



# Pupil Premium – Review

September 2017 - August 2018

Written by Effie Demetriou – *Pupil Premium Ambassador*

## What is Pupil Premium Grant?

The Pupil Premium Grant (PPG) is a government funded initiative that targets extra money for pupils from disadvantaged backgrounds. Over the years, research has shown that these pupils generally underachieve compared to their peers. The premium is given to schools so that they can provide additional support for these pupils and ensure they reach their full potential. The Government calculates the total amount of each PPG by looking at the number of pupils who have been registered for free school meals at any time within the last six years. They also look at the number of pupils who are in Local Authority care.

The Government do not dictate to schools how they should spend their money, however they must indicate how the funding is being used effectively and purposefully in order to raise the attainment of disadvantaged pupils. The following report indicates the actions the school plan to take over the coming period. This will be reviewed throughout the year and at the end of the term. We measure the impact of our work through regular review of teaching and learning and performance data.

## Context

When making decisions about using pupil premium (PP) funding, it is important to consider the context of the school and the subsequent challenges faced by our proportion of disadvantaged children. Common barriers for pupil premium children at Bowes Primary School include the following: less support at home, weak language and communication skills, lack of confidence, more frequent behavioural difficulties, low starting points and attendance and punctuality issues. There are also complex family situations that at times prevent these children from progressing.

Below is a table indicating the percentage of disadvantaged pupils in each year group across all Bowes sites.

Year Group	Percentage of Pupil Premium children (September 2017)
Reception (6)	6%
Year 1 (24)	21%
Year 2 (23)	17%
Year 3 (21)	19%
Year 4 (25)	36%
Year 5 (35)	32%
Year 6 (24)	27%
<b>Total</b>	<b>20%</b>

The table below indicates the number of disadvantaged pupils at each site and the total grant received for the above period.

Number of pupils and pupil premium grant received			
	Bowes New Southgate	Bowes Edmonton	Bowes Southgate Green
<b>Total number of pupils on roll</b>	512	126	158
<b>Total number of pupils eligible for PPG</b>	74	56	28
<b>Total amount of PPG received</b>	<b>£253,440</b>		

## Objectives and Principles

Our **key objective** in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations, or higher, as they move through the school. It is also the aim to ensure that we cater for all academic abilities, including challenging high attaining disadvantaged children.

In order to make decisions relating to PP funding, we have analysed our data comprehensively, made use of a range of research into good practice in pupil premium funding, including the Sutton trust research on 'within school variance' and the Sutton Trust toolkit. We have also nominated a member of the SLT team to lead and drive pupil premium as well as a link Governor on our Local Governing Board.

Further to this we outlined **key principles** which we then focused on in order to successfully narrow the gap and maximise the impact of our pupil premium spending.

- ✓ The **ethos** of the school is built upon the belief that **all** staff believe in **all** children and there are no excuses made for under-performance.
- ✓ **Analysing Data:** We ensure that:
  - All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school (e.g. pupil progress meetings);
  - We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.
- ✓ **Identification of Pupils:** We ensure that:
  - ALL teaching staff and support staff are involved in analysis of data and identification of pupils - this is done through pupil progress meetings and CPD;
  - ALL staff are aware of who pupil premium and vulnerable children are;
  - ALL pupil premium children benefit from the funding, not just those who are underperforming;
  - Underachievement at all levels is targeted (not just lower attaining pupils).
- ✓ **Improving Day to Day Teaching:** We continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Achievement Leaders, Leaders of Learning and SLT to:
  - Set high expectations;
  - Address any within-school variance;
  - Ensure consistent implementation of the non-negotiables, e.g. feedback for learning;
  - Share good practice within the school and draw on expertise within the partnership;
  - Provide high quality CPD;
  - Improve assessment through leveling and moderation across the partnership;
- ✓ **Increasing learning time:** We maximise the time children have to "catch up" through:
  - Improving attendance and punctuality;
  - Providing earlier intervention (KS1 and EYFS);
  - Extended learning during out of school hours;
  - After school clubs, evening booster sessions.
- ✓ **Individualising support:** We ensure that the additional support we provide is effective by:
  - Looking at the individual needs of each child and identifying their barriers to learning;
  - Ensuring additional support staff and class teachers communicate regularly;
  - Matching the skills of the support staff to the interventions they provide;
  - Providing extensive support for parents to develop their own skills, support their children's learning within the curriculum and to manage in times of crisis;
  - Tailoring interventions to the needs of the child;
  - Recognising and building on children's strengths to further boost confidence (E.g. Using the SPD team, learning mentor, inviting them to after school clubs).

