



1.0 Pupil Premium Funding at Bowling Park Primary School 2015-2016

Pupil Premium is additional money given to school to support children who are entitled to free school meals (or have been entitled in the past 6 years) or looked after children. The money is used to raise achievement for this group of children.

The following information tells you how much funding we have received, how we are using it and the impact it is having in closing the gap between pupil premium children and non-pupil premium children, as well as the national averages. The impact of pupil premium is discussed regularly at pupil progress meetings and is tracked on achievement days. School then reports to the Governors, including how the money is spent and what the impact is on achievement.

2.0 The Overall Impact of Pupil Premium Funding

Pupil Premium Funding has had a significant impact on the achievement of disadvantaged pupils at Bowling Park Primary School. Progress at Bowling Park is good, for both Pupil Premium and non-Pupil Premium children.

This impact can be seen in our Value Added score for the last three years, in which disadvantaged children have outperformed the national average, and in most cases their non-disadvantaged peers too.

2.1. KS2 Value Added Across a Three Year Trend (Validated Raise Online February 2016)

2013			2014			2015		
School Disadvantaged	National Non-disadvantaged	Gap	School Disadvantaged	National Non-disadvantaged	Gap	School Disadvantaged	National Non-disadvantaged	Gap
100.8	100.0	0.8	101.8	100.1	1.7	101.0	100.1	0.9

2.2. End of KS1 Attainment

- Pupil Premium children matched their non-disadvantaged peers in Writing and Maths in 2015. In Reading, there was only a 0.3APS difference between Pupil Premium and Non-Pupil Premium children (Validated Raise Online February 2016)
- Internal analysis of KS1 outcomes in 2016 showed that, the number of Pupil Premium children achieving ARE increased from the previous year.

2.3. Year 1 Phonics

- 80% of Pupil Premium children passed the phonics screening check in 2015. This is higher than both the national figure for Pupil Premium children (66%), and non-disadvantaged pupils at Bowling Park (74%) (Validated Raise Online February 2016).
- The cumulative figure for Year 1 and Year 2 re-takes from 2014 to 2015 (89%), shows that disadvantaged children have closed the gap between themselves and the national average for all children (90%). (Validated Raise Online February 2016).
- Pupil Premium achieved highly again in 2016 (82%) which is 2% higher than the previous year. The Pupil Premium figure continues to be higher than other pupils in the school, and is 16% higher than 2015 national figures for disadvantaged pupils.

2.4. End of KS2 Value Added and Progress

- Pupil Premium children had a value added of 101.4, 101.0 and 100.0 in maths, reading and writing, respectively in 2015. This is higher than the national average for Pupil Premium

children in all areas, and higher than Non-Pupil Premium children in maths and reading, and matches that of Non-Pupil Premium children in writing. (Validated Raise Online February 2016)

- The number of Pupil Premium children achieving expected or more than expected progress is in line with or greater than the national average for other pupils in reading and maths in 2015. (Validated Raise Online February 2016).
- Internal analysis of 2016, shows that the progress of Pupil Premium children in maths is greater than non-Pupil Premium children and is outstanding. The biggest Pupil Premium gap is in reading progress, although this figure still remains above 0.

2.5. DFE Progress Measures (September 2016)

- Children in Year 6 achieved 0.4 in reading, 1.1 in writing and 2.5 in maths. This is well above the national average for sufficient progress, which is set at -5.0 for reading, -7.0 in writing and -5.0 in maths.

