the School

A.	Poor home life leading to lack of self-esteem and lack of focus in lessons
B.	Need for support at Early Help level
C.	Lack of routine leading to tiredness in school and poor attention/behaviour
D.	Behaviour impacting on focus during lessons, needing time out to calm down and missing parts of lessons
E.	Child Protection Issues causing low self-esteem, tiredness and poor focus in lessons
F.	Self Esteem - nurture and support.
G.	Lack of real life experiences to apply to writing and maths skills
H.	SEND needs affecting progress

Bomere's Allocation Provision

Funding is allocated individually, but provision varies according to identified barriers, age, individual needs and interests. Due to the small numbers of eligible pupils per year group, the funding is allocated in the following ways:

The Governing Body of Bomere Heath have decided that this grant will be most effectively spent on supporting children's learning in the classroom and emotional health and wellbeing by providing:

- Pastoral support and intervention, Staff training and time to support targeted Early Help intervention and support; £1000
- Additional Teaching Assistant support to provide pastoral support £1000
- Teaching Assistant available to meet with parents on the yard in a morning to "meet and greet"; £300
- Forest School sessions across the school; £200 (to provide real life & social experiences)
- School uniform;£100
- Fewer numbers of pupils in each class (paying for more teachers);£10,000
- High quality first teaching supported by quality professional development (training teachers in maths mastery- release time); £1200
- Curriculum support;
targeted intervention; groups, inside and outside of lesson times, focused on reading, phonics, writing; sentence construction, number gym and targeted maths (as appropriate);£500
- Individual or small group teacher/ teaching assistant led intervention activities, e.g. nurture group for phonics, Maths tutor, teacher support for guided reading and maths projects; £540
- Funding educational visits, lunchtime clubs and extra-curricular clubs £660

Bomere's Rationale for Provision

The chosen provisions have been made due to the following rationale;

- The school has also used its own internal analysis and research to develop effective use of the funds
- Early Help guidance and support - Shropshire Council
- Utilising local cluster developments and sharing of good practise
- Following reference to outstanding schools and their proven outcomes in utilising funds
- Use of the EEF toolkit for evidence based practise

Impact of Pupil Premium spending 2017-18 (£9820)

The table below gives an explanation of how the money was spent and the impact it had. Many of these interventions also received funding from the main school budget. The amount shown in brackets is the Pupil Premium money not the total cost of the initiative.

Strategy	Actions	Impact
Teaching assistant support £4270	Curriculum support for teachers Targeted intervention; groups, inside and outside of lesson times, focused on reading, phonics, writing; sentence construction, nesy and targeted maths (as appropriate); Individual or small group teacher/ teaching assistant led intervention activities, e.g. nurture group for phonics, teacher support for guided reading and maths projects	Improved confidence reported via parents evening/parental feedback/pupil feedback Data - in some cohorts more impact than others. Staff awareness of PPM children and their progress is high EHAF process webstar scores have shown improvements
High quality first teaching supported by quality professional development £2500	CPD -maths/reading and writing support for staff	Evaluations following courses/CPD and impact on data/Lesson Observations - improved outcomes for some PPM children

