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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 2019 to 2020 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 %) is just below the national average. 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 small number of Year 1 pupils. Throughout the rest of the school, pupils are organised into mixed Years 1/2, Year 2/3 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 three years (2017 and 2018 and 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. | |
| **Pupil Premium 2019 – 2020** | |
| Total numbers of pupils on roll | 100 (Spring 2019) and 104 (Autumn 2019) |
| Numbers of pupils benefitting from Pupil Premium Grant | 2 x PP+ and 8 x PP (1 eversix and 1 service child) |
| Amount of Pupil Premium Grant received | £15,160 - £1320 BUF 1 = £13840 (Oct 2019) |
| Total amount of additional funds received | £300 |
| Total | £14140 |

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| **Impact of Support 2019 – 2020** |
| **Attainment** |
| **Spring 2020**   |  |  |  | | --- | --- | --- | | EYFS | Pupil Premium | School Non-Pupil Premium | | % Achieving ARE in Reading | 100% | 83% | | % Achieving ARE in Writing | 100% | 57% | | % Achieving ARE in Maths number | 100% | 78% | | % Achieving ARE in Maths shape, space and measure | 100% | 87% |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 1 | School Pupil Premium | School Non-Pupil Premium | | Maths | 33% | 69% | | Reading | 33% | 69% | | Writing | 33% | 69% |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 2 | School Pupil Premium | School Non-Pupil Premium | | Maths | N/A | 86% | | Reading | N/A | 86% | | Writing | N/A | 81% |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 3 | School Pupil Premium | School Non-Pupil Premium | | Maths | N/A | 89% | | Reading | N/A | 89% | | Writing | N/A | 83% |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 4 | School Pupil Premium | School Non-Pupil Premium | | Maths | 66% | 83% | | Reading | 100% | 83% | | Writing | 100% | 78% |   **July 2019**   |  |  |  | | --- | --- | --- | | EYFS | Pupil Premium | School Non-Pupil Premium | | % Achieving 2+ in Reading | 66.6% | 62.5% | | % Achieving 2+ in Writing | 33.3% | 62.5% | | % Achieving 2+ in Maths number | 33.3% | 87.5% | | % Achieving 2+ in Maths shape, space and measure | 33.3% | 87.5% |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 1 | School Pupil Premium | School Non-Pupil Premium | | Maths | 0 | 77% | | Reading | 0 | 77% | | Writing | 0 | 86% |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 2 | School Pupil Premium | School Non-Pupil Premium | | Maths | 0 | 95% | | Reading | 0 | 89% | | Writing | 0 | 83% |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 3 | School Pupil Premium | School Non-Pupil Premium | | Maths | 66.6% | 83% | | Reading | 100% | 83% | | Writing | 100% | 72% |  |  |  |  | | --- | --- | --- | | % achieving expected or above level in Year 4 | School Pupil Premium | School Non-Pupil Premium | | Maths | 50% | 93% | | Reading | 100% | 100% | | Writing | 50% | 87% |  |  |  |  | | --- | --- | --- | | % Passing Phonics screening by end of KS1 | Pupil Premium | Non-Pupil Premium | | School | 0 | 86% | | National | 70% | 82% | |
| **Attainment compared to last year (Expected and above)** |
| Spring 2020 July 2019 July 2018    Early Years 79% (prediction) 58% 76%  Phonics Y1 N/A 86% (no pp) 89% (no pp)  Year 1 Reading 63% (1/3pp) 77% (no pp) 89% (no pp)  Year 1 Writing 63% (2/3 pp) 64% (no pp) 72% (no pp  Year 1 Maths 63% (2/3 pp) 77% (no pp) 83% (no pp)  Year 2 Reading 86% (no pp) 89% (no pp) 90% (3/3 pp)  Year 2 Writing 81% (no pp) 83% (no pp) 81% (2/3 pp)  Year 2 Maths 86% ( no pp) 95% (no pp) 81% (2/3 pp)  Year 3 Reading 89% (no pp) 86% (3pp) 95% (4/5 pp)  Year 3 Writing 83% (no pp) 76% (3 pp) 75% (3/5 pp)  Year 3 Maths 89% (no pp) 81% (3 pp) 85% (4/5 pp)  Year 4 Reading 86% (3/3 pp) 100% (4 pp) 81% (2/2 pp)  Year 4 Writing 81% (3/3 pp) 79% (4 pp) 81% (2/2 pp)  Year 4 Maths 81% (2/3 pp) 84% (4 pp) 88% (2/2 pp) |

