



Impact statement 2015- 16

In 2015-16 Balby Central primary School focused the funds allocated to the school by the pupil premium grant to its 8 key ‘Gap Busters’. These were planned to close the attainment and achievement gap between the children eligible for free school meals and their peers. The gap busters were formulated through research into successful strategies and actions to close the gap or to stop the gap widening long before the end of each key stage.

A full break-down on the spending on each ‘Gap Buster’ is available from the school website.

A full analysis for individual actions in each of the ‘Gap Buster’ areas is available on request from the school.

Overview of the school

Total number of pupils on roll (January census - not including Nursery)	388
Number of pupils eligible for PPG	172 (44%)
Amount of PPG received per pupil	£1,300
Total amount of PPG received	£227,040
Total amount spent	£245,171
School recognises that many of its socially disadvantaged pupils may not be eligible for FSM and therefore subsidises the overspend from the whole school budget in order to meet the needs of all of our pupils.	

Attainment of disadvantaged children at Balby Central Primary School compared with similar and all students nationally and attainment gaps 2013-2015

	BCPS			Nationally		
	Disadvantaged pupils at BCPS	All pupils at BCPS	Attainment gap	Disadvantaged pupils	All pupils	Attainment gap
KS1 Reading APS	15.9	16.9	-1.0	15.2	16.6	-1.4
KS1 Writing APS	14.2	14.6	-0.4	14.0	15.3	-1.3
Ks1 Maths APS	16.8	16.7	+0.1	15.1	16.4	-1.3
Ks2 L4+ Reading	72%	80%	-8%	83%	89%	-5%
Ks2 L4+ Writing	72%	80%	-8%	79%	87%	-8%
Ks2 L4+ Maths	66%	78%	-12%	80%	87%	-7%
Ks2 L5+ Reading	13%	22%	-9%	34%	48%	-14%
Ks2 L5+ Writing	25%	38%	-13%	22%	36%	-14%
Ks2 L5+ Maths	16%	20%	-4%	28%	41%	-13%

Trends over time - Closing the gap between disadvantaged and Non Disadvantaged

2013-2015

Indicator using RAISE online (Dfe data for 2015)	2013 Gap between PP and non PP	2014 Gap between PP and non PP	2015 Gap between PP and non PP	Comment
Ks1 overall APS	-0.3	-1.3	-0.7	Gap slightly widening over 3 years but decrease from 2014
KS1 reading APS	-0.3	-0.9	-1.7	Gap widening over 3 years - target area
KS1 writing APS	-0.7	-1.4	-0.7	Gap stable over 3 years, decreased from 2014
KS1 maths APS	-0.3	-1.6	-0.2	Gap decreasing over 3 years
Ks1 L2+ reading	6	2	-17	Gap widening over 3 years - target area
Ks1 L2+ writing	0	-1	-21	Gap widening over 3 years - target area
Ks1 L2+ maths	1	-4	8	Gap decreasing over 3 years
Ks1 L3+ reading	-15	-15	-2	Gap decreasing over 3 years
Ks1 L3+ writing	-8	-15	13	Gap decreasing over 3 years
Ks1 L3+ maths	1	-25	11	Gap decreasing over 3 years
KS2 L4+ overall	-27	-32	-29	Gap slightly widening over 3 years but decrease from 2014
KS2 L4+ Reading	-31	-21	-17	Gap decreasing over 3 years
KS2 L4+ Writing	-15	-7	-17	Gap widening over 3 years - target area
KS2 L4+ Maths	-16	-22	-27	Gap widening over 3 years - target area
KS2 L5+ overall	-4	-11	-2	Gap decreasing over 3 years
KS2 L5+ Reading	-4	-28	-19	Gap widening over 3 years - target area
KS2 L5+ Writing	-12	-21	-29	Gap widening over 3 years - target area
KS2 L5+ Maths	-19	-16	-9	Gap decreasing over 3 years

Data 2016

As the data from 2016 is not comparable to previous years, the grid below shows the data for the school in 2016.

Year 2 all children	Sch 16	Gap	Nat 16
% pupils achieving ARE in reading	61	-7	74
% pupils achieving ARE in reading Disadv	54		78
% pupils achieving ARE in writing	58	-12	65
% pupils achieving ARE in writing Disadv	46		70
% pupils achieving ARE in maths	67	-9	73
% pupils achieving ARE in maths Disadv	58		77
% pupils achieving above ARE in reading	21	-6	24
% pupils achieving above ARE in reading Disadv	15		27
% pupils achieving above ARE in writing	4	0	13
% pupils achieving above ARE in writing Disadv	4		16
% pupils achieving above ARE in maths	18	-10	18
% pupils achieving above ARE in writing Disadv	8		20

Year 6 all children	Sch 16	School Gap	Nat 16
% pupils achieving ARE in reading	43	-20	66
% pupils achieving ARE in reading Disadv	23		71
% pupils achieving ARE in writing	69	-11	74
% pupils achieving ARE in writing Disadv	58		79
% pupils achieving ARE in maths	52	-17	70
% pupils achieving ARE in maths Disadv	35		75
% pupils achieving ARE in SPAG	57	-3	72
% pupils achieving ARE in SPAG Disadv	54		78
% pupils achieving above ARE in reading	7	-3	19
% pupils achieving above ARE in reading Disadv	4		23
% pupils achieving above ARE in writing	4	-4	15
% pupils achieving above ARE in writing Disadv	0		18
% pupils achieving above ARE in maths	15	-3	17
% pupils achieving above ARE in writing Disadv	12		20
% pupils achieving above ARE In SPAG	17	-13	22
% pupils achieving above ARE in SPAG Disadv.	4		27