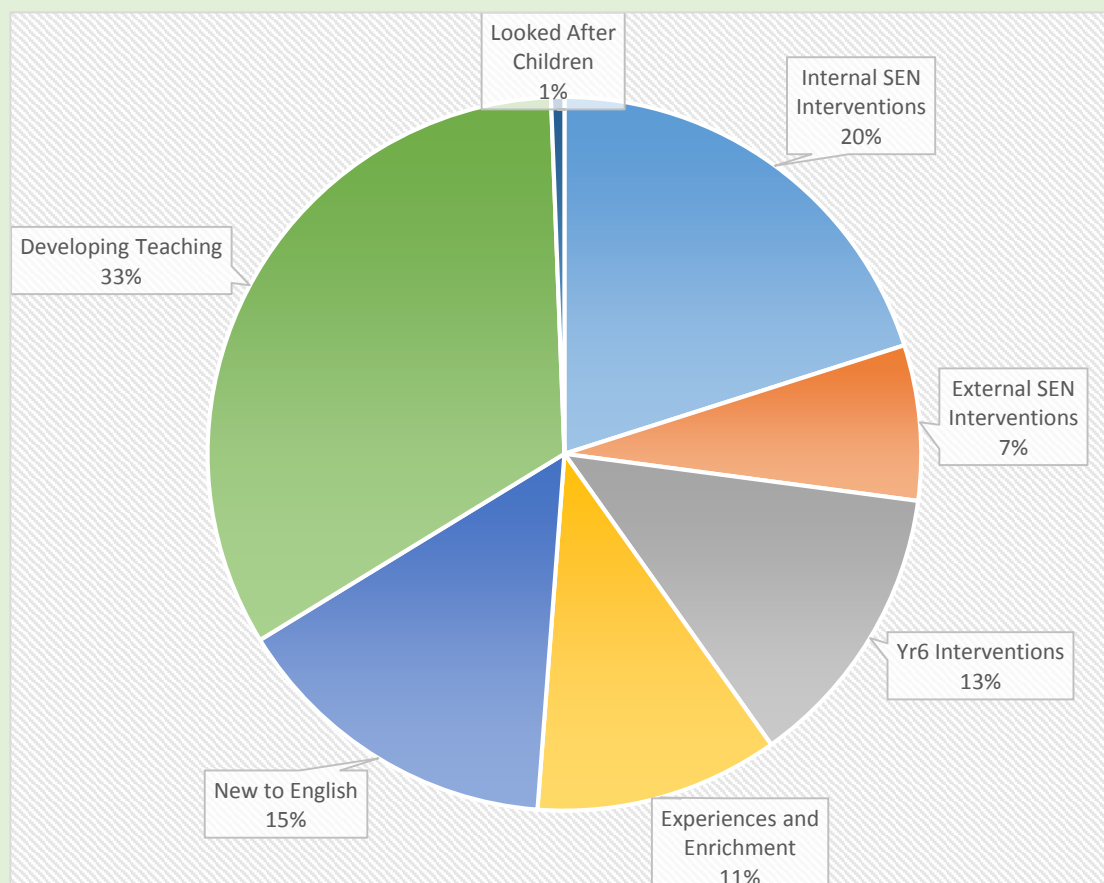
2.6. Attendance

- Attendance for Pupil Premium children in 2015-2016 was 95% (compared to all pupils, which was 95.5%).

3.0 The Detailed Impact of Pupil Premium Funding in the 2015-2016

In the financial year 2015/2016, Bowling Park received **£405,500** in Pupil Premium Funding. Each Pupil Premium children attracts £1,320, plus some additional money if they are considered a Looked After Child. This section gives further information about the way that this money is being spent and the impact it is having on the achievement of Pupil Premium children. In total, Bowling Park has spent **£453,939.60** in this financial year (an overspend of £48,439.60), on Pupil Premium children, showing the commitment we are making to the development of disadvantaged children at our school. How we spend Pupil Premium and the impact it is having on children was confirmed in a Pupil Premium Audit in January 2014.

3.1. Pupil Premium Expenditure 2015/2016*



*Please note that Pupil Premium funding is allocated in financial years. However, the impact of the money is shown in academic years, as this is how parents and the wider school community understand school.

3.2. Developing Teaching

In order to ensure Pupil Premium children catch up with their peers, school invests heavily in training, developing and supporting teachers throughout their careers. We have a number of experienced leadership staff who will continue to ensure that teaching and learning at Bowling Park is the best it can be. The development of our teaching team was recognised in a BPIP review on 23rd June 2015, which judged teaching to be at least good.

