

Pupil Premium Statement and Strategic Plan 2017-18

In 2011-12 the Government launched its Pupil Premium funding. This money was allocated to schools based on the numbers of pupils in the school eligible for Free School Meals (FSM). From 2012-13, the allocation has been extended to include all children who have been eligible for FSM within the last six years. The Government ambition behind the allocation of this funding is to close the gap between the achievement of pupils eligible for pupil premium and those who are not.

At The Bluecoat School we are committed to meeting the social, pastoral and academic needs of all pupils within our school. The Pupil Premium funding enables us to meet any additional needs of children who may be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil Premium funding will be allocated to classes, groups or individuals based on their specific identified needs.

The leadership of the school is responsible for determining how pupil premium funding will be allocated and for reviewing the effectiveness of the spending decisions to ensure maximum impact on closing the achievement gap for eligible pupils. However all staff and Governors at The Bluecoat School are committed to ensuring the best possible outcomes for disadvantaged pupils and take joint responsibility for closing the achievement gap.

The Headteacher and senior leadership team are continually reviewing the success and impact of the use of the pupil premium grant to close the achievement gap for eligible pupils. The leadership team are examining and using respected evidence of high impact strategies using sources such as the recently published EFF Toolkit – Sutton Trust Research and other Government evidence establishing successful approaches to effective use of pupil premium grant in closing the achievement gap to inform future decisions and practice at The Bluecoat School.

Details of the impact of the Pupil Premium Grant for 2016-17 can be found in our Impact Statement <http://bluecoat.mybetawebsite.co.uk/wp-content/uploads/2018/07/pupil-premium-grant-summary-and-impact-statement-16-17.pdf>

When planning the strategic spending of the pupil premium grant, we have identified short, medium and longer term aims. In addition to reviewing the impact of short term interventions, we also recognise the significance of a whole and motivational education and how this can impact on the outcomes for disadvantaged pupils.



Our creative curriculum enables all pupils to have opportunities to learn in exciting, challenging and motivational ways outside of the classroom in addition to the traditional school environment. The three core aims of creativity, independence and aspiration are at the heart of our curriculum. We believe that the emphasis on experiential learning will give all of our pupils a whole education which will develop their skills and personal qualities as well as improving their educational attainment in core subjects. In particular, we believe that our approach to wider curriculum provision will greatly benefit our disadvantaged pupils and will impact significantly on further closing the gap between their attainment and achievement and that of other pupils.

School Overview

Number of Pupils and Pupil Premium Grant Received	
Total number of pupils on roll	170 (January 2017 CENSUS)
Total number of pupils eligible for PPG	80
Total amount of PPG received	£105,600

Allocation of Pupil Premium Grant 2017-18

The following are identified as barriers to educational achievement

Significant inward mobility of pupils with identified under achievement/attendance concerns and complex pastoral needs.
Increasing number of children presenting with self-esteem and mental health concerns
Behaviour- children with specific social and emotional needs impacting on their achievement and attitude to learning
Escalating patterns of poor attendance
Low baseline on entry to the EYFS
Increasing numbers of children with special educational needs and reduced agency service delivery and funding support
Impact of misuse of social media on emotional well-being
Lack of breadth of life experiences
Poor parental engagement with learning progress throughout primary educational journey

Areas identified to spend Pupil Premium allocation

Further develop the Creative Curriculum entitlement to ensure frequent planned learning away from the classroom, outdoor adventure learning and other memorable experiential learning opportunities. Our curriculum model is based on broadening the life experiences of children and engaging their learning through aspiration, investigation and practical learning opportunities. Supporting entitlement through funded curriculum opportunities is a key priority.
1:1 personalised teacher led tuition for pupils who needed additional individual support with phonics, mathematics, reading and writing.
A range of class teacher led intervention for small groups who need additional individual support with phonics, mathematics, reading and writing. Timetabling will enable class teachers to lead the interventions to maximise on their assessment knowledge of individual pupil learning priorities.
The provision of 3 x weekly specialist phonics intervention for children in YR/Y1 and Y2 to enable children to build strong phonic skills and develop strong foundations in early reading skills
Specialist teaching for pupils with identified specific learning difficulties in KS2.
Further developing independent learning strategies following on from the Mobilise project to include a review of marking feedback in maths/reading and writing.
Developing parental engagement in supporting their children's learning progress .
Digital technology – collaborative use of technology including the provision of effective feedback and open ended learning.
Employment of a full time pastoral worker to support the emotional well-being and positive mental of pupils and engagement of their families.
Attendance support – review and further develop school attendance support procedures to address poor attendance patterns and intervene in cases of persistent absence.
Y6 life coaching and mentoring for identified vulnerable pupils – approaches to include cognitive behaviour therapies and setting and supporting personal goals that will impact on improved learning and achievement outcomes, e.g. use of social media platforms and technology
Development of curriculum strand aimed at healthy lifestyle choices explicitly linking physical and mental well-being and the resultant impact on school achievement. Introduction of initiatives aimed at the improvement of mental health in vulnerable pupils including talking therapies, personal resilience programmes and cognitive behaviour therapy approaches and the appointment of a full time pastoral worker.

How will the school measure the impact of the Pupil Premium?

The senior leadership team regularly review the achievement and progress of all pupils including those eligible for pupil premium. There is a defined cycle of assessment of pupil achievement, progress data collection and moderation of assessment outcomes for every year group including the EYFS. On-going tracking of pupil progress informed through summative and formative assessment will be used to inform pupil progress meetings and to enable the early identification of need, support and appropriate intervention. These review meetings take place 6 times per year in addition to individual informal meetings in respect of specific children as needs arise.

Information gathered during the above assessment review cycle inform the on-going reviews of pupil premium spending based on impact evidence on the progress and achievement of pupils. Intervention may also be planned for children who are not eligible for pupil premium but for whom it is deemed would benefit from the additional support.

Pupil Premium spending and the impact on pupil achievement is reviewed regularly by governors through the identification of a named governor for pupil premium, a planned cycle of governor meetings, specific planned steering group governor monitoring of our strategic action plan and participation in the senior leadership attendance review group by a named attendance governor.

The impact of pastoral support is reviewed and monitored through pupil achievement and progress data, weekly meetings with the Headteacher, the senior leadership attendance group, TAC case supervision and child and parent voice. The pastoral lead will support identified vulnerable children which may include children who are not eligible for pupil premium.

Date of next Pupil Premium Strategy Review:

Friday 13th July 2018