

Pupil Premium Statement 2016-17

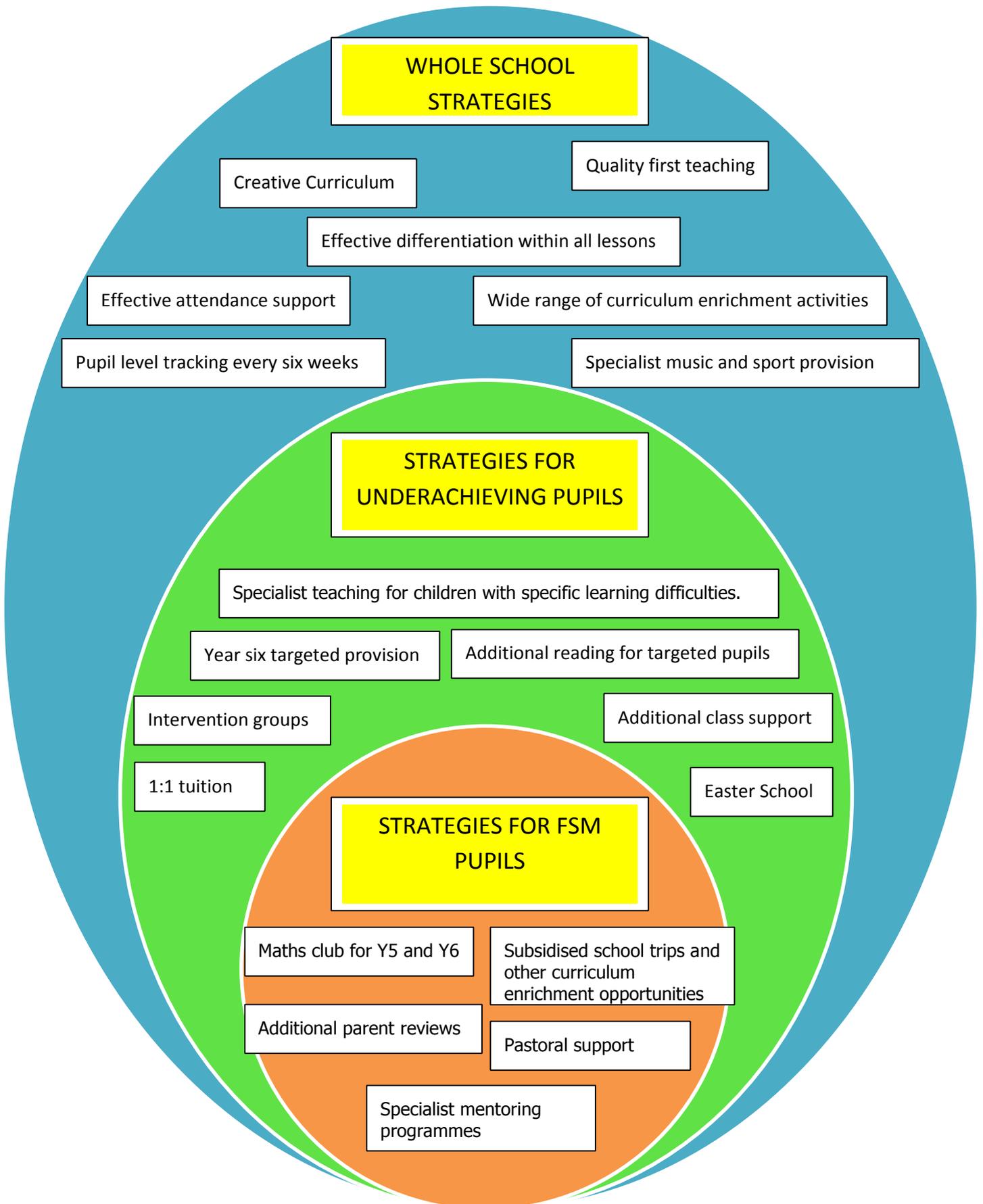
In 2011-12 the Government launched its Pupil Premium funding. This money was allocated to schools based on the numbers of pupils in the school eligible for Free School Meals (FSM). From 2012-13, the allocation has been extended to include all children who have been eligible for FSM within the last six 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.

Our Whole School Responsibilities
Our senior leadership team track the attainment and achievement of pupils eligible for pupil premium in depth. Individuals and groups of pupils at risk of underachievement are identified and appropriate interventions and support are put in place. The leadership team decide spending priorities and review the progress and achievement of eligible pupils regularly and provide regular updates for Governors on the impact of the use of pupil premium.
Our subject leaders take responsibility for the achievement and attainment of pupils eligible for pupil premium in their subjects and contribute to planning and implementing appropriate intervention and support. They ensure their strategic improvement plans prioritise actions that will impact on closing the achievement gap throughout the school.
Our class teachers know who their eligible pupils are and focus relentlessly on ensuring daily quality teaching and exciting curriculum provision to motivate and improve the attainment and achievement of children eligible for pupil premium.
All staff supporting teaching and learning are committed to closing the achievement gap for eligible pupils.
Our Governors regularly review the allocation of pupil premium spending and the impact on the achievement of eligible pupils. They are responsible for ensuring the publication of an annual report detailing for parents how pupil premium has been used and the impact of the spending on closing the gap.

