

# Bushey Heath Primary School

## Pupil Premium Overview 2017-2018

A vibrant school inspiring children to realise their potential

### Context

Bushey Heath Primary School is a one form entry school in Watford. We have a Nursery and bulge class in Year 3. Pupil Premium has been steadily increasing and now represents a little over 10% of our total cohort.

Schools receive a payment, or Pupil Premium, for each child who is currently eligible for Free School Meals or has been eligible for Free School meals within the last six years (FSM Ever 6). Children who are looked after, or children from service personnel, are also allocated funds within Pupil Premium. For 2017-2018, £31,320 has been allocated to us.

We aim to provide a happy and stimulating environment delivering outstanding results for all with high aspirations and ambitions for our children and we believe that no child should be left behind.

Based on the latest research Bushey Heath ensures the building block for success for all pupils including those from disadvantaged pupils are put in place:

- Whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data driven and responding to evidence clear, responsive leadership

### Overview of the School 2017 - 2018

Total number of pupils on roll	268
Total number of pupils eligible for PPG	37
Total amount of PPG received	£31,320

### Objectives of Pupil Premium Spending

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Children can also be high achieving pupils and we ensure they also receive support and challenge.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly, examined the impact of current interventions and have made use of a range of research to inform our decision making.

Whilst we acknowledge the importance of core skills we believe in developing the children as a whole for example we will look to ways to develop their self-confidence, public speaking, physical strength and dexterity.

We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every term with their dedicated TA. By identifying their strengths and weaknesses / hopes and ambitions we can closely tailor their Pupil Premium support for maximum impact.

**DfE Guidance states:**

***Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provisions should be made for individual pupils.***

Thus parents can be assured that as with all budget allocations to the school, decisions about provision and spending can be made with the best interest of all children's wellbeing and progress in learning at its core. Meetings to discuss Pupil Premium allocation include: pupil progress meetings 4 x annually (class teachers, Headteacher and SENCO); Senior Leadership Team meetings, Governing Body meetings, whereby the Finance Committee analyses spending on Pupil Premium and the School Improvement Committee analyses the achievement of all pupils and groups of pupils in learning, including those in receipt of Pupil Premium.

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

The impact of interventions is analysed half termly as assessment data is gathered and input / follow up is put in place if an intervention is not having the desired impact. Assessment is both formative and summative and is analysed in details during Pupil Premium meetings.

**Principles**

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupil, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

**Priorities**

This year our school priorities are to develop Pupil Premium are:

- Continue to increase the quality of day to day teaching through increasing the percentage of OUTSTANDING TEACHING across the school using our agreed "Non-negotiables"
- Increase % of children who meet / exceed the expected standard in PHONICS
- Raise attainment in maths
- Increase the % of CHILDREN EXCEEDING EXPECTATIONS
- Enhance provision in the EYFS through enhancing outdoor learning
- Support the development of the whole child providing pastoral care where necessary

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In 2018, we will use a range of data to analyse impact of spending:

- End of key stage data
- Phonics outcomes
- EYFS data
- Current Data
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks
- Stakeholder feedback

### **Provision**

The range of provision the school may consider making for this group could include:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning support
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- Providing a TA in the classroom so that the teacher is freed up to support those children whose need is greatest
- ICT support
- TA training
- Counselling
- Funding free school meals for eligible children
- Specialist TA provision focusing on 'The whole Child'
- Family art and literacy afternoons

### **Reporting**

It will be the responsibility of the Headteacher to produce regular reports for the Governors' Meeting on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.

### **Impact**

**Continue to increase the quality of day to day teaching through increasing the percentage of outstanding teaching across the school using the school's teaching no-negotiable.**

The school uses a variety of methods to assess the teaching and learning within the school against the Ofsted Criteria. Regular work scrutiny, learning walks, drop ins and lesson observations have reflected an increased level of outstanding provision. External County Reviews have graded teaching and learning in the school as 'outstanding'.

**Increase the % of children who meet / exceed the expected standard in phonics**

**The school has met this target and significantly exceeded national and authority average**

2016 90% met or exceed the expected standard in phonics

2017 92% met or exceed the expected standard in phonics

2018 100% met or exceed the expected standard in phonics

**KS2 end of Key Stage Results**

Reading 80% positive progress

Writing 100% positive progress

Maths 100% positive progress

Reading 100% achieved age related expectations

Writing 100% achieved age related expectations

Maths 100% achieved age related expectations

With exception of Maths greater depth, where Pupil Premium are +20% above whole class – there are no gaps.

