



Bordesley Village Primary School

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 allocated to pupils who come from low income families who are currently known to be eligible for Free School Meals (FSM), Looked after Children (LAC), children adopted from care and Service Forces children. It also includes pupils who have been eligible to FSM at any point in the last six years (known as the Ever 6 FSM measure).

	Financial Year Allocation			
	2017/2018	2018/19	2019/20	2020/21
Number of pupils on roll (R – Yr.6)	398	349	379	358
Number of pupils eligible for PP	210	175	177	168
% pupils eligible for PP	52.76%	50.14%	46.77%	46.93%
Amount of PP received per pupil	£1,320	£1,320	£1,320	£1,345
Total amount of PP received	£277,200	£231,000	£234,300	£225,960
	Academic Year Allocation			
		2018/19	2019/20	2020/21
		£232,375*	£231,242*	£225,960

*Funding is based on 7/12 of the outgoing academic year and 5/12 of the incoming academic year.

At Bordesley Village Primary School we are constantly looking for new or additional interventions that can help us meet our goal to close the gap for our disadvantaged pupils. Whilst we provide additional support and resources to help close the attainment gap between disadvantaged children within school and those nationally, particularly in core subjects, we recognise that it is also vital for us to support the 'whole child'. This means that we work to address children's social, emotional, behavioural, economic and pastoral needs, as many of these factors contribute to the children's overall achievement in school. The information below sets out how we spent the funding last year alongside our proposals for the forthcoming year.



Pupil Premium Expenditure

Pupil Premium used for/to:	Barrier:	Brief summary of the intervention or action:	Intended outcomes:	Education Endowment Fund (EEF) Average impact rating:	Evaluation of impact:	Cost: 2018/2019	Estimated Cost: 2019/2020	Estimated Cost: 2020/21
Yr.6 booster in core subjects to increase levels of attainment.	Pupils require smaller teaching groups: increased opportunity to work with experienced practitioners to address misconceptions immediately and effectively, participate in pre & post tutoring and precision teaching.	Additional teacher to deliver interventions to PP and underperforming pupils in core subjects.	Performance of Pupil Premium is in line with non-Pupil Premium and children nationally, in reading, writing and maths.	Response to intervention + 3mths	Increasing number of Pupil Premium achieving expected level of attainment in the end of key stage assessments. (C)	£48,555	£22,550	£22,550
Additional Teaching Assistants to provide personalised / catch-up provision for individual pupils.		Additional staff to support delivery of interventions for PP/ underperforming pupils in core subjects.						£45,079
Teaching Assistant to deliver additional phonics programme (Fresh Start) for pupils with low starting points in KS1/ new to English.	Pupils' ability to progress at the expected rate is limited by EAL / additional needs.	Additional adult in place to enable pupils to revisit and consolidate prior learning.	Pupils knowledge of letter sounds progresses rapidly and enables them to close the gaps identified.	Response to intervention + 1mth	Pupils can easily recall letter sounds and apply to blending / word building and standards in reading and writing improves. (C)	£4,535	£4,626	£13,928



Drama workshops with external provider to support Yr.6 pupils' / transition to secondary school.	Following lockdown pupils demonstrated higher levels of anxiety / limited self-esteem and additional concerns about secondary school readiness.	Drama / role play enables pupils to explore scenarios, increase self-confidence and ability to make the right choices.	Pupils demonstrate increased resilience / ability to make appropriate choices.		Pupils demonstrate positive behaviours in range of situations. (C)			£9095
Confident Resilient Children Project (Titan) in place to support pupils in making appropriate 'choices' via online programme / mentoring.	Pupils have limited self-esteem / resilience to peer pressure and 'expected' behaviours.							No cost
Structured programme of support for Reception age children to improve language and early literacy skills.	Pupils are entering the school with low level language and literacy skills.	Evidence-based early intervention programme delivered over 20 weeks to meet children's language needs (NELI).	Pupils oracy skills are improved and in keeping with ARE.		Pupils develop oracy skills /early literacy skills and apply them independently in all areas of the curriculum.	N/A	N/A	No cost
Additional input for EYFS pupils with music specialist.		Small group music sessions support individual language, memory, listening and attention skills.	Pupils basic skills / early literacy skills develop well from a more creative input.			N/A	N/A	£2,500
Experienced practitioners support the planning and execution of writing skills across KS1 and 2.	Lockdown has impacted on development of pupil's writing skills and identified a need to close gaps.	Writing outcomes are improved through the planning of stimulating hooks, sequential learning, differentiation and scaffolding.	Pupils have a clear understanding of the writing process and many of the pupils' outcomes meet ARE.		Pupils writing skill set is improved and pupils show enjoyment via engagement, content etc.	N/A	N/A	£1,900