Pupil Premium Provision within the Whole School Framework



The Bluecoat School

Pupil Premium Report

2016 -2017

School Overview

Number of Pupils and Pupil Premium Grant Received	
Total number of pupils on roll	145
Total number of pupils eligible for PPG	67
Total amount of PPG received	£89,760

Rationale for Spending

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 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.

The creative curriculum at the heart of our approach to learning and we plan for all pupils to have opportunities to learn in exciting, challenging and motivational ways outside of the classroom. We believe that the emphasis on experiential learning in our new curriculum give all of our pupils a whole education which develops 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 greatly benefits our disadvantaged pupils and impacts significantly on further narrowing the gap between their attainment and achievement and that of other pupils.

Allocation of Pupil Premium Grant 2016-17

Creative curriculum including outdoor adventure learning and other memorable experiences.

1:1 personalised tuition for pupils who needed additional individual support with phonics, mathematics, reading and writing.

A range of teacher led intervention for small groups who need personalised learning in phonics, mathematics, reading and writing.

Enrichment of the curriculum by supporting the costs of school trips and other creative learning opportunities to engage pupil learning.

KS1/2 class size management.
Specialist phonics intervention.
Specialist teaching for pupils with identified specific learning difficulties.
Peer tutoring (learners working together in pairs or small groups).
Actively involving parents in supporting their children's learning at school.
Interactive approaches to developing reading comprehension with structured questioning.
Learning to learn strategies – supporting learners to think about effective learning behaviours.
Clear feedback to learners about their learning goals leading to improvement in their outcomes. Clear feedback redirects or refocuses the learner on what they need to do next to achieve their goal.
Early years intervention. Outstanding Foundation Stage flexible provision, including disadvantaged 2 year old provision, leading to preparation for school and academic success.
Digital technology – collaborative use of technology including the provision of effective feedback and open ended learning.

Teaching and Learning

Pupil premium was directed towards supporting children with identified additional needs which were barriers to them achieving their potential. A specialist phonics teacher was employed 0.6 per week and has supported disadvantaged pupils with targeted intervention which led to them making rapid progress in their phonics achievement compared to other pupils nationally.

Our Deputy Headteacher and teaching and learning manager provided targeted additional teaching supported for identified pupils at risk of not making expected progress in Y2 and Y6.

A specialist STAPS teacher was employed 1 morning per week to provide specialist teaching support for children with identified specific learning difficulties which was then followed up 4 x sessions weekly by trained teaching assistants.

Targeted early years intervention, including 2 year old provision for disadvantaged children commenced on entry to Nursery for those pupils identified as at risk of under achievement.

Our successful engagement in a county wide EEF project on the effective deployment of teaching assistants led to a review of developing pupil independence and peer assessment. Our literacy leader also commenced reciprocal reading from Y1 to Y6.

Attendance support

The senior leadership of the school have reviewed attendance policy and procedure and implemented a revised tracking system for early identification of children at risk of persistent absence. Attendance has been addressed with the whole school community and was a key focus during the review period. Specific support plans for vulnerable children at risk of poor attendance patterns and underachievement have been developed and resourced and all cases led to significantly improved attendance patterns which in turn impacted on improved achievement outcomes.

Meeting Individual Needs

In addition to the above:

Employment of additional part time SENCO capacity impacted on the focussed provision of children with additional needs including the introduction of child centred profiles and clearly identified developmental and learning targets. All teaching and learning staff have accessed specific CPD and teachers were facilitated to attend children centered reviews to contribute to the provision mapping for these children.

We have developed a broader range of extra-curricular activities focussed on emotional well-being and positive mental health. In the addition, the on-going development of our creative curriculum has strengthened entitlement to experiential and meaningful learning experiences which have been evidenced to impact significantly on pupil engagement with core learning.

We have introduced a before and after school club and a breakfast club for upper KS2 children. These are both heavily subsidised by school in order to ensure that are accessible to identified vulnerable pupils and their families.

Impact Statement 2016-17

- Other National refers to non-disadvantaged pupils nationally

End of KS2 – 10 out of 20 pupils were eligible for pupil premium in Y6

Progress of children since KS1

Subject	Progress for PP eligible pupils	Progress for National non-eligible pupils	Difference
Reading	+2.18	+0.33	+1.85
Writing	+2.25	+0.18	+1.07
Maths	+1.07	+0.28	+0.79

Attainment

Subject	Attainment for PP eligible pupils Expected standard	Attainment for National non-eligible pupils Expected standard	Attainment for PP eligible pupils Exceeding expected standard	Attainment for National non-eligible pupils Exceeding expected standard
Reading	75%	77%	42%	36%
Writing	75%	81%	25%	21%
Maths	58%	80%	8%	27%
EGPS	83%	82%	42%	36%

Foundation Stage – 10 pupils were eligible for pupil premium during YR

70% achieved or exceeded a GLD (good level of development) in all areas of the Early Years Foundation Stage curriculum. Other National (73%)

Y1 Phonics Screening check – 12 pupils were eligible for the pupil premium in Y1

83% met age related expectations in the phonics screening check. Other National (84%)
Average score for PP pupils 33. Others National 34.

End of KS1 – 6 pupils were eligible for pupil premium in Y2

67% met the expected standard in reading	Other National (79%)
67% met the expected standard in writing	Other National (72%)
67% met the expected standard in maths	Other National (79%)

33% met the greater depth standard in reading	Other National (28%)
33% met the greater depth standard in maths	Other National (18%)
33% met the greater depth standard in writing	Other National (23%)