



## Pupil Premium at Bowling Park Primary 2016-2017

<b>1.0. Our Pupil Premium Vision</b>					
At Bowling Park, we want all children to be successful learners, confident individuals and responsible citizens. This helps to prepare children for the next stage in their lives, and beyond to adulthood. It is essential that all children, regardless of their economic background, race, religion or gender, are given equal opportunity to develop the skills needed to be happy and successful. Our Pupil Premium document, and the strategies outlined within, aim to give disadvantaged children the same chance as their non-disadvantaged peers, and by doing so, diminish the difference in their academic achievement and life chances.					

<b>2.0. Summary Information</b>					
<b>2.1. No. of children eligible for Pupil Premium funding</b>	305	<b>2.2. Amount per child</b>	£1,320	<b>2.3. Pupil Premium allocation for the financial year 2016-2017</b>	£403,543 – Pupil Premium £9,500 – LAC £1,145 – EYPP Total = £414,188
<b>2.4. Full Pupil Premium budget for the financial year 2016-2017</b>	£423,269.97	<b>2.5. Date of last Pupil Premium external review</b>	Jan 2014	<b>2.6. Date of next internal Pupil Premium strategy review</b>	13 <sup>th</sup> November 2017

<b>3.0. Current Progress</b>	
<b>3.1. KS2 Progress</b>	
<ul style="list-style-type: none"> <li>• <b>2016</b> - Pupil Premium children made very good progress in maths, which is significantly above the national figure for non-Pupil Premium children. There is a gap in progress in reading, and writing, but the Pupil Premium figure still remains above 0 (Validated Raise Online, February 2017). Pupil Premium middle attainers did particularly well, making better progress than non-Pupil Premium children nationally in all subjects. Similarly, low attainers achieved particularly well in maths compared to national non-Pupil Premium children. The weakest progress for Pupil Premium children was low attainers in reading and writing.</li> <li>• <b>2013 – 2015</b> – Pupil Premium children across the last three years in all subjects have made progress which is consistently and significantly above the national figure for non-Pupil Premium children (Validated Raise Online, February 2017).</li> </ul>	

<b>4.0. Current Attainment and Phonics</b>	
<b>4.1. End of Reception Attainment</b>	
<ul style="list-style-type: none"> <li>• 50% of Pupil Premium children achieved a GLD in 2016, this is in line with non-Pupil Premium children (Validated Raise Online, February 2017)</li> </ul>	
<b>4.2. Year 1 Phonics (Validated Raise Online, February 2017)</b>	
<ul style="list-style-type: none"> <li>• Pupil Premium children have consistently outperformed Pupil Premium children nationally 2014-2016. In 2016, the figure was 71% for Pupil Premium children at BPPS, and 70% for Pupil Premium nationally.</li> <li>• In 2014 and 2015, Pupil Premium children at BPPS also outperformed their non-Pupil Premium peers. There was a reversal of this trend in 2016 (71% Pupil Premium, versus 83% non-Pupil Premium nationally), but the figure remains higher than the average for Pupil Premium children nationally.</li> </ul>	

- Our predictions for 2017, indicate that the % of Pupil Premium children achieving the phonics standard will be greater than non-Pupil Premium children in school.

#### **4.3. Year 2 Phonics (Validated Raise Online, February 2017)**

- 84% of Pupil Premium children achieved the phonics standard in Year 2. This is slightly behind the national average for Pupil Premium (86%), and behind their non-Pupil Premium peers (91%).

#### **4.4. End of KS1 Attainment (Validated Raise Online, February 2017)**

- Based on pages 36 and 37 of the Validated RaiseOnline, Pupil Premium children in the prior attainment groups emerging, expected and exceeding were statistically in-line with non-Pupil Premium children nationally. The exceptions were emerging children in reading, who were the equivalent to 4 children behind the national and maths expected children who achieved the equivalent of 1 child more than non-Pupil Premium children nationally.
- Cautious teacher assessment shows that no children achieved greater depth in reading, writing or maths. However, closer internal analysis of the scale scores for the reading test showed that 5 pupil premium children achieved greater depth. This showed that expected children were 2 children higher than the national.
- Our predictions for 2017, indicate that Pupil Premium children will achieve in-line with their non-Pupil Premium peers in school in reading and maths, and will be slightly behind in writing and the combined figure.