## Projected Spending and Impact

Item/Project	Cost	Approach	Impact
<p><b>SLT - Teaching and Learning responsibility</b></p> <p><i>Continue to improve the quality of teaching and learning to ensure the needs of all disadvantaged pupils are met.</i></p>	£59,819	<p>Member of the senior leadership team to lead the school in modelling outstanding teaching and learning, thereby raising overall quality across the school and consequently raising achievement.</p> <ul style="list-style-type: none"> <li>→ High quality teaching intervention during morning sessions, ensuring smaller groups and lower teacher to pupil ratios;</li> <li>→ Implementing coaching and mentoring across the school;</li> <li>→ Implementation of curriculum;</li> <li>→ Whole school interventions;</li> <li>→ Conducting progress meetings;</li> <li>→ Conducting learning moderations;</li> </ul>	<p>Improved teaching:</p> <ul style="list-style-type: none"> <li>✓ School improvement visits validate outstanding teaching and learning across all three sites.</li> <li>✓ Successful coaching and mentoring sessions.</li> <li>✓ Progress meetings and learning moderations secure judgments and ensure teachers are focusing on PP children.</li> <li>✓ Teachers review the effectiveness of interventions for targeted PP pupils each term and measure the impact through analysis of data.</li> <li>✓ Teachers complete termly PP reports which indicate the level of support and track the needs of individual pupils – this ensure individual needs are met.</li> <li>✓ Teachers continue to add to on-going case studies on two pupils in each class throughout the year.</li> </ul>
<p><b>Senior Lead for Pupil Premium</b></p> <p><i>Continue to oversee the interventions and strategies implemented to measure impact and ensure value for money.</i></p>	£24,667	<p>Having a lead PP ambassador to ensure pupil premium is high on the agenda and tracked to ensure best use of funding.</p> <p>Report analysis to measure the impact of interventions and future plans.</p> <p>Accountability within the school for the provision of PP pupils.</p>	<ul style="list-style-type: none"> <li>✓ A designated lead in PP ensures all teachers and support staff know who the PP pupils are within their class/year group.</li> <li>✓ Staff training took place to discuss the importance of PP and what we can do to support the pupils – expertise shared.</li> <li>✓ The progress of all PP pupils is tracked against expenditure of funds to ensure that the strategies used are impacting on closing the gap in attainment between disadvantaged and other pupils.</li> </ul>
<p><b>Achievement Leaders</b></p> <p><i>Effectively lead and monitor the quality of teaching and learning to ensure the needs of all disadvantaged pupils are met within their team.</i></p>	£7,322	<p>Quality first daily teaching and sharing expertise:</p> <ul style="list-style-type: none"> <li>→ Set high expectations;</li> <li>→ Develop teachers' practice;</li> <li>→ Ensuring consistent implementation of school initiatives across phase;</li> <li>→ Facilitate sharing good practice;</li> <li>→ Improve quality of assessment;</li> <li>→ Plan for and delivering interventions;</li> <li>→ Quality assurance;</li> <li>→ Data analysis;</li> <li>→ Monitoring and evaluation;</li> </ul>	<p>Improved quality first teaching:</p> <ul style="list-style-type: none"> <li>✓ 100% good or outstanding teaching.</li> <li>✓ Consistent implementation of practice and expectations across school (Lesson observations / Progress meetings/ Learning moderations).</li> </ul>
<p><b>Phonics intervention</b></p> <p><i>Improved phonic knowledge to increase attainment to close the gap in Year 1 Phonic Screening as well as increase reading results across the school.</i></p>	£2,660	<ul style="list-style-type: none"> <li>→ Achievement Leader to oversee phonics progress and impact of interventions.</li> <li>→ Weekly targeted support through: <ul style="list-style-type: none"> <li>✓ After school club;</li> <li>✓ Additional daily phonics sessions;</li> <li>✓ Additional reading intervention;</li> <li>✓ 1:1 reading sessions during lunchtime;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ The number of 'disadvantaged pupils' achieving the expected standard in the 2017 Phonics Screening Check was 54%. In 2018 this increased to <b>74%</b>.</li> <li>✓ With the SEN pupils removed from this figure, <b>89%</b> of disadvantaged pupils achieved the expected standard in the phonics screening check in Year 1 in 2018 – a percentage which is higher than the national average of 80%.</li> <li>✓ The gap between the attainment of 'disadvantaged pupils' and 'other pupils' has narrowed.</li> </ul>

