



Bladon C of E Primary School

## Bladon CE Primary School - Use of Pupil Premium

### Background

The Pupil Premium was introduced in April 2011 to tackle 'educational inequality' by raising achievement and improving outcomes for children from low-income families who are eligible for free school meals (FSM); also pupils in care and those from families with parents in the Armed Forces. The additional funding is made available to schools to help them raise the attainment of disadvantaged pupils and close the gap with their peers.

For 2016-2017 the Pupil Premium was worth £1320 per pupil with all children who have been eligible for free school meals at any point in the last six years now also being entitled. Children from Service families are eligible for a Service Child Premium of £300. Funding is also available for children who have been adopted from care, or who are in care. Currently at Bladon CE Primary we have no pupil who is recorded as being a Looked After Child (LAC).

From April 2015, nurseries, schools, childminders and other childcare providers have been able to claim extra funding through the Early Years Pupil Premium to support children's development, learning and care. National data and research tells that children eligible for free school meals tend to do less well, for example in 2014 45% (38% Oxfordshire) of children eligible for free school meals achieved the expected level at the end of the Early Years Foundation Stage compared with 64% (63% Oxfordshire) of other children. The Early Years Pupil Premium will provide us with extra funding to close this gap.

As with Pupil Premium funding, schools have the freedom to spend the extra funding in any way we choose to improve the quality of the Early Years education that we provide for your child. This could include for example additional training for our staff on early language, investing in partnership working with our colleagues in the area to further our expertise or supporting our staff in working on specialised areas such as speech and language.

The impact of the school's decisions is closely monitored by the Governing Body in relation to the progress children eligible for the Premium make throughout the school year and year-on-year. In addition, Ofsted hold the school to account for the progress that Pupil Premium children make.

### During 2016/17:

Number of pupils on roll (Reception – Year 6):	<b>92</b>
Number pupils eligible for Pupil Premium (R-Y6):	<b>3</b>
Number pupils eligible for Service Child Premium:	<b>3</b>
Pupil Premium Funding received:	<b>£4860</b>

### Supporting Pupil Premium during 2017/18:

Number of pupils on roll (Reception – Year 6):	<b>86</b>
Number of pupils eligible for Pupil Premium (R-Y6):	<b>2</b>
Number of pupils eligible for Service Child Premium:	<b>1</b>
Pupil Premium Funding will be:	<b>£2940</b>

*NB: Numbers based on financial rather than academic years*

### Summary of main barriers to educational achievement faced by eligible pupils at the school:

Key barriers to achievement are: access to life experiences and opportunities; motivation and engagement with education; and special educational needs, including cognition and learning, communication and interaction, and physical needs, including physical health. Funding will be used to analyse these needs in greater depth, accessing specialist support where necessary, and ensure that provision is closely targeted to meeting the specific needs of these children.

## Principles of Pupil Premium funding

To ensure that our Pupil Premium funding is spent in the most effective ways Governors and Leaders have agreed the following principles:

- Funding will always be spent on target pupils.
- Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged and vulnerable pupils to achieve the highest levels.
- Pupil progress meetings will highlight the progress that Pupil Premium children are making.
- There will be a systematic focus on clear pupil feedback and advice for improving their work.
- Teaching Assistants will be highly trained and understand their accountability for pupil achievement.
- Careful monitoring and evaluation will be undertaken to demonstrate the impact of each aspect of spending on the outcomes for pupils.
- Our focus will be on high quality teaching, rather than relying on intervention to compensate.
- Frequent use of achievement data to check effectiveness of interventions; continuously adjusting techniques to meet the needs of pupils. This will be reflected in our revised assessment approach (see assessment policy).
- All class-based staff will be aware of the Pupil Premium children in their classes so that they can take responsibility for their progress.
- Strategies for improving attendance, behaviour or family links will be used if there is an issue.
- Performance Management of staff, where appropriate, include discussions about Pupil Premium children.
- Governors will be actively involved in the decision-making and evaluation processes.

## Evaluation

One of the key measures we use to monitor the impact of Pupil Premium funding is how these children's academic attainment compares with that of their non-Pupil Premium peers. Attainment and progress for all children in the school is closely tracked and formally reviewed in termly pupil progress meetings at the close of each half term. It is at these meetings that we can choose to make adjustments to the strategies we are using with individual PP children. We also highlight Pupil Premium children specifically on our termly provision maps and evaluate the impact of their interventions using a range of assessments.