Impact of Spending 2014-15

Gap buster	Amount spent	Impact
1.Data tracking to identify gap	£13,150	<p>Data collected at final collection point, class data used to inform pupil progress meetings. Analysis completed for attainment and progress of PP children (see above), shared and discussed at staff meeting. End of KS data analysed (see gaps analysis above). Difficulty in comparing present data with previous data because of difference in assessment system and expectations</p> <p>English lead completed spelling age tests, reading age tests to be completed and analysed. Second local authority visit by LA showed an increase in % of good or better teaching. Data shows this is having an impact on maths attainment and progress.</p>
2.High profile of disadvantaged pupils	£2,160	<p>Teachers have a good understanding of who the PP children are in their class and can talk about the gaps. All teachers understand they are responsible for closing gaps. Very small gaps in school across years 1-5. In year data show gaps are closing</p>
3.Targeted support	£27,119	<p>Training completed for ASD. Training delivered focusing on school's ethos and approach to the curriculum. TA's better understanding of what deep learning looks like and how they can support children to deepen learning. Work scrutiny completed with TA's to increase understanding of what different levels of work look like.</p> <p>Final progress meetings held before SAT to ensure children have a clear understanding of what they need to work on, particular focus on writing. Contributed to an increased % of children reaching expected standard than at previous assessment.</p> <p>Pen portraits completed highlighting to the inclusion team the importance of their role. Inclusion team have a clearer understanding of who the PP children are.</p>
4. Effective teaching and learning	£17,249	<p>Formal observations completed for English (SPAG focus) and observations completed as part of the LA review. % of good or better teaching improved since first review.</p> <p>Staff meetings continued to focus on English and maths, further training delivered on big maths and Collins scheme. English lead delivered staff meetings with a focus on SPAG, observations ensured that teachers were using the suggested approaches.</p> <p>External consultant in school for two days to train staff on ensuring children have opportunities for deeper learning, planning adapted following training. External training (CQ) for curriculum leads (middle leaders) to support with planning a whole</p>

		<p>school curriculum to ensure there is breadth and balance throughout. Two dates given as release time following this to ensure curriculum is planned for 2016-17. All NQTs met required standard and passed NQT year. SCITT student received an outstanding grading. SCITT successfully appointed for 2016-17.</p>
<p>5.Literacy and numeracy support (strong focus on basic skills)</p>	<p>£298,676</p>	<p>HLTA continue to target children of greatest need in areas of greatest need, work completed on purely 1:1 basis, meetings held regularly to review children's needs and interventions. Reading attainment - year 3 and 4 PP children doing slightly better than all and non. All other year groups PP slightly behind all and non but by no more than 0.2 (anything above 1 is of concern), progress - year 2,3 and 4 in line with all. Writing - in years 1,2 3 and 4 PP in line with all, progress - in line with all children in years 1,2,3 and 4. Maths - in years 2,3 and 4 PP in line with all, slightly lower than other but by no more than 0.2, progress - in line with all apart from in year 1. IT audit completed and removed out of date/ obsolete equipment, children therefore have access to higher quality resources. Ipad minis purchased for each year 5 and year 6 child. IT resources now being used more effectively in UKS2 to aid learning. Boosters continued, children's confidence increased. DOL shared with parents on school reports so whole school community is familiar with the assessment system. Pebbles now on system which can better track SEN children. Staff confidence in using system growing. Staff have a better understanding of how to use system to monitor progress and attainment of different groups.</p>
<p>6. Minimise barriers to learning and achievement (Access to full range of educational experiences and engagement of parents and carers)</p>	<p>£12,080</p>	<p>Summer event very well attended, parents gave very positive feedback to event. Parent evenings continue to be very well attended. Parent forum developing and having more input into events in school. Visits and trips widen children's experiences and improve interest in learning. Residentials taken place to London and Kingswood. School has heavily subsidised this. 22/44 children going to London were PP (50%). 17/48 (35%) went to Kingswood in year 4. Parents supported in applying for PP funding, as a result funding has only slightly decreased for 2016-17 (£211,000)</p>
<p>7.Good attendance</p>	<p>£2835</p>	<p>Case studies completed. % of PA who are PP children remains at 38%. This remains a concern, children continue to be tracked and appropriate interventions in place. The gap between the attendance of PP and non PP is closing (-2.43% 2014-15, -1.72% 2015-16) Weekly attendance figures provided and monitored by HT and attendance officer.</p>

		<p>Weekly meetings held by HT with parents of children identified as having poor absence. Letters continue to be sent.</p> <p>Initiatives have included piggy banks (all classes now happily spending their end of year money), stamper cards for children under 95%, 100% certificates, improved attendance prizes and non uniform days for classes with highest attendance. Attendance remains above 95% for all children and the gap between all, PP and non is closing.</p>
<p>8.Resources and facilities that enables good learning</p>	<p>£24,240</p>	<p>Ipad minis for UKS2, teacher interactive boards which can be used in interaction with Ipads. Drop in observations have shown good use is being made of these, children's enthusiasm levels for learning have increased when resources are used, children are completing activities at home linked to school Ipad work and accessing more learning materials through the use of ICT. Chromebook loan has had greater impact this year (see case studies and pupil/ parent feedback from questionnaires)</p> <p>PSHE scheme training has taken place for staff and parents and staff now delivering sex education element. Scheme now linking with whole school assemblies.</p> <p>Monitoring has shown that teaching in all areas is more consistent and taking place on a regular basis.</p>