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<p><b>English, Mathematics and Science revision materials (GLS)</b></p> <p><i>Tangible resources to support the learning of disadvantaged pupils at home.</i></p>	£2,278.80	<p>Purchase additional revision resources for KS2 pupils in order to support them with their learning at home.</p>	<p>✓ With the SEN pupils removed for the KS2 figures, disadvantaged pupils achieved <b>much higher</b> than all pupils nationally. See figures below:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>All Dis Pupils</th> <th>Dis Pupils with SEN Removed</th> <th>2018 National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>70%</td> <td>88%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>65%</td> <td>88%</td> <td>78%</td> </tr> <tr> <td>Maths</td> <td>65%</td> <td>81%</td> <td>76%</td> </tr> <tr> <td>Combined</td> <td>57%</td> <td>75%</td> <td>64%</td> </tr> </tbody> </table>	Subject	All Dis Pupils	Dis Pupils with SEN Removed	2018 National	Reading	70%	88%	75%	Writing	65%	88%	78%	Maths	65%	81%	76%	Combined	57%	75%	64%
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<p><b>Year 6 evening school</b></p> <p><i>Ensure additional tutoring is provided outside of school hours for targeted pupils to achieve the age-related expectation at the end of KS2.</i></p>	<p>Staff Cost - £1,170</p> <p>Resources £432.50</p>	<p>Provide target pupils in Year 6 with extra sessions every Wednesday evening to enable them to make accelerated progress and achieve the expected standard by the end of KS2 at Bowes New Southgate.</p> <p>Holiday school and evening classes at Bowes Edmonton.</p>	<p>✓ 10 out of the 12 pupils targeted for evening classes achieved the expected standard at the end of KS2 in reading, writing and maths combined.</p>																				
<p><b>After School Booster Clubs</b></p> <p><i>Ensure additional support is provided for pupils who may not receive it at home.</i></p>	£600	<p>Provide after school booster and homework clubs to enable engagement in academic studies where support may not be given at home</p>	<p>✓ 10 out of the 12 pupils targeted for evening classes achieved the expected standard at the end of KS2 in reading, writing and maths combined.</p>																				
<p><b>Additional TAs</b></p> <p><i>Accelerate progress through use of targeted TA support and interventions.</i></p>	£52,758,	<p>Personalised support at all levels – particularly in KS1.</p> <p>Additional hours of support provided for pupils who have specific SEND needs.</p>	<p>✓ With the SEN pupils removed from the KS1 attainment data, disadvantaged pupils achieved higher than all pupils nationally. See figures below:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Dis Pupils with SEN Removed</th> <th>2018 National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>76%</td> </tr> <tr> <td>Writing</td> <td>75%</td> <td>70%</td> </tr> <tr> <td>Maths</td> <td>88%</td> <td>75%</td> </tr> </tbody> </table> <p>✓ There has been a significant impact on both the academic and social progress of the pupils who have received additional hours of support. Their confidence has grown.</p> <p>✓ SEN children settle well and make good progress.</p>	Subject	Dis Pupils with SEN Removed	2018 National	Reading	100%	76%	Writing	75%	70%	Maths	88%	75%								
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<p><b>Pastoral and Enrichment support.</b></p> <p><i>Improve learning behaviours, attitude and, self-esteem by supporting pupils through use of therapeutic support.</i></p>	<p>£31,180</p>	<p>One to one support for specific pupils who have social, emotional and mental health needs.</p> <p>Parents feel supported by the school in the development of their children.</p> <p>Targeted enrichment opportunities for disadvantaged pupils who have less access to either extra-curricular or individual paid tuition.</p>	<ul style="list-style-type: none"> <li>✓ Bowes values are deeply embedded and pupils are able to communicate and demonstrate them in their life inside and outside of school.</li> <li>✓ Social and emotional needs are being met for the individual pupils who require the additional support.</li> <li>✓ Barriers to learning are overcome and targeted children make expected progress.</li> <li>✓ Communication with parents is highly effective and there is consistency in the approach to dealing with challenges, both at school and at home.</li> <li>✓ Communication with parents is recorded to show pupil progress.</li> <li>✓ Safeguarding provisions are met.</li> <li>✓ Parents are supported in the secondary transfer process.</li> </ul>				
<p><b>Attendance Officer</b></p> <p><i>Improve the percentage of disadvantaged pupils so that the attendance percentage gap between non-disadvantaged and disadvantaged pupils is closed.</i></p>	<p>Staff Cost - £16,568.40</p> <p>EWO support - £639.47</p>	<p>Targeted work to support families in overcoming any barriers to their child's attendance at school. Home/school visits where necessary.</p> <p>To work with identified individuals and groups of pupils, using regular attendance checks.</p> <p>Contact with parents/carers and pupils to improve levels of attendance.</p> <p>Collate information to track the percentage of pupils' attendance and ensure the number of persistence absences is minimising.</p> <p>To produce and interpret information relating to attendance patterns of PP pupils and put in place provisions to improve any concerns.</p>	<ul style="list-style-type: none"> <li>✓ The attendance for disadvantaged pupils across all the Bowes sites has remained broadly in line from 2017 to 2018. Figures can be seen below.</li> </ul> <table border="1" data-bbox="1026 1021 1469 1160" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #d9e1f2;">2017 Attendance</th> <th style="background-color: #d9e1f2;">2018 Attendance</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">94.6%</td> <td style="text-align: center;">94.2%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>✓ PP families are contacted on any morning their child does not attend school and any necessary provisions are put in place to support their attendance.</li> </ul> <p><i>On occasion this has included pupils being picked up every morning and taken home after school.</i></p>	2017 Attendance	2018 Attendance	94.6%	94.2%
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<p><b>Extended School</b></p> <p><i>Raise achievement and enrich quality of learning through use of specialist provisions.</i></p>	<p>Staff Costs - £2,500</p> <p>Resources - £1,000</p>	<p>Overcoming barriers – improving attendance and punctuality.</p> <p>Disadvantaged pupils targeted for homework club and early morning readers.</p>	<ul style="list-style-type: none"> <li>✓ Children take part in a range of enrichment activities.</li> <li>✓ Parents supported with extended learning opportunities for their children.</li> <li>✓ All PP pupils are provided with at least one free club in our extended school at some point throughout the academic year.</li> <li>✓ Increase in self-confidence, greater independence, better team-working, collaborative skills.</li> <li>✓ Wider opportunities – to offer broad range of experiences to all.</li> <li>✓ Children access online learning at home to improve achievement.</li> </ul>				