## Provision

Pupil Premium funding is targeted at accelerating progress to move children to at least age related expectations. During 2016-17 we used the Premium in the following ways:

### 2016-17

Action taken	Cost	Impact on learning outcomes
SEN Hours 1:1 Support	£1110	Additional TA support to target specific gaps leading to improved core skills.
Speech & Language	£333	Targeting gaps in understanding and speech, particularly in vocabulary.
Afterschool Club	£190	Nurturing, pastoral care, communication development opportunities
Free Meals	£535.50	Ensuring that children are ready to learn in the afternoons.
The Art Room	£946.40	Building self-esteem, engagement at school, ability

		to reflect on behavior and personal development.
Educational Supplies	£286.35	Purchase of research-based intervention materials enabled higher quality focused interventions for maths, reading and handwriting.
Trips	£46	Inclusion in learning opportunities, opportunity to develop language and cultural awareness.
Karate Sessions	£346	Building self-esteem, self-control, resilience, ability to follow instructions.
Meeting Time	£1110	Better home-school communication led to increased parental engagement and awareness in school of health issues and home situations. Meetings were also held between the SENCo, parents, teachers and outside agencies which enabled physical needs to be better understood and better met. Time was also spent in staff meetings raising the profile of PP pupils and planning how best to meet their needs. Pupil progress meetings focused specifically on progress of PP children.
Staff Training	£460	Staff developed skills to provide higher quality first teaching in a number of areas related to the needs of PP children including Attachment, Team Teach training, grammar/punctuation and maths. The SENCO attended the Oxfordshire SEN conference, where the theme was closing the gap for disadvantaged pupils, and implemented a number of ideas from the conference.
School Uniform	£69	Inclusion in school community, particularly participation in PE lessons.
Planning Time	£407	TAs and HLTAs have been able to provide higher quality interventions as a result of having planning time to familiarise themselves with intervention materials and prepare resources and evaluate the progress children are making.
Family Support Worker	£250	Advice was received from the Family support worker and followed in order to better support families and engagement with school.
<b>Total</b>	<b>£6089.25</b>	

### Attendance of pupils

	% overall attendance		% persistent absentee – absent for 15% or more sessions	
	School 2015-16	National 2015	School 2015-16	National 2015
All pupils	96.25%	95.9%	0%	2.7%

Pupil Premium	93.09%	94.2%	0%	5.6%
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N.B. All absence was authorised. One of the three PP children has a range of health and medical needs that necessitate frequent hospital appointments.

### Attainment of pupils

Progress 2016/17												
	Year 1				Year 2				Year 5			
	At least expected progress		Accelerated progress		At least expected progress		Accelerated progress		At least expected progress		Accelerated progress	
	Cohort	PP	Cohort	PP	Cohort	PP	Cohort	PP	Cohort	PP	Cohort	PP
Read	94%	100%	56%	100%	100%	100%	55%	100%	88%	100%	75%	100%
Write	69%	100%	38%	100%	100%	100%	82%	100%	88%	100%	75%	100%
Maths	88%	100%	50%	100%	100%	100%	81%	100%	75%	0%	50%	0%

Percentage pupils meeting or exceeding age-related expectations – 2016/17						
	Year 1		Year 2		Year 5	
	Cohort	PP	Cohort	PP	Cohort	PP
Read	81%	100%	100%	100%	64%	0%
Write	56%	100%	73%	0%	50%	0%
Maths	88%	100%	82%	100%	64%	0%

### Pupil Premium Grant 2017/18

What are our priorities for spending the Pupil Premium Grant Funding during 2017-18?

Spending will be targeted to:

- Improve pupils' engagement at school and develop family links.
- Ensure that our most vulnerable pupils continue to be provided with equal opportunities to access the curriculum, despite financial limitations.
- Ensure that the progress made by pupils eligible for PPG is at least in-line with that of their peers in our school.
- Allow all pupils to access the wealth of extra-curricular activities on offer, irrespective of their financial situation.
- Provide pastoral care through our nurture programme to support pupils' social and emotional development.
- Provide highly trained and qualified staff to support the needs of PP pupils effectively, particularly in ensuring that they make good progress in Reading, Writing and Maths.
- Raise aspirations and self-esteem of those pupils who attract the Pupil Premium through the National Curriculum and wider curriculum.
- Support transition to secondary school.
- Access support and guidance from outside professional agencies.
- Provide effective interventions to ensure that sufficient progress is being made in maths by PP children in KS2

and to accelerate progress towards age-related expectations in writing for PP children in KS2.

Strategies used will include extra TA support for PP children with SEN, staff training, financial support to allow children to be part of residential trips, extra-curricular activities such as Karate, involvement of outside agencies for analysis of need and specialist advice.

The next Pupil Premium Strategy review will take place in September 2017.

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