#### **4.4. End of KS2 Attainment (Validated Raise Online, February 2017)**

- Despite some percentage differences, based on KS1 prior attainment groups there was no statistical difference in the number of Pupil Premium children achieving ARE or above compared with the number of non-Pupil Premium children nationally. This includes all low, middle and high attainers in reading, writing and maths, with the exception of middle attainers achieving above ARE in writing, who were 1 child behind the national non-Pupil Premium figure.
- Low attainers in maths achieved very well in comparison to non-Pupil Premium children nationally, with their results being the equivalent of 2 children higher.
- Our predictions for 2017, indicate that Pupil Premium children will be in-line with their non-Pupil Premium peers in school, with the exception of maths which is 2% behind.

#### **5.0. Current attendance**

- Attendance for Pupil Premium children from the start of the year to February half-term 2017 was 95.4%. This is higher than the whole school attendance figure for the same time period (94.9%). Higher ability Pupil Premium children was 96.4%.
- Attendance for Pupil Premium children in 2015-2016 was 95% (compared to all pupils, which was 95.5%). One of the reasons for this difference is because 1 Pupil Premium children made a 0.3% difference, due to persistent and extreme long-term absence. Attendance for higher ability Pupil Premium children in 2015-2016 was 96.6%.
- Attendance for the previous year (2014-2015) was 95.2% for non-Pupil Premium vs 95.4% Pupil Premium.

## 6.0. Barrier to Further Success

- Pupil Premium children often have a low starting point on entry to school.
- They often have a lack of life experience, and lack of support/ability to support at home. Many do not have positive role models, and as a result aspirations are low.
- Overall attainment for Pupil Premium children at KS1 and KS2 needs to increase, diminishing the difference between them and their non-disadvantaged peers.
- Reading (including developing vocabulary) is a whole school priority area, as it is our weakest area. This is also the case for Pupil Premium children, where progress and attainment is lowest in comparison to the other subjects. For example, Pupil Premium children's progress in KS2 is behind the national figure (although still above 0), especially for low attainers. In addition, Pupil Premium children's attainment in KS1 for children who left EYFS as emerging is 4 children behind the national Pupil Premium figure.
- In 2016, there were no Pupil Premium children who achieved greater depth in maths at KS1 (despite the fact that progress was very good).
- In Phonics in 2016, Pupil Premium children in Yr1 were behind their non-Pupil Premium peers. However, the figure still remains above the national Pupil Premium figure. The percentage of Pupil Premium children achieving the Phonics standard in the Yr2 re-takes was also behind the national figure for non-Pupil Premium children.

## 7.0. How We Will Address These Barriers

### 7.1. Intended outcome

In order to achieve our vision, that disadvantaged pupils achieve as well as non-disadvantaged pupils and to give all children equal chance to lead successful and happy lives, we must diminish the difference in progress and attainment between these two groups. We have put in place a range of strategic plans to provide excellent opportunities for disadvantaged children, across school, so that they leave KS2 ready to enter the next stage of their lives. This includes strategies to develop their academic achievements, social and emotional well-being and experiences (please see section 8.0 onwards for further details). These strategies will help to address the barriers discussed above.