Strategy	Cost	Impact
<ul style="list-style-type: none"> • Lead practitioner support for maths, writing, challenge in the New Curriculum and NQTs. • TLR for Reading. • Assistant Head Teacher for EYFS and Yr1 (40%, April to March) 	£149,055.60	<p>Summer 2014 – Summer 2015</p> <p>Across school:</p> <ul style="list-style-type: none"> • Pupil Premium children made good progress through the year, as evidenced by their outcomes in books and highly positive attitudes to learning. • All NQTs passed their NQT year, resulting in comments such as <i>“Lesson observations, pupil progress meetings and learning walks have consistently demonstrated that NQT X identifies groups and individuals and caters for their needs across all lessons”</i>. • One member of staff was successful in her application for teacher training and is starting a SCITT course at school from September 2016. • Books show that children are making good progress in Year 6, and that there is no difference between the productivity and achievement of Pupil Premium children vs Non Pupil Premium children. <p>Reading:</p> <ul style="list-style-type: none"> • Pupil Premium children have made good progress this year, which can be seen in their books and learning attitudes. However, more progress is needed over the next year, as a result, reading is a priority for the whole school in 16/17. • Provisional internal analysis of the 2016 Yr6 SATs, show that Pupil Premium children achieved above the national average of 0 in reading, even though this is the subject with the biggest gap in achievement between disadvantaged and non-disadvantaged children. <p>Writing</p> <ul style="list-style-type: none"> • Provisional internal analysis of the DFE Progress measures show that children achieved 1.52 in writing, which is above the national average.

		<ul style="list-style-type: none"> 53% of Pupil Premium children achieved ARE, compared to 64% of non-Pupil Premium children in the Year 6 SATs in writing. <p>Maths</p> <ul style="list-style-type: none"> Provisional internal analysis the DFE Progress Measure for Maths showed that pupil premium children achieved 2.8, which is significantly higher than the national average of 0. Internal analysis shows that 56% of Pupil Premium children achieved ARE in the Yr6 SATs 2016, compared to 64% of non-Pupil Premium children. <p>Reception</p> <ul style="list-style-type: none"> 52% of Pupil Premium children achieved a Good Level of Development. This is more than non-Pupil Premium children, who achieved 49.3%. This is the second year in a row that this trend has occurred. <p>Year 1</p> <ul style="list-style-type: none"> Pupil Premium children achieved highly again this year (82%) which is 2% higher than the previous year. The Pupil Premium figure continues to be higher than other pupils in the school, and is 16% higher than 2015 national figures for disadvantaged pupils.
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3.3. Special Educational Needs – Internal Interventions

In school, we put lots of support into classes to help all groups of children make the best progress they can. For children that need an extra push and who qualify for the Pupil Premium grant, school provides additional tuition from teachers and teaching assistants.

Strategy	Cost	Impact
<ul style="list-style-type: none"> Every Child a Counter Interventions Additional SEN teacher Interventions Additional HLTA support Additional TA support 	£90,533.86	<p>Summer 2015 –Summer 2016</p> <ul style="list-style-type: none"> SEN and Pupil Premium children made good progress this year as a result of focused and varied interventions. This can be seen in their books, and in their learning behaviours around school. 29% of children who are both Pupil Premium and SEND passed the phonics screening check in Yr1.

3.4. New to English

Throughout the year, our school takes in a large number of children who are new to English. To help them catch up with their peers school runs teacher-led 'New to English' interventions. This helps to fast-track language learning and has been one of the most successful interventions in school. As a

result of our continued hard-work to increase achievement for this group of children, we have now been recognised as a Centre of Good Practice across the Bradford district and will be supporting other schools develop similar interventions.

Note: the term 'New to English' refers to all children who are technically defined as 'New to English' (i.e. children who do not have English as their first language and are new to speaking English in the last 2 years) or those who access New to English interventions within school, for additional curriculum support.

Strategy	Cost	Impact
<ul style="list-style-type: none"> New to English Teaching - Phase 1, Phase 2 and KS2. New to English teaching assistant. 	£67,993.80	Summer 2015 – Summer 2016 <ul style="list-style-type: none"> New to English children continue to make very good progress in school. Many return to class quickly, and settle in to school happily. Their progress can be seen in their books and in learning behaviours around school. Our consistent and successful approach to the teaching of EAL and NTE children has led to our school becoming a Centre of Good Practice. This means we support other schools in the area.

3.5. Yr6 Additional Support

Yr6 is an important year for children at school, as the results they get in their SATs examinations will affect the start of their secondary school lives. To help support children who qualify for Pupil Premium in Yr6, school uses part of the grant to provide additional teaching in literacy and maths and to help them be 'secondary ready'. The Validated Raise Online for February 2016 showed that Pupil Premium children in Year 6 had a higher Value Added score than the national average for disadvantaged and non-disadvantaged children.

