



## **Balby Central Pupil Premium Strategy 2016-17**

### **What is Pupil Premium?**

Pupil Premium is a funding allocated to schools by the Department of Education to increase social mobility and reduce the gap in performance between pupils from disadvantaged backgrounds and their peers. Its purpose is to raise attainment, accelerate progress and fulfil the achievement potential of all children. Schools receive funding for each disadvantaged pupil and can use the funding flexibly, in the best interests of eligible pupils. It is up to schools to decide how to spend the Pupil Premium funding because they are best placed to assess what additional educational provision should be put in place to ensure maximum progress for all the children within their care. All schools will be held accountable for how they have used the Pupil Premium funding and the impact it has had on the children's learning.

### **How Balby Central will spend the Pupil Premium allocation?**

In 2016/17 Balby Central Primary School will focus the funds allocated to the school by the pupil premium grant to its 8 key 'Gap Busters'. These have been planned to diminish the differences between the children eligible for free school meals and their peers and have been formulated through research into successful strategies and actions to close the gap or to stop the gap widening long before each key stage. These gap busters have been identified in order to reduce and break down the main barriers to learning for pupils at Balby Central.

The 8 key areas which will address the barriers to educational achievement will be;

1. Comprehensive tracking and data analysis of disadvantaged children.
2. Raising the profile of disadvantaged children across school.
3. Targeted support for disadvantaged children to diminish the differences between themselves and non-disadvantaged pupils.
4. Effective teaching and learning
5. A focus on improving the basic skills in literacy and maths.
6. Parental engagement and access to educational experiences.
7. Promoting good attendance
8. Resources that support effective teaching and learning.

### **What are the barriers to educational achievement?**

At Balby Central we recognise that many of our disadvantaged children face barriers in their learning, which can have a detrimental effect on their educational achievement. Balby Central has identified these barriers and will this year focus on promoting good attendance, supporting children

with social and emotional needs, raising the attainment through quality first teaching and targeted interventions. The plan will also ensure children have access to resources and educational experiences that enhance their basic skills. Increasing parental engagement will also play a pivotal role in the strategy to break down the barriers faced by the children. At Balby Central we promote the mission statement of 'Be the best you can be' - the belief that through quality provision, quality outcomes will be achieved.

The gaps within school are shown below in a summary of the 2016 data. We recognise as outlined in our school improvement plan that Reading is a focus throughout school due to the large gaps at KS2. We aim to raise the quality of the provision in order to achieve quality outcomes. We also aim to improve the attainment of our higher ability children by providing opportunities for children to learn for greater depth.

<b>Year 2 all children</b>	<b>Sch 16</b>	<b>Gap</b>	<b>Nat 16</b>
% 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

<b>Year 6 all children</b>	<b>Sch 16</b>	<b>School Gap</b>	<b>Nat 16</b>
% 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

### **How will the impact be measured?**

The impact of spending will be measured using data, which will be collected and analysed during assessment points throughout the year. As a school Balby Central will utilise information from pupil progress meetings, child interviews, parental views, classroom observations, 'book looks' and the assessment system to thoroughly measure the impact of the spending plan. The overall aim is to diminish the differences in attainment between disadvantaged and non-disadvantaged pupils by 50% as outlined in the School Improvement Plan.

In the 2016-17 year, the distribution of the children across school can be shown below.

<b>Year group</b>	<b>% FSM</b>
<b>1</b>	<b>26%</b>
<b>2</b>	<b>36%</b>
<b>3</b>	<b>45%</b>
<b>4</b>	<b>40%</b>
<b>5</b>	<b>40%</b>
<b>6</b>	<b>52%</b>

### **Pupil Premium Spending 2016-17**

Total number of pupils on roll September 2015 (not including nursery)		419		
Total number of pupils eligible for pupil premium grant (Jan census ever 6)		159		
Amount of PPG per pupil		<b>£1,320</b>		
Total amount of PPG to be spent 2015-2016		<b>£209,880</b>		
Gap Buster	Action	Cost	Rationale	Desired outcome/ impact
<b>1.Data tracking to identify gaps</b>	Time employed by Assistant Head -time for tracking data and progress of PP children and share/ discuss this with staff to plan next steps from findings	£11,334	Disadvantaged children carefully tracked and interventions put in place instantly after progress meetings.	Good ongoing understanding of progress of disadvantaged children by all staff. Continuous work with staff to plan next steps to ensure good progress made and attainment
	English and Maths lead practitioners to monitor and track progress and attainment and plan/discuss next steps from findings in order to increase progress	£5,320	Data shows gaps in both core subjects. Time for monitoring and evaluating teaching to ensure quality provision and clear next steps for development and impact.	
	New qualified teacher for SEN % of children PP	£14,499	Data shows low progress and attainment of SEN pupils. Targeted QFT for children who are significantly below their peers.	