**Develop an effective system of assessment without levels**

All children, but especially pupil premium, are closely tracked supported by Herts for Learning and the Department of Education Assessment Criteria. Progress reviews are held half termly to ensure the children are on track to achieve expected standard and are making substantial and sustained progress.

**Supporting the development of the whole child through pastoral care where appropriate.**

A dedicated teaching assistant works with pupil premium children to ensure additional pastoral care over and above the usual provision provided by the school.

Selected pupil premium children attended a leadership and communications development course at Merchant Taylors which included exciting events such as obstacle courses, climbing and orienteering.

All clubs in the school are contracted to provide one free place to a pupil premium child and the school subsidises, or provides free places, in the breakfast club as required.

**Pupil Premium Comparison with non Pupil Premium 2016 – 2018**

KS2	KS2	2016	Gap within school other pupils	Gap National other pupils	2017	Gap within school other pupils	Gap National other pupils	2018	Gap within school other pupils	Gap National other pupils
<b>COHORT</b>		<b>3</b>			<b>4</b>					
<u>Reading:</u> % of Pupil Premium achieving Level 4 or above at KS1	<u>Reading:</u> Working at	100%	+17%	<b>+34%</b>	100%	Same	<b>+24%</b>	100%	Same	TBC
<u>Reading:</u> % of Pupil Premium achieving Level 5 or above at KS2	<u>Reading:</u> Greater depth	33%	+11%	<b>+10%</b>	0	-48%	<b>-18%</b>	0	Same	TBC
<u>Writing:</u> % of Pupil Premium achieving Level 4 or above at KS2	<u>Writing:</u> Working at	100%	Same	<b>+26%</b>	100%	Same	<b>+23%</b>	100%	Same	TBC
<u>Writing:</u> % of Pupil Premium achieving Level 5 or above at KS2	<u>Writing:</u> Greater depth	100%	+45%	<b>+82%</b>	60%	+8%	<b>+29%</b>	40%	Same	TBC
<u>Maths:</u> % of Pupil Premium achieving Level 4 or above at KS2	<u>Maths:</u> Working at	67%	-4%	<b>-3%</b>	100%	Same	<b>+23%</b>	100%	Same	TBC
<u>Maths:</u> % of Pupil Premium achieving Level 5 or above at KS2	<u>Maths:</u> Greater depth	0	-10%	<b>-17%</b>	40%	-25%	<b>+14%</b>	40%	+20%	TBC
<u>English Grammar, Punctuation and spelling:</u> % of Pupil Premium achieving Level 4 or above at KS2	<u>English Grammar, Punctuation and spelling:</u> Working at	100%	+14%	<b>+22%</b>	100%	Same	<b>+21%</b>	100%	Same	TBC
<u>English Grammar, Punctuation and spelling:</u> % of Pupil Premium achieving Level 5 or above at KS2	<u>English Grammar, Punctuation and spelling:</u> Greater depth	0	-31%	<b>-27%</b>	40%	-29.6%	<b>+6%</b>	40%	Same	TBC

\* Based on all children that sat the test

**Proposed future investment 2018-2019**

2018 – 2019 (based on 21 children from January 2018 census)	£27,720
To ensure effective deployment of staff	
Contribution to Teaching Assistant Salaries to provide ongoing support to Pupil Premium children within each class (including funding Pupil Premium Teaching Assistant pastoral care)	£9,900
To meet individual learning needs via 1:1 with a qualified teacher to raise standards through individualised, targeted programme	£1,500
To ensure that the school is data driven and responsive, to evidence we will hold regular progress reviews.	£850
Supply costs to cover Progress reviews between teachers and Senior Leadership to closely monitor progress of Pupil Premium children and next steps	£550
Funding extracurricular activities	£1,000
Fund TA Pupil Premium / counselling / art therapy	£4,000

Date adopted by:	
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Chair of Governors:	James Hughes
Headteacher:	Penny Barefoot
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Reviewed by:	