

# Barkisland CE (VA) Primary School

## Pupil Premium Report 2017-2018



### What is the Pupil Premium?

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The term disadvantaged is used to collectively identify all pupils in receipt of the Pupil Premium funding.

### Funding received:

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for primary-aged pupil
- £935 for secondary-aged pupils

Schools also receive £1,900 for each pupil who:

- has been looked after for 1 day or more
- has been adopted from care
- has left care under:
  - a special guardianship order
  - a residence order
  - a child arrangement order

For the financial year April 2017 to March 2018 we received £30,620

The percentage of our pupils known to be eligible for Pupil Premium funding is 10%.

### How we have used our Pupil Premium:

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving the funding will be in receipt of pupil premium interventions at one time. Through the school's rigorous monitoring, assessment and development programmes, day to day teaching is of a high standard across school which means all pupils including pupil premium pupils receive quality first teaching daily.

This year, we have created an additional role within school; a Pastoral Support Worker to work each afternoon to provide pastoral support in school.

<b>Specific Spending of Pupil Premium</b>	
HLTA (5 x am sessions and 3 x pm sessions = 28 hours) to deliver specific interventions where needed across school	£13,330
New Role created: Pastoral Support Worker (5 pm sessions)	£13,092
Payment of Extra-Curricular Activities for pupils in receipt of the funding.	£4,872
<b>Total</b>	<b>£31,294</b>

## Impact of the Pupil Premium

<b>Year group</b>	<b>Assessment Measure</b>	<b>Attainment of Disadvantaged pupils</b>	<b>Attainment of all pupils</b>
<b>R</b>	End Of EYFS Data	50% of pupils reached a Good Level of Development	80% of pupils reached a Good Level of Development
<b>1</b>	Phonics - achieving the required standard	50%	90%
<b>Achieved at an 'expected' level</b>	Reading Writing Maths	50% 50% 100%	90% 93% 97%
<b>2</b>	End of Key Stage 1 Statutory Data		
<b>Achieved at an 'expected' level</b>	Reading Writing Maths	67% 67% 67%	75% 75% 82%
<b>3</b>			
<b>Achieved at an 'expected' level</b>	Reading Writing Maths	75% 50% 75%	80% 63% 70%
<b>4</b>			
<b>Achieved at an 'expected' level</b>	Reading Writing Maths	75% 75% 75%	80% 76% 87%
<b>5</b>			
<b>Achieved at an 'expected' level</b>	Reading Writing Maths	33% 33% 67%	86% 68% 76%
<b>6</b>	End of Key Stage 2 Statutory Data		
<b>Achieved at an 'expected' level</b>	Reading Writing Spelling, Punctuation and Grammar Maths	100% 50% 50% 50%	83% 70% 73% 83%
	Reading, Writing and Maths combined	50%	67%

Due to the small numbers of pupils within each year group (the maximum is 4 pupils in a year groups), it is difficult to make comparisons directly. All of our pupils are tracked closely and their progress and attainment monitored. Specific interventions and teaching is put in place to support pupils who are not on track to either make the expected progress or reach the expected standard.

## **Progress Measures:**

### **Key Stage 1**

Cohort of 28	All Pupils (national figures)	Disadvantaged pupils (3 pupils)	Difference
Reading	79% (76%)	100%	+21%
Writing	75% (68%)	67%	-8%
Maths	82% (75%)	67%	-15%

The small numbers of disadvantaged pupils make comparisons difficult to draw upon.

### **Key Stage 2**

Cohort of 30	All Pupils	Disadvantaged pupils (4 pupils)	Difference
Reading	-0.56	-2.87	-.2.22
Writing	-2.95	-5.49	-2.54
Maths	-1.83	-7.18	-5.35

A progress score of 0, is deemed to be expected progress. A score above 0 indicates that pupils have made better than expected progress. A negative score, indicates that pupils have made less than the expected progress.

Vast changes to testing and assessments have been in place from 2016. Writing assessments were purely based on Teacher Assessment, the frameworks were applied stringently, as advised by the Local Authority. A secure model was applied.

Again, due to the small numbers of pupils classed as disadvantaged in this cohort, it is difficult to draw comparisons.