<p>Engagement and enrichment activities £ 450</p>	<p>Extra-curricular activities including music and clubs and outdoor/adventurous pursuits in order to develop self-esteem and confidence as well as developing social skills Raising pupil aspirations through engagement/aspiration programmes such as funded educational visits/extra-curricular activities (as appropriate)</p>	<p>Staff and Pupils report growing confidence/self-esteem and ability to focus within lessons is improving Parents comment positively about the impact on pupils of the activities</p>
<p>Pastoral support and intervention £500 Teaching Assistant available to parents £500 Visit to City Bookshop £600</p>	<p>Training for T/a to become mental health first aider. Release costs of cover and training costs We have trained a learning mentor for the federation who has also undertaken the Solihull parenting course so that she can deliver the Understanding Your Child course to parents T/a to meet with parents on the yard in a morning to "meet and greet";Providing a valuable link to all parents which benefits PPM children and their parents Peter's Bookshop visit - raised multi-cultural awareness as well as increased interest in reading and raised self-esteem/opportunity to travel by train Staffing to cover class, costs of visit, risk assessment and review etc</p>	<p>Staff and Pupils report growing confidence/self-esteem. Pupils able to access learning as anxieties settle UYC course due to start in Autumn term Parents able to pass on concerns and, therefore, issues are limited Pupils satisfaction via questionnaires Pupil engagement with reading increased</p>
<p>Forest School sessions across the school; £500</p>	<p>Training for new forest school leaders so that the sessions can be available all year around - sessions subsidised for PPM children to access</p>	<p>Staff and pupils show engagement and pupils have growing self-esteem and positive approach to school. School attendance for vulnerable pupils has improved Social skills have improved</p>
<p>School uniform £200</p>	<p>Provision via school shop; raises self esteem</p>	<p>Staff and pupils show engagement and pupils have growing self-esteem and positive approach to school. School attendance is high.</p>

<p>Funding support for school visits breakfast club, after school care club £300</p>	<p>On a child by child basis depending on needs. There has been a reduction for Pupil Premium Children through the year to allow them to attend the sessions, benefit from adult support in club, have a smoother transition into school in the morning and have support, when required, with homework before being collected.</p>	<p>Pupils attend and are supported with homework - keep up with their peers and raised self esteem Achievement and accessibility to curriculum is improved. Self-confidence and resilience is improved - confirmed by parents and staff.</p>
--	--	--

The impact of interventions is closely monitored by teachers on a day to day basis and senior leadership regularly throughout the year. This impact is not only academic but also can be seen in a number of ways including;

- Increased confidence;
- Greater engagement in a wide range of activities;
- Increased participation in a variety of activities;
- Improved self-esteem
- Improved attitude to learning in class
- Parent support helping parents engage more with their child's learning, makes school more approachable and consequently raising achievement and self-esteem for both parents and pupils.

Note -the federation has chosen to prioritise training its own staff in the mastery approach via the maths hub beginning in 2018-19:
Evidence base - Government research programmes on the use of Shanghai methods.

The Pupil Premium Strategy Review

Our pupil premium strategy is reviewed annually, in September, in the light of the outcomes and evaluations of effectiveness for both end of key stage outcomes as well as internal data for other year groups. Individual pupils' needs are reassessed termly to support effective provision allocation.

2018 Outcomes for end of Key Stage Two

Some of the impact of the Pupil Premium money cannot be measured purely by formal assessment data.

The impact in these areas is evaluated through activities such as:

- The understanding class teachers have about the ‘whole child’, their engagement in school and contribution to the full life of the school, including areas such as the arts and sports. The end of year report summarises these areas and feedback to parents and carers at parent’s evenings help to support this agenda.

1. ATTAINMENT

Percentage of pupils attaining secure at year 6 (or above) at KS2:

	2018: Reading, Writing & Maths		
	Number of Children	School (%)	National Non-FSM (%)
All pupils			64
Ever 6			
Within School Gap	N/a		No eligible pupils in year 6

Due to the small number of children eligible in each year in our school, any results have to be treated with caution. In cohorts across the school, a high percentage of PPM children also have special needs.

Average Scaled Score at the end of KS2: N/a due to pupil numbers in KS2 Year 6

	Number of Children (2017)	Maths	Reading	Spelling, Punctuation & Grammar (%)
National All Pupils		104	105	106
School - All Pupils				

*The difference between the attainment of children at Bomere Heath eligible for FSM and non-FSM children at Bomere Heath.

**The difference between the attainment of children at Bomere Heath eligible for FSM and non-FSM children nationally.

(KEY: 100=Year 6 secure)

FSM				
SCHOOL GAP*				
NATIONAL GAP**				

*Due to the small number of children eligible for in each year group, results have to be treated with caution.

For more details on the pupil premium please visit: www.education.gov.uk