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| **What is 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. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.  Pupil Premium is allocated to schools and is clearly identifiable. It is paid to schools according to the number of pupils who have:   * registered as eligible for free school meals at any point in the last 6 years * been in care for 1 day or longer * are service children   In the 2017 to 2018 financial year primary schools, received £1,320 for each eligible free school meals child, £1900 for each child eligible ‘Looked after’ child and £300 for each eligible service child. |

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| **School context** |
| Berkley Church of England First School is much smaller than the average-size primary school. Nearly all pupils are from a White British background. The proportion of pupils known to be eligible for free school meals is lower than the national average. The proportion of pupils with special educational needs and/or disabilities (currently 12.5%) is just below the national average (the latest figures for Jan 2017 were 14.4%). These pupils' needs cover a wide range, including moderate learning difficulties and speech and language disorders. There are no pupils with a statement of special educational needs. The Early Years Foundation Stage consists of Reception-age children, who are integrated into one class with a number of Year 1 pupils. Throughout the rest of the school, pupils are organised into mixed Years 1/2 and single Year 3 and Year 4 classes. In recognition of its work, the school has received a number of awards, including the Green Flag Eco Award, Dyslexia Friendly, Healthy School and the 360 Degree Safety Award.  For the last two years (2017 and 2018) the school has been oversubscribed. |

*“This is an outstanding school, where pupils achieve exceptionally well. Pupils greatly enjoy school and their behaviour and attitudes are exemplary. They feel extremely safe and adopt exceptionally healthy lifestyles. Excellent teaching and an outstanding curriculum are crucial factors in the exceptional progress made by all groups of pupils.” (Ofsted ‘Outstanding’ inspection report, February 2011)*

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| **Pupil Premium at Berkley** |
| We aim to use the Pupil Premium effectively to raise achievement and close the gap between pupil groups. We believe that Quality First Teaching has the biggest impact on these groups; with additional targeted support where needed to raise attainment of those from vulnerable groups.  We are rigorous in our data analysis, both at the end of the year and throughout, to ensure that all children receive the targeted support they may need. All teachers have a responsibility in this data tracking and in knowing who pupil premium children in their class are.  We have used previous evaluations of what has worked in our school to inform how to spend the allocation. Grants are considered within the overall school budget, including additional funds, and are used to supplement existing resources and provide new ones. |

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| **Pupil Premium 2017 – 2018** | |
| Total numbers of pupils on roll | 99 at start of year, now standing at 96 (April 2018) |
| Numbers of pupils benefitting from Pupil Premium Grant | 10, including one Ever6 |
| Amount of Pupil Premium Grant received | £14820 |
| Total amount of additional funds received | £7020 |