Strategy	Cost	Impact
<ul style="list-style-type: none"> Additional teaching in Year 6 and Lead Practitioner support. Additional teaching assistant support. Pixl subscription, and targeted sessions with TAs. Self-esteem intervention with E:Merge 	£60,091	Summer 2015 – Summer 2016 <ul style="list-style-type: none"> Provisional progress figures for reading, writing and maths are above the national average of 0 for Pupil Premium children. The progress of Pupil Premium children in maths is greater than non-Pupil Premium children and is outstanding. The biggest Pupil Premium gap is in reading progress, although this figure still remains above 0. 42% of Pupil Premium children achieved ARE in reading, compared to 38% non-Pupil Premium. 53% of Pupil Premium children achieved ARE in writing, compared to 64% non-Pupil Premium. 56% of Pupil Premium children achieved ARE in maths, compared to 64% non-Pupil Premium. 47% of Pupil Premium children achieved ARE in SPAG, compared to 62% DFE progress measures showed that children achieved 0.4 in reading, 1.1 in

		<p>writing and 2.5 in maths – all significantly above the national average.</p> <ul style="list-style-type: none"> The impact of Pixl interventions meant that the children involved out performed their non-Pixl peers in reading and writing. <p>Qualitative impact of raised self-esteem and confidence</p>
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3.5. Experience and Enrichment

Bowling Park prides itself on providing children with experiences that go beyond the day-to-day curriculum and that they might not have encountered. For example, throughout the school year, Pupil Premium children will go on a variety of trips and residential. These opportunities will enable children to use new-found skills back in school to help them make accelerated progress. The experiences are also important because they increase confidence and self-esteem, as well as helping to develop a 'growth mind-set'.

Strategy	Cost	Impact
<ul style="list-style-type: none"> Parental Involvement Worker, to work with vulnerable families Ghyll Head Residential Yr6 (September 2015) Whitby Residential Yr5 (April 2015) Nell Bank Residential Yr4 (June 2015) Scientist in Residence 	£51,094.11	<ul style="list-style-type: none"> Children attending the residential benefitted from raised self-esteem, confidence and focus. Their learning behaviours saw a dramatic improvement on their return to school. The 2015/16 pupil questionnaire showed that 94% of children agreed that they enjoyed coming to school. 98% felt that visits and residential helped them to learn. Children across school regularly visit our science lab. High quality science teaching enables children to apply a range of reading, writing and maths skills in different contexts. Evidence in children's books shows this is leading to good outcomes and progress. Final works on the outdoor science lab have been completed. Pupil Premium and non-Pupil Premium children regularly access this resource. The outdoor lab now has 12 chickens, who are looked after by children. This further increases key skills and experiences in line with the new National Curriculum, and helps to develop literacy and maths skills.

3.6. Special Educational Needs - External Expertise

Specialist external support is also paid for using the Pupil Premium grant. This additional support is used to target children who have very specific needs or have a certain barrier to learning.

Strategy	Cost	Impact
<ul style="list-style-type: none"> Increased educational psychologist time in school through a service level agreement. Helen Harding is in school every Wednesday for 	£31,436	<p>Summer 2015 – Summer 2016</p> <ul style="list-style-type: none"> SEN and Pupil Premium children made good progress this year as a result of focused and varied interventions. This can

<p>the whole academic year (covered by Tempel Larnach and Rizwana Ali from September 2014 to December 2015 due to maternity leave)</p> <ul style="list-style-type: none"> • Providing speech and language therapy through a service level agreement. Carol Haigh (April to July) and now Nicola Warin. • Additional speech and language therapy targeted at Year 1 children (January to April) • Sure Start intervention to develop speech, language and communication in Early Years. 		<p>be seen in their books, and in their learning behaviours around school.</p> <ul style="list-style-type: none"> • 29% of children who are both Pupil Premium and SEND passed the phonics screening check in Yr1.
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3.7. Looked After Children

Looked After Children Funding allows us to focus specific interventions on children who may need additional social and emotional support. The interventions ensure continued emotional and educational well-being for the children involved. Looked After Children also receive pastoral support, when needed, from the mentor team.

Strategy	Cost	Impact
<ul style="list-style-type: none"> • One to one support with Assistant Head Teacher for EYFS and Year 1. • Additional Teaching Assistant Support 	£3735.23	<ul style="list-style-type: none"> • Looked After Children in school make good progress across the year. One to one support from teachers and teaching assistants ensures continue emotional well-being, as well as academic achievement.

Total spent April 2015 to March 2016: £453,939.50