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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 2018 to 2019 financial year primary schools, received £1,320 for each eligible free school meals child, £2300 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 9%) is below the national average (the latest figures for Jan 2018 were 14.6%). 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, although we do separate them for Literacy and Maths into year groups. 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 Dyslexia Friendly, Healthy School and the 360 Degree Safety Award.  For the last three years (2017 - 2019) 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. We have termly staff meetings where we discuss progress of pupil premium children and complete individual case studies. | | | | |
| **Pupil Premium 2018 – 2019** | | | | |
| Total numbers of pupils on roll as of April 2019 | | | 98 | |
| Numbers of pupils benefitting from Pupil Premium Grant | | | 2 x PP+ and 8 x PP | |
| Amount of Pupil Premium Grant received | | | £15,160 | |
| Total amount of additional funds received | | | £0 | |
| **Impact of Support 2018 – 2019** | | | | |
| **Attainment as of July 2018** | | | | |
| **Attainment compared to last year** | | | | |
| July 2018 July 2017  Early Years 76% 76% ( good level of development)  Phonics Y1 89% (no pp) 90% (PP = 1 out of 2)  Year 1 Reading 89% (no pp) 71% (PP = 2 out of 3)  Year 1 Writing 72% (no pp) 67% (PP = 2 out of 3)  Year 1 Maths 83% (no pp) 71% ( PP = 1 out of 3)  Year 2 Reading 90% (3/3 pp) 89.5% (PP = 3 out of 3)  Year 2 Writing 81% (2/3 pp) 79% (PP = 2 out of 3)  Year 2 Maths 81% (2/3 pp) 84% (PP = 2 out of 3)  Year 3 Reading 95% (4/5 pp) 84% (PP =3 out of 3)  Year 3 Writing 75% (3/5 pp) 74% (PP = 2 out of 3)  Year 3 Maths 85% (4/5 pp) 84% (PP = 3 out of 3)  Year 4 Reading 81% (2/2 pp) 91% (PP = 4 out of 4)  Year 4 Writing 81% (2/2 pp) 83% (PP = 2 out of 4)  Year 4 Maths 88% (2/2 pp) 95% (PP = 3 out of 4)  **Attainment from April 2018 – April 2019**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Spring 2018** | **Summer 2018** | **Autumn 2018** | **Spring 2019** | | **Reception** | N/A | N/A | Maths – 1/2 working at (50%), 1/2 working below ARE (50%)  Writing - 1/2 working at (50%), 1/2 working below ARE (50%)  Reading – 2/2 working below ARE (100%) | Maths - 1/2 working at (50%), 1/2 working below ARE (50%)  Writing - 1/2 working at (50%), 1/2 working below ARE (50%)  Reading - 2/2 working below ARE (100%) | | **Year 3** | Maths - 2/3 on track (66.6%), 1/3 working below ARE (33.3%)  Writing – 1/3 on track (33.3%), 2/3 working below ARE (66.6%)  Reading - 3/3 on track against ARE (100%) | Maths – 2/3 on track (66.6%), 1/3 working below ARE (33.3%)  Writing - 2/3 on track (66.6%), 1/3 working below ARE (33.3%)  Reading – 3/3 on track against ARE (100%) | Maths - 2/3 on track (66.6%), 1/3 working below ARE (33.3%)  Writing – 3/3 on track for ARE (100%)  Reading - 3/3 on track against ARE (100%) | Maths - 2/3 on track (66.6%), 1/3 working below ARE (33.3%)  Writing - 3/3 on track for ARE (100%)  Reading - 3/3 on track against ARE (100%) | | **Year 4** | Maths – 2/4 on track (50%), 2/4 working below ARE (50%)  Writing - 2/4 on track (50%), 2/4 working below ARE (50%)  Reading - 3/4 on track (75%), 1/4 working below ARE (25%) | Maths – 3/4 on track (75%), 1/4 working below ARE (25%)  Writing - 3/4 on track (75%), 1/4 working below ARE (25%)  Reading - 3/4 on track (75%), 1/4 working below ARE (25%) | Maths - 3/4 on track (75%), 1/4 working below ARE (25%)  Writing - 3/4 on track (75%), 1/4 working below ARE (25%)  Reading - 3/4 on track (75%), 1/4 working below ARE (25%) | Maths - 3/4 on track (75%), 1/4 working below ARE (25%)  Writing - 3/4 on track (75%), 1/4 working below ARE (25%)  Reading - 3/4 on track (75%), 1/4 working below ARE (25%) |   **Progress from April 2018 – April 2019**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Spring 2018** | **Summer 2018** | **Autumn 2018** | **Spring 2019** | | **Reception** | N/A | N/A | N/A | Maths – 2/2 made expected progress (100%)  Writing – 2/2 made expected progress (100%)  Reading -2/2 made expected progress (100%) | | **Year 3** | Maths – 2/3 made expected progress (66.6%), 1/3 made more than expected progress (33.3%)  Writing – 3/3 made expected progress (100%)  Reading - 2/3 made expected progress (66.6%), 1/3 made more than expected progress (33.3%) | Maths – 3/3 made expected progress (100%)  Writing – 2/3 made expected progress (66.6%), 1/3 made more than expected progress (33.3%)  Reading - 3/3 made expected progress (100%) | Maths – 3/3 made expected progress (100%)  Writing – 2/3 made expected progress (66.6%), 1/3 made more than expected progress (33.3%)  Reading - 3/3 made expected progress (100%) | Maths – 3/3 made expected progress (100%)  Writing – 3/3 made expected progress (100%)  Reading -3/3 made expected progress (100%) | | **Year 4** | Maths – 4/4 made expected progress (100%)  Writing – 4/4 made expected progress (100%)  Reading - 3/4 made expected progress (75%) 1/4 made more than expected progress (25%) | Maths – 3/4 made expected progress (75%) 1/4 made more than expected progress (25%)  Writing – 3/4 made expected progress (75%) 1/4 made more than expected progress (25%)  Reading - 4/4 made expected progress (100%) | Maths – 4/4 made expected progress (100%)  Writing – 4/4 made expected progress (100%)  Reading - 4/4 made expected progress (100%) | Maths – 4/4 made expected progress (100%)  Writing – 4/4 made expected progress (100%)  Reading - 4/4 made expected progress (100%) | | | | | |