Item/Project	Cost	Objective	Impact
<p><b>Trips</b></p> <p><i>Equal opportunities for all pupils to take part in the residential school trips.</i></p>	£2,888	<p>Subsidise funding to enable children to have additional experiences that they would not otherwise receive such as:</p> <ul style="list-style-type: none"> <li>→ Camping</li> <li>→ School Journey – Isle of Wight</li> <li>→ Trips linked to Learning Quest</li> </ul>	<ul style="list-style-type: none"> <li>✓ Positive impact on speaking and listening, writing and reading as they are able to relate to a wider range of real life experiences.</li> <li>✓ Wider opportunities which offer broad range of experiences to all.</li> <li>✓ Increase in self-confidence, greater independence, better team-working, collaborative skills.</li> </ul>
<p><b>After school &amp; Breakfast Club</b></p> <p><i>Support parents with childcare difficulties and/or lateness.</i></p>	£13,680 (6 pupils -£12 per day x 5 days per week x 38 weeks per year)	<p>To ensure children have a breakfast at the start of the day to ensure they are ready to learn.</p> <p>Support parents with childcare difficulties and/or lateness (6 pupils full time this academic year).</p> <p>To provide places in Bowes breakfast and after school club provisions.</p>	<ul style="list-style-type: none"> <li>✓ Children have a good start to the school day with a healthy breakfast.</li> <li>✓ More flexible hours for pick-up and drop-offs.</li> <li>✓ Improved and maintained attendance.</li> </ul>
<p><b>Music</b></p> <p><i>Individual lessons for targeted pupils in order to build confidence.</i></p>	£1,592	<p>Disadvantaged children targeted for individual music lessons – those who have less access to either extra-curricular or paid tuition.</p>	<ul style="list-style-type: none"> <li>✓ Four children have received music lessons throughout the year.</li> <li>✓ Children who have participated have shown an improvement in attendance as well as confidence and enthusiasm.</li> </ul>
<p><b>ICT – equipment</b></p> <p><i>Provide pupils with access to the latest technology in order to raise engagement and participation in their learning.</i></p>	£16,900	<p>Extending resources and using ICT to support learning, engage learners and ultimately raise attainment.</p>	<ul style="list-style-type: none"> <li>✓ Increase in attainment for PP children at the end of KS2 – see above statistics.</li> <li>✓ Pupils enjoy their learning.</li> <li>✓ Increased participation and engagement.</li> </ul>
<p><b>1:1 Tuition</b></p> <p><i>Targeted pupils achieve the expected standard in all areas by the time they finish primary school.</i></p>	£3,055	<p>1:1 home tuition for targeted pupils to achieve the expected standard by the end of Year 2.</p>	<ul style="list-style-type: none"> <li>✓ Improved outcomes at the end of KS1 in comparison to EYFS outcomes.</li> <li>✓ Disadvantaged pupils are performing in line with other pupils nationally with SEN pupils removed from the data.</li> </ul>
<p><b>‘Just One Hour’</b></p> <p><i>An initiative designed to build in time for pupils to spend quality time interacting with their family members.</i></p>	<p>Staff Costs - £668.50</p> <p>Resources - £1,000</p>	<p>Provision organised for 15 pupil premium pupils to spend time with their family members.</p> <p>Weekly sessions where parents or family members set aside time to play with their children using the carefully designed provision set up at Bowes Edmonton.</p> <p>Purchase equipment to be used during the ‘Just One Hour’ sessions.</p>	<ul style="list-style-type: none"> <li>✓ Very well attended sessions where pupils and parents have the opportunity to share resources that they may not have access to at home.</li> <li>✓ Pupils excited to spend ‘quality time’ with their family members on a weekly basis.</li> <li>✓ Parents more engaged in their child’s interests.</li> <li>✓ Improved relationships.</li> <li>✓ Development of communication skills.</li> <li>✓ Child led play.</li> <li>✓ Happy children!</li> </ul>
<b>Total</b>	<b>£253,440</b>		