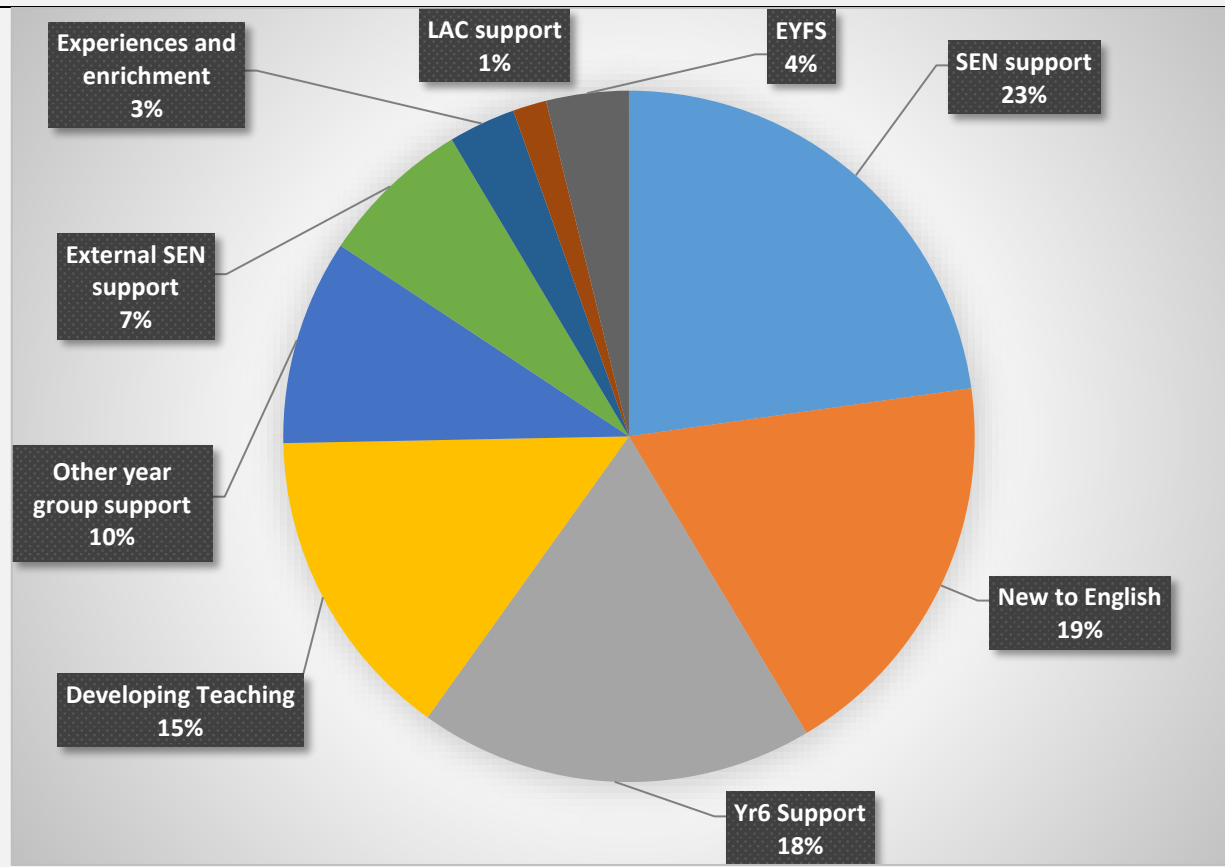
These barriers are supported and monitored through regular pupil progress meetings with SLT, where the performance of individual Pupil Premium children is reviewed. Support and expertise is available through Lead Practitioners. In addition to this, SLT and Lead Practitioners sample disadvantaged pupils' work in book scrutinies. The School Improvement Plan for 2016-2017 shows specific intended outcomes for all children, including Pupil Premium children.

By the end of the academic year 2016-2017, we hope to show an increase in the attainment and progress of Pupil Premium children in KS1 and KS2 at expected and greater depth for all subjects.

### 7.2. How we will measure the impact of Pupil Premium funding on our intended outcomes

The impact of Pupil Premium funding will be measured in the academic and social, emotional achievements of Pupil Premium children in comparison with their non-disadvantaged peers. Progress and attainment data will be used to measure how we are diminishing the difference, while qualitative information will be used to show how children are developing in other areas.

