

Pupil Premium

Context

Schools receive a payment, or Pupil Premium, for each child who is registered for free school meals, services children and those who have been in care for six months or more. £900 for 2013-14 and £1300 for 2014-15. From April 2012 the Pupil Premium was extended to include children who have been eligible for free school meals at any point in the last six years.

Allocation April 2014- March 2015

For 2014-15 the school received funding for 15% of children.

Bonneygrove School adopts a number of strategies and activities in raising attainment and progression of disadvantaged children. The total funding allocated is £75,100. We aim to build on the successes of last year and therefore this is being spent on the activities outlined below:

Supporting the School Improvement Plan linking to increasing the good or better quality of teaching and raising achievement

- Continued financial support for whole school improvement O.A.P Main priority 1 and 2. This includes quality marking and feedback feedback, higher order questioning, responding to children's responses in lessons to re-shape tasks. Research suggests that where these areas are strong in schools there is raised achievement across all classes and key stages especially noticeable in vulnerable groups. Analysis of school data July 2014 supports this. (£5,100)

Supporting School Improvement Plan linking to Progress in Maths

- Purchasing hands on resources to improve the progress children make in mathematics. Research suggests this is particularly effective for more vulnerable learners. (£2,000)

Digital technology- Investment in the latest technology for across the school to enhance teaching and learning and transform our learning resource area to a good learning environment used now by year 6 (£11,000)

Parental Involvement/ Digital Technology

- Contribution towards the cost of providing a learning platform to increase parental opportunities to become involved with children's learning at home. (£2000)

Behaviour interventions, 1:1 and small group support; allowing the school to increase its' staffing to enable training for champions in speech and language and nurture.

- Supporting apprentices at level 2 and 3 in our school ensuring a higher level in terms of time spent with children and quality teaching assistant support used for individual and small groups of children within Wave 1 teaching. (£10,000).

- Small group tuition outside school hours 12 x 1 hour sessions focussing on reading in year 6 for every pupil. (£2250)

- Tuition during school hours in maths/writing/reading through paired/individual support (dependent on need) for those children at risk of making less than expected progress and to increase numbers of children making better than expected levels of progress. (£10,000)

- Inclusion leadership time to ensure all children's needs continue to be met.

This includes a TLR3 responsibility point for a middle leader to strategically plan and monitor the impact of this plan and suggest next steps. (£7,500)

Extended School Time

- Funding towards school trips/journeys to minimise costs ensuring more children can participate in these opportunities used in all year group trips and especially in years 5 and 6 for families in difficult circumstances. (£1000)

Providing places in our before and after school club for families in difficult circumstances. (£1750)

Contribution towards additional teacher in year 6 to enable children to have support and challenge through setting ensuring access to the level 6 curriculum. This prepares children for secondary school transfer. (£12,500)

Early Years Intervention

Contribution towards two additional teaching assistants and speech and language screening resources (£5,000)

Social and Emotional Learning

Contribution towards creating a nurture specialist within the school (£5,000)

Information

Strategies used to support a range of activities and interventions that the Pupil Premium has funded are planned using information from a range of sources:

- Strategies as identified by the Sutton Trust Research,*
- Actions that link to the school's improvement plan priorities,*
- Other strategies that the school has developed or is developing as they show a positive impact.*

Allocation April 2015- March 2016

For 2015-16 the school has a total funding allocation of £71,500.

Bonneygrove School adopts a number of strategies and activities in raising attainment and progression of disadvantaged children. We aim to build on the successes of last year and therefore this is being spent on the activities outlined below:

Supporting the School Improvement Plan linking to increasing the good or better quality of teaching and raising achievement (T and L coach)

- Continued financial support for whole school improvement O.A.P Main priorities. This includes sustaining quality marking and feedback AFL, responding to children's responses in lessons to re-shape tasks and encouraging a growth mindset. Research suggests that where these areas are strong in schools there is raised achievement across all classes and key stages especially noticeable in vulnerable groups. Analysis of school data over time supports this. (5,200 T and L coach, £3000 Training, Purchasing support from Hfl £2,000)

Supporting School Improvement Plan linking to Progress in Maths linking to our OFSTED action plan

- Purchasing hands on resources to improve the progress children make in mathematics. Research suggests this is particularly effective for more vulnerable learners. (£5,700)

Parental Involvement/ Digital Technology

- Contribution towards the cost of providing a learning platform to increase parental opportunities to become involved with children's learning at home. (£2000)

Behaviour interventions, 1:1 and small group support; allowing the school to increase its' staffing to continue training for champions in speech and language and nurture.

- Supporting apprentices at level 3 in our school ensuring a higher level in terms of time spent with children and quality teaching assistant support used for individual and small groups of children within Wave 1 teaching. (£4000)

- Small group tuition outside school hours 12 x 1 hour sessions focussing on reading in year 6 for every pupil. (£3350)

- Tuition during school hours in maths/writing/reading through paired/individual support (dependent on need) by experienced qualified teachers for those children at risk of making less than expected progress and to increase numbers of children making better than expected levels of progress. (£10,000)

- Inclusion leadership time to ensure all children's needs continue to be met.

This includes a TLR2a responsibility point for a middle leader to strategically plan and monitor the impact of this plan and suggest next steps. (£7,500)

Extended School Time

- Funding towards school trips/journeys to minimise costs ensuring more children can participate in these opportunities used in all year group trips and especially in years 5 and 6 for families in difficult circumstances. (£1000)

Providing places in our before and after school club for families in difficult circumstances. (£1750)

Contribution towards additional teacher in year 6 for two terms and year 5 for 1 term to enable children to have support and challenge through setting ensuring access to the level 6 curriculum. This prepares children for secondary school transfer. (£16,000)

Early Years Intervention

Contribution towards two additional teaching assistants and speech and language screening resources (£10,000)

Summary

September 2013 to July 2014 analysis of pupil premium group data shows that children are progressing as well as other groups of children on the whole. In year 6, children were broadly in line to make expected levels of progress analysing teacher assessments. There are pockets of strengths across the school with one year group identified for further support in mathematics.

September 2014 to July 2015 Early analysis of pupil premium group in school data shows that children are progressing nearly as well as other groups of children on the whole. In year 6, almost all the children, across reading, writing and maths made expected, with many making accelerated levels of progress. There are pockets of strengths across the school with two year groups identified for further support in reading, writing and maths for the next academic year.