## Pupil Premium Achievement Data KS2 2018

Attainment	Bowes Data 2018				National Data 2017	
	All Pupils	Dis	Dis – SEN Removed	Non - Dis	All Pupils	Non - Dis
Pupils achieving the <b>Expected Standard</b> in reading, writing and maths combined.	76%	57%	75%	83%	61%	67%
Pupils achieving <b>Higher Standard</b> in reading, writing and maths combined.	4%	9%	13%	3%	9%	11%
Pupils achieving the <b>Expected Standard</b> in the reading test.	83%	70%	88%	88%	71%	77%
Pupils achieving the <b>Higher Standard</b> in the reading test.	38%	35%	44%	39%	25%	29%
Average scaled score in the reading test.	107.1	105.4	107.4	107.7	104	105
Pupils achieving the <b>Expected Standard</b> in the maths test.	82%	65%	81%	88%	75%	80%
Pupils achieving the <b>Higher Standard</b> in the maths test.	25%	26%	31%	24%	23%	27%
Average scaled score in the maths test.	105.4	104.1	106.3	105.8	104	105%
Pupils achieving the <b>Expected Standard</b> in writing teacher assessment.	84%	65%	88%	84%	76%	81%
Pupils achieving the <b>Higher Standard</b> in writing teacher assessment.	9%	9%	13%	9%	18%	21%
<b>Progress</b>						
Reading pupil progress score.	3.29	1.85	2.59	3.73	0	0.3
Writing pupil progress score.	1.06	-0.32	0.55	1.53	0	0.2
Maths pupil progress score.	2.15	-0.14	2.20	2.92	0	0.3

### Summary of Achievement

- The attainment of disadvantaged pupils was broadly in line with national figures of non-disadvantaged pupils in English Reading and lower in writing and maths. **However**, with the SEN pupils removed, please see data provided earlier in the report.
- The achievement for pupils working at greater depth is another area for development in writing across KS2.
- The progress of disadvantaged pupils was above the national figure of non-disadvantaged pupils in English reading. **With the SEN pupils removed, the progress of disadvantaged pupils was way above the national figure for non-disadvantaged pupils in reading and maths.**