| **Impact of Pupil Premium Spending 2018 – 2019** | | | | |
| **Taking the data between Spring 2018 and Spring 2019 of the 9 Pupil Premium children:**  In Maths, 100% achieved at least expected progress and 2 of the 9 children made more than expected progress over a term (22.2%)  In Reading, 100% achieved at least expected progress and 2 of the 9 children made more than expected progress over a term (22.2%)  In Writing, 100% achieved at least expected progress and 3 of the 9 children made more than expected progress over a term (33.3%)  Attendance percentages from Sept’ 2018 to end of the Spring term for the nine PP pupils is 97.6% where the percentage for the whole school is 97.01%. One child who was causing concern has improved dramatically since a meeting with the parents.  **NB communication has taken place with those falling below 95%**  Other specific data linked to Pupil Premium pupils who have received interventions:  The nine children receive some or all of the following:   * Financial support for residential, breakfast club, after school clubs, milk, swimming, wow days and school trips * TA support for Maths and Literacy in class * TA support for building on emotional skills in class * Interventions e.g. ILI, Nurture, ELSA * Meetings with parents e.g. family support and attendance * Meetings with professional services e.g. education psychologist * Maths dyscalculia booster sessions   Not only have the pupil made good progress in terms of data, their social, emotional skills and independence have matured well. | | | | |
| **Nature of Support 2018 – 2019** | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | Targeted Support /Projects | Cost | Objective | Evidence/Outcomes | | Special Needs Teaching Assistant 1-1 intervention | £3000 | To give extra targeted support for identified children in order to extend their knowledge. | All children receiving SEN support have made good progress through interventions such as ILI (individual literacy intervention) | | Additional small group support maths  KS1 | £1500 | 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 (see data above) | | Swimming | £300 | Children have financial support with swimming to enable them access to all areas of the curriculum | PP pupils receive 50% funding from the school, in order to benefit from swimming sessions and develop their water confidence and prowess in all cases. | | I:I support behaviour and self-esteem – KS2 | £1000 | ELSA sessions to be run with individual children. | All children receiving ELSA support have used the skills learnt to help them make good progress in the classroom. | | I:I support behaviour and self-esteem – KS1 | £1000 | ELSA sessions to be run with individual children. | ELSA sessions with KS1 pp children helps them understand their emotions, which in turn helps them, access the curriculum to a greater level in the classroom. | | Nurture group support x 45 mins per week KS1 SJ | £2060 | To support emotional needs and understanding of how to manage emotions. | SJ works with small groups of children to support 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 (see data). | | SPAG Support | £1000 | To give extra targeted support for identified children to boost phonic knowledge and skills and aid progress in writing and reading. | TA and T support enables children to make good progress (see data)  SK writing club after school for both key stages enables children to develop their writing skills further (one pp child had her excellent poetry read out in church) | | Breakfast Club and after school club | £100 | 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.  33% of pp have benefitted from breakfast club. | | Pupil Prem children Milk | £200 | To ensure children have a balanced diet and receive all nutrients. | All PP pupils have benefited from free milk | | | | | |
| Feedback sessions 1:1 with parents and SMT decision, evaluations etc.  Staff Training | £500  £1700 | For teachers and parents to discuss the child’s needs and progress.  SMT to evaluate and discuss next steps, interventions and undertake necessary training | | Parents are clear about strategies being used and a good home/school relationship is built with good consistency.  SMT discuss and evaluate for best interventions and progress. Staff are equipped with the necessary skills to support PP children |
| School trip £300 and Wow Days £500 | £800 | Increased confidence and motivation in topic. Increased attainment and life experience. | | 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 and additional stimulation (wow days) Leads to deeper engagement and enjoyment of learning and school |
| **Pupil Premium Grant** | £15,160 | | | |
| **Total Spend** | £15,160 | | | |