### 7.3. Overview of expenditure



Overview of Expenditure

**8.0. 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
ECC interventions	£98,010.46	Summer 2015 –Summer 2016 • SEN and Pupil Premium children made good progress in reading and maths this year as a result of focused and varied
Assistant Head Teacher for Vulnerable Pupils		
HLTA interventions in Yr5		
SEN TA support		

		interventions. This can be seen in their books, and in their learning behaviours around school.
Total: £98,010.46		

<b>9.0. New to English</b>		
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 to develop similar interventions.		
Strategy	Cost	Impact
3 x New to English Teacher Teaching Assistant	£80,196.50	Summer 2015 – Summer 2016  <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Total: £80,196.50		

<b>10.0. Year 6 support</b>		
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. This encourages accelerated progress and helps 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, showing the impact that the funding is having.		
Strategy	Cost	Impact
Ghyll Head Residential Pixl Interventions Lead Practitioner support for Yr6 Lead Practitioner support for Yr6 Lead Practitioner support for Yr6 Lead Practitioner support for Yr6 Additional teacher support for Yr6. TA support	£79,542.42	Summer 2015 – Summer 2016  <ul style="list-style-type: none"> <li>The overall Pupil Premium progress figures for reading, writing and maths are above the national average of 0.</li> <li>Reading - The progress of Yr6 Pupil Premium children who were middle attainers at KS1, was greater the figure for non-Pupil Premium nationally for reading (1.14 vs 0.35)</li> <li>Writing - The progress of Yr6 Pupil Premium children who were middle attainers at KS1, was greater the figure for non-Pupil Premium nationally for writing (2.52 vs 0.10)</li> </ul>

		<ul style="list-style-type: none"> <li>• Maths - The progress of Yr6 Pupil Premium children who were middle attainers at KS1, was greater the figure for non-Pupil Premium nationally for maths (1.29 vs 0.26). In addition, Pupil Premium children who were low attainers at KS1 also outperformed that non-Pupil Premium peers nationally (3.47 vs 0.46).</li> <li>• The impact of Pixl interventions meant that the children involved out performed their non-Pixl peers in reading and writing.</li> <li>• Qualitative impact of raised self-esteem and confidence</li> </ul>
Total: £79,542.42		

<b>11.0. Developing Teaching</b>		
<p>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 23<sup>rd</sup> June 2015, which judged teaching to be at least good.</p>		
<b>Strategy</b>	<b>Cost</b>	<b>Impact</b>
Lead Practitioner support for Reading	£63,645.65	<p>Across school:</p> <ul style="list-style-type: none"> <li>• In 2015-2016, Pupil Premium children made good progress through the year, as evidenced by their outcomes in books and highly positive attitudes to learning.</li> <li>• In 2015-2016, 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>. NQTs in 2016-2017 are all achieving well this year and are on-track to pass.</li> <li>• One member of staff was successful in her application for teacher training and started a SCITT course at school from September 2016.</li> <li>• 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.</li> <li>• Yr6 Reading - The progress of Yr6 Pupil Premium children who were middle attainers at KS1, was greater the figure for non-Pupil Premium nationally for reading (1.14 vs 0.35)</li> </ul>
Assistant Head Teacher support for EYFS and Year 1		
Lead Practitioner support for challenge in the new curriculum		
Lead Practitioner support for writing		
Lead Practitioner support for NQTs		
Lead Practitioner support for NQTs		

		<ul style="list-style-type: none"> <li>• Yr6 Writing - The progress of Yr6 Pupil Premium children who were middle attainers at KS1, was greater the figure for non-Pupil Premium nationally for writing (2.50 vs 0.10)</li> <li>• Yr6 Maths - The progress of Yr6 Pupil Premium children who were middle attainers at KS1, was greater the figure for non-Pupil Premium nationally for maths (1.29 vs 0.26). In addition, Pupil Premium children who were low attainers at KS1 also outperformed that non-Pupil Premium peers nationally (3.47 vs 0.46)</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>• 50% of Pupil Premium children achieved a Good Level of Development. This is in line with non-Pupil Premium children, who also achieved 50%. This is the second year in a row that Pupil Premium children have been in line or above non-Pupil Premium children in school.</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>• There was a 9% dip in Pupil Premium children achieving the phonics standard this year, however this is not a trend over time. Although there was a gap to non-Pupil Premium children nationally (12%), Pupil Premium children at Bowling Park outperformed their Pupil Premium peers nationally by 1%.</li> </ul>
Total: £63,645.65		

