



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

*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:	Actual cost of intervention: 2018	Estimated cost 2019/20
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.	£48, 555	£49, 890
Yr.2 interventions in core subjects to increase levels of attainment.		Additional TA to enable staff 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.			£47,844	£48,000
Maths Reasoning Project in Yr.2 to increase pupils' ability to apply their mathematical knowledge.	Pupils need to develop their reasoning and problem solving skills.	Online programme of intervention.	Pupils' engagement in maths tasks increases. Problem solving skills are improved and attainment builds on previous years.	Response to intervention + 3mths	Maths identified as a strength across the year group.	£300	
Additional phonics input for pupils with low starting points in KS1.	Pupils' ability to progress at the expected rate is limited by EAL / additional needs.	Source additional adult to enable pupils to revisit and consolidate prior learning.	Pupils secure knowledge of letter sounds in line with peers/ARE.	Response to intervention + 1mth	Pupils can easily recall letter sounds and apply to blending / word building and standards in	£4,535	£4,626



					reading and writing improves.		
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 / class tasks.	Additional teacher and TAs 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 majority make accelerated progress from their starting points. 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.	£51,131	£52,154
One to one Teaching Assistant support for 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.	£9,276	£9,462
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
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 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	No cost	No cost
		Purchase Story Time and First News for	Provision of a range of reading materials			£1,007	£1,007



		KS1/2 classrooms to engage readers across the age range.	to develop reading skills and knowledge of different genres.		comprehension of high quality reading materials.		
Improve attendance so that it reflects the national average.	Persistent absence remains 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.	£500	
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.	£5,200	£5,200
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	£2,500
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 progress within the classroom.	No EEF data	Pupils mental wellbeing needs are met and they begin to accelerate their progress within the classroom.	£6,450	£7,000



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.	£27,441	£28,000
Improve knowledge of pupils' personal safety and emotional / physical well-being through 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 and well-being.	No EEF data	Hard to reach families attendance improves. Pupils' self-awareness and self-confidence increases, and pupils' expected outcomes, increase.		
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.	£2,434	£2,434
Financing of pupil visits to ensure all pupils have equal access to enrichment activities.	Children have limited range of experiences to extend their learning. Pupils' require first-hand experiences in order to complete more in depth writing / follow up tasks.	Financial support in place for all pupils to enable them to access educational day visits.	Pupils benefit from attending educational day visits socially and intellectually.	No EEF data	Subsidised visits ensures all pupils are able to attend with their peers. Knowledge of topics / writing skills improves due to first-hand experience.	£14,789	£15,000



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.	£10,962	£8,961
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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:

	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%		