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| **Impact of Support 2017 – 2018** |
| **Attainment** |
| |  |  |  | | --- | --- | --- | | EYFS | Pupil Premium | School Non-Pupil Premium | | % Achieving 2+ in Prime areas | N/A | 76% (July 2017) | | Overall average total score |  |  |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 1 | School Pupil Premium | School Non-Pupil Premium | | Maths | 33% ( 1 out of 3) July 2017  N/A Dec 2017 | 78% (14 out of 18) July 2017  70% (12 out of 17) Dec 2017 | | Reading | 67% (2 out of 3) July 2017  N/A Dec 2017 | 72% (13 out of 18) July 2017  82% (14 out of 17) Dec 2017 | | Writing | 67% (2 out of 3) July 2017  N/A Dec 2017 | 67% (12 out of 18) July 2017  77% ( 13 out of 17) Dec 2017 |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 2 | School Pupil Premium | School Non-Pupil Premium | | Maths | 75% ( 3 out of 4) July 2017  67% (2 out of 3) Dec 2017 | 87.5% ( 14 out of 16) July 2017  89% ( 16 out of 18) Dec 2017- | | Reading | 100% (3 out of 3) July 2017  67% ( 2 out of 3) Dec 2017 | 87.5 ( 14 out of 16) July 2017  100% (18 out of 18) Dec 2017 | | Writing | 67% (2 out of 3) July 2017  33% (1 out of 3) Dec 2017 | 81% (13 out of 16) July 2017  67% (12 out of 18) Dec 2017 |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 3 | School Pupil Premium | School Non-Pupil Premium | | Maths | 100% ( 3 out of 3) July 2017  60% ( 3 out of 5) Dec 2017 | 81% (13 out of 16) July 2017  93% ( 13 out of 14) Dec 2017 | | Reading | 100% ( 3 out of 3) July 2017  60% (3 out of 5) Dec 2017 | 81.25% ( 13 out of 16) July 2017  100% ( 14 out of 14) Dec 2017 | | Writing | 67% ( 2 out of 3) July 2017  60% ( 3 pout of 5) Dec 2017 | 75% ( 12 out of 16) July 2017  86% ( 12 out of 14) Dec 2017 |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 4 | School Pupil Premium | School Non-Pupil Premium | | Maths | 75% ( 3 out of 4) July 2017  100% ( 2 out of 2) Dec 2017 | 100% ( 19 out of 19) July 2017  81.25% ( 13 out of 16) Dec 2017 | | Reading | 100% (4 out of 4) July 2017  100% (2 out of 2) Dec 2017 | 89% ( 17 out of 19) July 2017  81.25% (13 out of 16) Dec 2017 | | Writing | 50% ( 2 out of 4) July 2017  100% (2 out of 2) Dec 2017 | 89% (17 out of 19) July 2017  75% (12 out of 16) Dec 2017 |  |  |  |  | | --- | --- | --- | | % Passing Phonics screening by end of KS1 | Pupil Premium | Non-Pupil Premium | | School | 50% (1 out of 2) July 2017 | 94% ( 17 out of 18) July 2017 | | National | 2017 = 68% FSM; 43% SEN. No information on Pupil Premium% | 81% | |
| **Attainment compared to last year** |
| 2017 2016  Early Years 76% ( good level of development) 71%  Phonics Y1 90% (PP = 1 out of 2) 90% (PP =3 out of 4)  Year 1 Reading 71% (PP = 2 out of 3) 90% (PP = 3 out of 4)  Year 1 Writing 67% (PP = 2 out of 3) 100% (PP = 4 out of 4)  Year 1 Maths 71% ( PP = 1 out of 3) 95% (PP =4 out of 4)  Year 2 Reading 89.5% (PP = 3 out of 3) 67% (pp = 2 out of 2)  Year 2 Writing 79% (PP = 2 out of 3) 56% (PP = 1 out of 2)  Year 2 Maths 84% (PP = 2 out of 3) 72% (PP = 2 out of 2)  Year 3 Reading 84% (PP =3 out of 3) 82% (PP =2 out of 4)  Year 3 Writing 74% (PP = 2 out of 3) 69% (PP = 1 out of 4)  Year 3 Maths 84% (PP = 3 out of 3) 74% (PP = 2 out of 4)  Year 4 Reading 91% (PP = 4 out of 4) 100% ( PP = 2 out of 2)  Year 4 Writing 83% (PP = 2 out of 4) 90% (PP = 2 out of 2)  Year 4 Maths 95% (PP = 3 out of 4) 85% (PP = 2 out of 2) |