Computer-based programme (Lexia) in place to improve reading skills.	Pupils need additional opportunities to revisit prior learning and consolidate basic skills.	Reading skills are improved through additional reading sessions / responding to individual needs and gaps in learning.	Pupils are able to practice basic skills and accelerate progress.		Pupils close identified gaps in learning and achieve expected outcomes in line with their peers. (C)		£9,780	£1,983
Numbots & Times Table Rockstars in place to extend mathematical knowledge and quick recall.		Basic number skills are improving through regular opportunities to revisit and consolidate facts enabling pupils to apply their learning to reasoning and problem-solving tasks					£250	£300
EAL support to reflect high level of mobility and number of pupils joining the school in the early stages of English language acquisition.	Newly arrived pupils / pupils in the early stages of language acquisition are unable to access the National Curriculum and need additional support to develop basic skills / transition to mainstream schooling.	Additional staff to support PP in the early stages of English language acquisition to enable them to develop their oral / literacy skills and ability to access the National Curriculum.	Pupils develop English language skills and make accelerated progress from their starting points. Pupils are able to 'translate' language and develop vocab. / improve understanding. Pupils transition into the classroom and make progress against the National Curriculum's learning objectives.	No EEF data	EAL programme of support is in place for pupils new to the school / new to English. Increased language skills enables pupils to successfully transition to the classroom. Staff are supported in ensuring day to day provision / resourcing builds on prior learning. (C)	£51,131	£28,300	£19,784 £8,516
EAL Training to upskill staff in assessment and provision of newly arrived pupils in the early stages of English language acquisition.								£350
Additional online resource (Flash Academy) purchased to support EAL pupils' oracy /								N/A



understanding of vocab.								
One to one Integration Assistants to support pupils with complex needs.	Pupils with identified diagnosis unable to access the curriculum / manage mainstream schooling without additional support.	Additional adult to support teaching and learning via individual / small group input to ensure small step progress in line with expectations.	Pupils can access learning opportunities in line with their peers and demonstrate progress from their starting point.	Response to intervention + 1mths	Pupils with complex learning difficulties are able to access the curriculum and make progress from their starting point. (C)	£9,276	£9,462	£23,400 £18,490
More focused marking and constructive feedback.	Feedback is not always effective in addressing errors, misconceptions or extending learning.	All staff provide constructive feedback and appropriate gap task activities to aid progress.	Pupils use the information to up-level their work and increase the rate of progress.	Response to intervention + 8mths	Pertinent feedback enables pupils to understand their errors and identify next steps.	No cost	No cost	No cost
Increased engagement in reading, in and outside the classroom.	Profile of reading needs to be raised across the school so that a love of reading is fostered.	Resource book corners accordingly and provide a 'hook' in terms of environment.	Pupils become more engaged in reading and literacy skills improve.	No EEF data	Pupils enjoy reading on a regular basis resulting in a wider vocabulary, and improved comprehension of high quality reading materials.	No cost	No cost	£500
		Purchase Story Time and First News for KS1/2 classrooms to engage readers across the age range.	Provision of a range of reading materials to develop reading skills and knowledge of different genres.			£1,007	£1,010	£1,020
Magic Breakfast	Pupils failing to eat breakfast before attending school.	Toasted breakfast bagels are served to all pupils at the start of the school day/on entry to the classroom.	Pupils do not present as 'hungry' and attention spans increase.		Pupils well-being improves and majority of the class are able to demonstrate			£500



					good progress across the curriculum. (C)			
Improve attendance so that it reflects the national average.	Pupils not attending school due to minor ailments or extended leave is high.	Member of the admin. team has a clear of understanding of the programme and the legal intervention process through Fast Track training.	Parents are fully informed of the programme and notified of attendance rates on a regular basis. Actions are taken against parents who are not seen to be working with the school to improve their child's attendance.	No EEF data	Admin. Assistant actively tracks attendance on a daily / weekly / half termly basis. Attendance rates are seen to be improving and persistent absence is decreasing. (C)	£500	£550	£4,670
Maintain attendance and motivational rewards.	Pupils require incentives as a reward for regular attendance.	Pupils receive attendance awards in termly rewards assemblies and motivational reward sessions.	Attendance improves with parents and pupils working together to improve / sustain good attendance.	No EEF data.	Pupils are motivated and recognise the impact of poor attendance on their learning. (C)	£5,200	£5,200	£6,000
Support pupils' attainment, via Family Learning.	Parents are unable to support home learning tasks.	Pupil Premium and under-performing pupils and parents develop basic skills through shared activities.	Family learning develops skills in core subjects. Programme enables parents to support home learning, and pupils attainment improves.	No EEF data	Parents and pupils develop basic skills. Home learning is supported and pupils' rate of progress increases.	£1,950	N/A	N/A
Improve pupil outcomes via the School Counsellor.	Pupils' demonstrate emotional and / or behavioural difficulties within the classroom.	Pupil premium and disaffected pupils access psychotherapy.	Pupils' emotional wellbeing improves and impacts positively on their ability to make	No EEF data	Pupils mental wellbeing needs are met and they begin to accelerate their progress within	£6,450	£7,000	£5,625