<b>2.High profile of PP children</b>	Termly pupil progress meetings with teachers to discuss progress and attainment of PP children, including data and book scrutiny	£2,160	In depth meetings where the needs of the pupils are discussed and the next steps identified to break down the barriers to learning.	Raised profile of disadvantaged children in each class and increased/improved provision to ensure progress and closing attainment gaps
<b>3.Targeted support</b>	Training for support staff- questioning and supporting children's learning to develop independent learners.	£1,789.78	Small group interventions are proved to be effective. Ensuring all staff have a skills base that accelerates the progress of learners.	Higher quality support within the classroom. Introduction of pre learning to ensure children have the tools and knowledge to engage in class lessons.
	Half termly pupil/teacher meetings in year 5 and 6 to discuss targets and progress (assertive mentoring)	£3,265	Data shows the gap widens in KS2. Ensure the middle attaining group are making progress and achieving at expected. Use of EEF feedback approach.	Children aware of their progress and targets, able to take greater control of their learning
	Inclusion team KS1 and KS2 used to effectively support children and families.	£19,014	EEF toolkit - targeted interventions for specific students with needs. High needs throughout school.	Support the social and behavioural needs of disadvantaged children to help them access school in a positive manner. Children more emotionally receptive to learning.
<b>4. Effective teaching and</b>	Part time teacher to lead an intervention children - Quality First Teaching	£13,382	Gaps in Y3 and Y6 significant. Targeted QFT to	Targeted children are taught using QFT which results in accelerated progress and attainment. Gap busting

<b>learning</b>	Year 3/6		address gaps and needs.	sessions close the gap between disadvantaged and non-disadvantaged pupils.
	Time for Assistant Head to observe lessons with a focus on meeting the needs of PP children and feedback to staff	£950.43	Targeted support to ensure quality teaching and learning and provision- data and tracking will ensure high profile and drive to improve standards.	improvements in quality first teaching and greater targeted provision for disadvantaged children resulting in good progress and closing achievement gaps.
	CPD to continue to improve quality first teaching	£4,500	See above	improved quality first teaching resulting in good progress and closing achievement gaps.
	Coach in place for NQT	£5,667	Ensuring consistency and QFT, clear knowledge of how to move disadvantaged children forward and break down the barriers.	Ensuring high quality teaching and learning in all classes, resulting in good progress and closing achievement gaps.
<b>5.Literacy and numeracy support (strong focus on basic skills)</b>	HLTA focus on booster/ intervention work to improve basic skills and enable children to better access to work at age appropriate level.	£35,376	EEF toolkit. Targeted interventions to support children with specific needs and to fill the gaps through personalised sessions.	improve basic skills of disadvantaged children so they can access class work at age appropriate level, resulting in good progress and closing achievement gaps-
	After school boosters Y6 run by qualified teachers	£640	QFT teaching sessions to fill	Gaps filled - individualised programmes put together that support the progress and overall

			gaps in learning.	attainment of specific targeted children.
	% of 1:1 support from experienced teacher to conduct verbal and non-verbal reasoning skills.	£2,250	Improve the % of children working greater depth. Targeted session.	Children are targeted for verbal and non-verbal reasoning. Higher level skills are developed.
	Support from HLTA for lower ability maths-children to receive intense 1:1 booster sessions.	£1,135	Tailored and targeted to ensure pupils catch up.	Children have access to 1:1 maths booster sessions to fill gaps and raise attainment through quality individualised teaching.
	Support staff throughout school	£50,720	Well trained and qualified staff that are equipped with the skills to deliver high quality interventions.	PP children are supported in class, work is targeted to meet individual needs and good progress is made
<b>6. Minimise barriers to learning and achievement (Access to full range of educational experiences and engagement of parents and carers)</b>	Engage parents in sessions to promote learning opportunities.	£1,616		Greater engagement of parents in order to improve learning outside the classroom and raise the profile of learning.
	Focus on trips, visits subsidised throughout school.	£2,000		Children's experiences widened. Children learn in different contexts/ environments, increased motivation for learning
	Subsidy for residential trips	£2,000		Increased independent skills and focus on social development resulting in increased motivation for learning.
	Private EP	£3,000		Children with specific needs supported. Support the social and behavioural needs of disadvantaged children to help them access school in

				a positive manner.
	Finance manager	£3,150		Parents are supported in applications for benefits and FSM. work completed with SLT to track and monitor PP spending
<b>7.Good attendance</b>	Monitor and track attendance of PP children and work with families who are having difficulties - Attendance officer	£2,200		Attendance raised for disadvantaged children.  Work with families increases aspirations and the importance of learning
	Tracking and action planning for PP attendance	£663		
	Contribution towards incentive schemes for attendance if needed	£1,500		
<b>8.Resources and facilities that enables good learning</b>	Purchase of revision materials for Year 2 & 6	£1,000		Materials/ resources used to support progress and attainment of disadvantaged children. Materials used to ensure children receive quality teaching in all areas of the curriculum- ensuring children are equipped for modern life and further education. Children have access to quality sports provision. Boosts social skills and enables children to be ready to learn. Role models through PULSE leaders develop ambition.
	CT resources- Lexia, Doodle Maths, My Maths, SPAG	£9,500		
	Breakfast Club	£570		
	PULSE sport provision	£13,650		
	Outdoor Provision EYFS	£7,600		
<b>Total</b>	<b>£220,451</b>			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.
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A review of Balby Central's Pupil Premium provision was completed in July 2016. The next review will be planned for 2017/18