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| **Impact of Pupil Premium Spending 2017 – 2018** |
| **Taking the attainment and progress data at March 2018 of the 10 Pupil Premium children: In Maths, two are greater depth, four are on track and four not on track. In terms of Maths progress from the previous year, three are exceeding, five are in line and two not in line. In Reading, two are greater depth, five are on track and three not on track. In terms of Reading progress from the end of the previous year, eight are in line and two are not in line. In Writing, one is greater depth, five are on track and four not on track. In terms of progress, two are exceeding and the rest are in line.**  **Attendance percentages from Sept’ 2017 to end of the Spring term for the ten PP pupils: 99.60%, 93%, 100%, 90%, 85%, 97.40%, 95.20%, 99.10%, 88.50%, 95.20%**  **NB communication has taken place with those falling below 95%**  Other specific data linked to Pupil Premium pupils who have received interventions:  Child Two – Emotional support when required (ELSA sessions when necessary). Much more well-adjusted and happier in class thus accessing the curriculum in a more positive way and making progress that is either in line or exceeding, in terms of progress throughout the year  Child Three - Nurture, ELSA and ILI intervention. Extended Writing and Maths small group support. Has made expected progress in Maths and writing but not in reading. (Children are heard reading in groups and individually each week)  Child Five – Emotional support input and small group work for Literacy and Maths. Making expected progress in Maths and Writing but not Reading.  Child Seven – monitoring ILI intervention, Small group support for literacy and maths. Making expected progress in all areas.  Child Nine – ELSA input. Much more well-adjusted and happier in class thus accessing the curriculum in a more positive way and making expected progress in maths and Reading and is exceeding in Writing. |
| **Nature of Support 2017 – 2018** |
| |  |  |  |  | | --- | --- | --- | --- | | Targeted Support /Projects | Cost | Objective | Evidence/Outcomes | | Special Needs Teaching Assistant 1-1 intervention | £4000 | To give extra targeted support for identified children in order to extend their knowledge. | CJ has worked with a couple of pp children on an individual literacy intervention. The children’s progress is evidenced in the impact report above. | | Additional small group support maths  KS1 | £800 | To support pupils who lack confidence, build up their self-esteem and independent skills and extend their knowledge | Targeted support ensuring good progress made by all children | | I:I support behaviour and self-esteem – KS2 | £1000 | ELSA sessions to be run with individual children. | CJ has ELSA sessions with 4 KS2 pp children to help them understand their emotions which helps them access the curriculum to a greater level in the classroom. | | I:I support behaviour and self-esteem – KS1 | £300 | ELSA sessions to be run with individual children. | CJ has ELSA sessions with 1 KS1 pp children to help them understand their emotions which helps them access the curriculum to a greater level in the classroom. | | Talk Boost | £500 | To develop children’s language skills and vocabulary which will have a positive impact across all areas of the curriculum. | The two PP children who received this have now made progress in all skills that are either in line or exceeding. (see ‘Impact’ report) | | Nurture group support x 1.5 per week KS 1 IG and SJ | £1100 | To support emotional needs and understanding of how to manage emotions. | IG and SJ have worked with small groups of children and taught them how to manage and understand their emotions. This enables them to stay happier and calmer in the classroom, which thus helps them make good progress and access all areas of the curriculum. | | Nurture group support x 1.5 per week KS 2 IG and SJ | £1131 | To support emotional needs and understanding of how to manage emotions. | IG and SJ have worked with small groups of children and taught them how to manage and understand their emotions. This enables them to stay happier and calmer in the classroom, which thus helps them make good progress and access all areas of the curriculum. | | JF Group Intervention | £2000 | To enable the pupils to access teaching in smaller groups to make better progress. | JF takes groups of KS1 and KS2 pp children to work on literacy and maths targets. The children have made good progress (evidenced in impact report above) from the small group work. | | Specialist Advisors | £1000 | To give extra targeted support in order to stretch the more able children. | Somerset Literacy Advisor Sarah Cook has come into school to work with one pp child and move her learning forward into a deeper level. | | SPAG Support | £500 | To give extra targeted support for identified children to boost phonic knowledge and skills and aid progress in writing and reading. | PP children have benefitted from small group work with SJ and TH. Their progress has moved forward and as a result they can assess more of the literacy curriculum. | | Breakfast Club and after school club | £300 | To ensure children have a balanced diet and receive all nutrients. And have access to after school clubs and activities | PP pupils have benefited from receiving a meal before school at the breakfast club and boosting fine motor and social skills in the after school club. E.g. Multi skills. | | Pupil Prem children Milk | £144 | To ensure children have a balanced diet and receive all nutrients. | All PP pupils have benefited from free milk | | Swimming | £495 | Children have support with swimming to enable them to access all areas of the curriculum. | PP pupils have received 50% funding from the school, in order to benefit from swimming sessions and develop their water confidence and prowess in all cases. | | School trip and Wow Days | £550 | Increased confidence and motivation in topic. Increased attainment and life experience | Lead to deeper engagement and enjoyment of learning and school trips have broadened and deepened their knowledge of the topic work. A number of PP pupils have benefited from funded trips e.g. Year 4 residential | | Feedback sessions 1:1 with parents | £1000 | For teachers and parents to discuss the child’s needs and progress. | Parents are clear about strategies being used and a good home/school relationship is built with good consistency. | |  |  |  |  | |

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| **Total Pupil Premium Grant Received** | £21,840 |
| **Total Spend** | £21,840 |
| **Total Remaining** | 0 |

Review date: Updated March 2018