			progress within the classroom.		the classroom. (C)			
Develop oral skills through Speech & Language therapy.	Pupils' language skills are impacting on their ability to make expected progress within the curriculum.	Identified pupils' access Speech and Language therapy on a weekly basis through direct support and / or additional planned interventions with trained support staff.	Pupils' oral language skills improve within the classroom.	No EEF data	Pupils receive weekly support and make good progress in response to personal intervention / progress across the curriculum. (C)	£27,441	£28,000	£9,490
Improve knowledge of pupils' personal safety and emotional / physical well-being through the deployment of the School Nurse.	Pupils' absences impacting on learning opportunities.	Identified pupils are referred to the school nurse to address any ongoing medical issues. Pupils' safety and well-being are a focus of half termly discussions / workshops with the Sch. Nurse.	Pupils' absence patterns improve. Pupils have a more heightened awareness of their own personal safety, physical health and mental well-being.	No EEF data	Hard to reach families attendance improves. Pupils' self-awareness and self-confidence increases, and pupils' expected outcomes, increase. (C)			£16,500
Management of disruptive behaviour within the school / classroom in partnership with external agencies.	Pupils' behaviour impacts negatively on teaching and learning, both as a class and on an individual basis.	Learning walks take place on a regular basis. Individualised support is identified and behaviour plans initiated for pupils across the school.	Staff and pupils both have an understanding of different behaviours and strategies for managing them.	No EEF data	Behaviour for learning is positive in all classrooms / across the school. (C)	£2,434	£2,434	£3,200
Financing of educational visits / workshops to ensure all pupils have equal access	Children have limited range of experiences to extend their learning.	Educational visits / workshops financed by the school.	Pupils benefit from participating in enrichment activities.	No EEF data	Pupils knowledge and understanding benefits from wide range of	£14,789	N/A	£3,000



to enrichment activities.					experiences / enrichment activities which in turn support writing skills. (C)			
Enrich pupil's learning environment and develop their knowledge and understanding of animals and living things.	Pupils have limited experience / knowledge of animals and their care.	Range of domestic pets within the school setting.	Animals enhance the learning environment for all pupils.		Pupils have first hand experience of domestic 'pets' and recognise their impact on the environment and individual well-being. (C)		£15,000	£11,245
Monitoring and evaluation of Pupil Premium.	Impact of initiatives to be analysed to determine effectiveness.	Member of SLT/Head of School to monitor effectiveness of expenditure.	Interventions timetabled for identified pupils to enable them to achieve the best possible outcomes for them.	No EEF data	Stakeholders are aware of the PPG expenditure and its impact on pupils' personal outcomes / whole school attainment. (C)	£10,962	£8,961	£18,275

(C) initiatives to be continued in the next academic year

Education Endowment Foundation (EEF)

The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfil their potential and make the most of their talents. They fund rigorous evaluations of innovative projects aiming to raise pupils' attainment. They do this to find out what's most likely to work effectively and cost-effectively, and to put that into action across the country. At Bordesley Village Primary School, we endeavour to use research findings from the



EEF to help prioritise and allocate PP funding. Where the EEF does not support the action or intervention with research findings, then previous impact (from prior data) of the intervention or action will be used to inform the allocation of funds.

The impact of PP interventions can be seen in the tables below:

Due to the Coronavirus Pandemic and National Lockdown data has not been published for the academic years 2019 – 2020 & 2020 – 2021.

	Attainment at end of Yr.1 (2018/19)	National Expectation 2018/19
Pupil Premium Groups	Phonic Screening Check	Phonic Screening Check
All children at Expected at end of Yr.1	86.7%	81.8%
Pupil Premium at Expected at end of Yr.1	76.1%	70.6%
Non Pupil Premium at Expected at end of Yr.1	83.4%	84.4%

	Attainment at end of KS1 – Yr.2 (2018/19)			National Expectation 2018/19		
Pupil Premium Groups	Reading	Writing	Maths	R	W	M
All children at Expected at end of KS1	75.5%	75.5%	77.4%	74.9%	69.2%	75.6%
Pupil Premium at Expected at end of KS1	87.5%	87.5%	83.3%	61.9%	54.8%	62.2%
Non Pupil Premium at Expected at end of KS1	65.5%	65.5%	72.4%	78.4%	73.1%	79.2%
All children Combined Reading, Writing & Maths	71.7%			64.9%		
Pupil Premium Combined Reading, Writing & Maths	83.3%					
Non Pupil Premium Combined Reading, Writing & Maths	62.1%					
(Provisional Data)	Attainment at end of KS2 – Yr.6 (2018/19)			National Expectation 2018/19		
Pupil Premium Groups	Reading	Writing	Maths	R	W	M
All children at Expected at end of KS2	62.1%	75.9%	72.4%	73.1%	78.4%	78.6%



Pupil Premium at Expected at end of KS2	78.1%	87.5%	81.2%	62.1%	67.8%	67.4%
Non Pupil Premium at Expected at end of KS2	42.3%	61.5%	61.5%	77.9%	83.1%	83.6%
All children Combined Reading, Writing & Maths	60.3%			64.8%		
Pupil Premium Combined Reading, Writing & Maths	75%			51.3%		
Non Pupil Premium Combined Reading, Writing & Maths	42.3%			70.7%		