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| **Impact of Pupil Premium Spending 2019 – 2020** |
| **Taking the attainment data and looking at the pp children’s progress (spring 2020) of the current 7 Pupil Premium Children:**  **In Maths, 100% of pupil premium children have made expected progress or above.**  **In Reading, 100% of pupil premium children have made expected progress.**  **In Writing, 100% of pupil premium children have made expected progress or above.**  **Taking the attainment data and looking at the children’s progress (July 2019) of the 10 Pupil Premium children:**  **In Maths, 100% of pupil premium children (year 1-4) made expected progress or above.**  **In Reading, 100% of pupil premium children (year 1 -4) made expected progress.**  **In Writing, 100% of pupil premium children (year 1-4) made expected progress or above.**  **Attendance percentages from Sept 2019 to February half term for the seven current pp pupils:**  **3/7 pupil premium children are above 95%**  **5/7 pupil premium children are above 92%**  **Attendance percentages from Sept’ 2018 to end of the Summer term for the ten PP pupils:**  **7/10 pupil premium children are above 95% attendance**  **10/10 pupil premium children are above 93.6% attendance**  **NB communication has taken place with those falling below 90%**  Other specific data linked to Pupil Premium pupils who have received interventions:  The pupil premium children receiving additional small group support in Maths are making good progress and becoming more confident in class maths sessions. They are given the time to iron out any specific mis-conceptions and have extra time to cover specific areas.  The pupil premium children attending nurture group have become more confident and developed strategies so they can deal with their emotions. This in turn enables them to control their emotions and behaviour in the class and thus make good progress in their lessons. |
| **Nature of Support 2019 – 2020** |
| |  |  |  |  | | --- | --- | --- | --- | | Targeted Support /Projects | Cost | Objective | Evidence/Outcomes | | Additional support in EY, KS1 and KS2  and add support for lower attainment in all classes | £2480 | To give extra targeted support for identified children in order to extend their knowledge. | All children making good progress through the additional support evidenced in the data and ongoing monitoring | | Additional small group support maths  KS2 | £1000 | 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 – KS1 and KS2 | £2500 | ELSA sessions to be run with individual children. | ELSA sessions with KS1 pp children to help them understand their emotions which helps them access the curriculum to a greater level in the classroom. | | Nurture group support x 1.5 per week KS1 and KS 2 - SJ | £1500 | 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. | | 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) Head writing club after school for both key stages enables children to develop their writing skills further | | Breakfast Club and after school club | £200 | 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 | £200 | To ensure children have a balanced diet and receive all nutrients. | All PP pupils have benefited from free milk | | School trip £300 and Wow Days £1060 | £1360 | 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 and additional stimulation (wow days) | | Feedback sessions 1:1 with parents and SMT decision, evaluations etc. | £500 | For teachers and parents to discuss the child’s needs and progress.  SMT to evaluate and discuss next steps, interventions | Parents are clear about strategies being used and a good home/school relationship is built with good consistency.  SMT discuss evaluate for best interventions and progress. | | Staff Development | £1400 | For all staff training to develop skills | Staff are equipped with the necessary skills to support PP children | |

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| **Total Pupil Premium Grant Received** | £14140 |
| **Total Spend** | £14140 |
| **Total Remaining** | 0 |