<b>12.0. Other year group support</b>		
Pupil Premium funding in year groups across school helps children to make sustained progress throughout their time at Bowling Park.		
<b>Strategy</b>	<b>Cost</b>	<b>Impact</b>
Yr5 additional teacher	£41,368.00	<ul style="list-style-type: none"> <li>• Pupil Premium children across school make good progress, which can be seen in their learning behaviours and class books.</li> </ul>
Raising standards in Yr4 – TA support		
Phonics and Reading support in Yr1 and Yr3		
Total: £41,368.00		

<b>13.0. Special Educational Needs - External Expertise</b>		
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.		
<b>Strategy</b>	<b>Cost</b>	<b>Impact</b>

Educational Psychologist	£30,686	<p>Summer 2015 – Summer 2016</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 22 Pupils of the SALT's caseload were Pupil Premium. These children all received specific S&amp;L interventions with precise speech targets delivered by MH or NW that enable them to make progress. Their progress is monitored by NW and SC.</li> <li>• Seven pupils seen by the EP last year were Pupil Premium. One of these pupils now had a dyslexic diagnosis and receives targeted support in a small SEN set. Five of these pupils now have extra interventions through specialist TA's. One pupil has extra one to one work as a result of the EP work. The right strategies have been put into place and six of them made good or better progress last year.</li> </ul>
Speech and language therapist		
Sure Start Intervention		
Total: £30,686		

<b>14.0. Experience and Enrichment</b>		
Bowling Park prides itself on providing children with experiences that go beyond the day-to-day curriculum. These experiences are important because they increase confidence and self-esteem, as well as helping to develop a 'growth mind-set', which in turn promotes accelerated progress.		
<b>Strategy</b>	<b>Cost</b>	<b>Impact</b>
Scientist in Residence	£13,481	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Final works on the outdoor science lab have been completed. Pupil Premium and non-Pupil Premium children regularly access this resource.</li> <li>• 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.</li> </ul>
Total: £13,481		



<b>15.0. Looked After Children</b>		
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.		
<b>Strategy</b>	<b>Cost</b>	<b>Impact</b>
Child A <ul style="list-style-type: none"> <li>• Mentor support</li> </ul>	£6,772.94	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.
Child B <ul style="list-style-type: none"> <li>• Play therapy 1.5hr per week</li> <li>• Self-esteem support</li> <li>• Breakfast Club support</li> </ul>		
Child C <ul style="list-style-type: none"> <li>• Mentor support</li> <li>• 10mins daily handwriting intervention</li> <li>• 10mins daily reading</li> </ul>		
Child D <ul style="list-style-type: none"> <li>• Play therapy 1hr per week</li> <li>• Mentor support</li> </ul>		
Child E <ul style="list-style-type: none"> <li>• Play therapy 1hr</li> <li>• Mentor support</li> </ul>		
Total: £6,772.94		

<b>16.0. Early Years Pupil Premium</b>		
<b>Strategy</b>	<b>Cost</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>• Mentor support in EYFS. Supports families with a range of issues including attendance and emotional/social well-being.</li> </ul>	£16,670	<ul style="list-style-type: none"> <li>• In the academic year, 2015-2016, the mentor worked with 28 different families. All but two of these families' attendance improved in this time. The biggest improvement was a child who went from 76.06% attendance in Nursery in 14/15 to 94.62% in Reception for 15/16.</li> </ul>
Total: £16,670		