

Pupil Premium Statement Brighstone Primary School

The Pupil Premium Grant is additional funding given to schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are (or have been) entitled to free school meals, those looked after by the local authority and children of armed services personnel.

These groups of children have been identified nationally as achieving at a lower level than other groups and the Pupil Premium Grant is intended to enable schools to 'close the gap' in the child's attainment.

Pupil Premium funding is not ring-fenced. It is for the school to determine how best to use the funding to compensate for disadvantage and demonstrate that the specific needs of eligible pupils have been addressed.

We recognise that barriers to achievement take a variety of forms and will do whatever it takes to support a child, both in and out of the classroom. We use all our resources to ensure that every child has an equal opportunity to become an empowered learner. In order to achieve this we offer our children a wide range of opportunities and we always make sure these are accessible for everyone.

All schools are required to publish information about how the Pupil Premium funding has been used and what the impact has been on learning, attainment and pupil well-being.

Funding allocation for 2014/2015

- £1300 for each eligible primary aged pupil
- £1900 for each Looked After child
- £300 for each Service Child

For the financial year 2014/2015, Brighstone Primary School received £59,394 in Pupil Premium funding.

	Pupils entitled to free school meals in the past 6 years	Children of armed services personnel	Pupils looked after by the Local Authority
Number of pupils	31	0	8
Amount of funding	£1,300	£300	£1,900
Total funding	£40,300	£0	£15,200

Our key overriding objective in using Pupil Premium funding has been to narrow any attainment and progress gaps between pupils eligible for Pupil Premium and their peers. Whilst we appreciate the accountability measures linked to the attainment and progress of children in receipt of Pupil Premium funding, the unique context of the 2014/2015 cohort the statistical outcomes are not the best indicator of the impact of the provision. 1 pupil in receipt of Pupil

Premium funding had significant learning needs and had an EHCP and was therefore disapplied from SATs.

Due to the three tier education system, Primary school were previously held accountable only on their KS1 results. HMI have recognised that KS1 data therefore, is not entirely reliable as KS1 outcomes on the island were judged to be in the top 5% nationally. The school still carries the legacy of this. It is therefore, reasonable to assume that disadvantaged children attaining level 2 in KS1 were actually working within the level 1 criteria.

Pupil Premium Expenditure 2014/2015

Number of pupils and Pupil Premium Grant received for the academic year 2014/2015	
Total number of pupils on roll	167
Total number of pupils eligible for pupil premium	40
Amount received for the academic year 2014/2015	£59,394
Key principles for using the Pupil Premium Grant to close attainment and progress gaps	
<ul style="list-style-type: none"> • A rich, exciting and engaging curriculum offer for all • Rigorous tracking of all pupils across the school on a termly basis • All underperforming FSM/PP pupils named on the school provision map • An overall package of support aimed to tackle a range of barriers including; attendance, behaviour, external factors, etc • Targeted interventions to accelerate the progress of eligible pupils and close the attainment gap 	
Nature of support 2014/2015	
Support	Impact
<p>Enriching the Curriculum</p> <ul style="list-style-type: none"> • To provide some financial support to some children on school trips and enrichment activities • Specialist teacher employed for P.E. for 6 • Staffing to ensure single age classes in Reception and KS1 • An additional teacher employed 2 days a week in year 6 to support focused small group teaching. 	<p>All pupils had access to school visit to enrich their curriculum, increase first hand experiences and the potential cost barrier was removed</p> <p>Pupils were taught by a high quality specialist teacher for P.E.</p> <p>Dedicated teaching in line with national curriculum expectation</p> <p>Year 6 disadvantaged boys made 4 points progress in reading, 4.7 points progress in writing and 4 points progress in maths and there is clear evidence of accelerated progress in terms two and three.</p> <p>Attendance for pupils in receipt of Pupil Premium has increased to 96.8% which is slightly higher than those pupil not in receipt of Pupil Premium</p> <p>The percentage of pupils in receipt of Pupil Premium meeting the expected standard in the Year 1 phonic screening has increased</p> <p>The percentage of pupils in receipt of Pupil Premium making expected progress in KS1 Reading, Writing and Maths is in line with all pupils.</p> <p>In the majority of year groups, children in receipt of Pupil Premium made at least 4 points progress within the academic year 2014/2015</p>

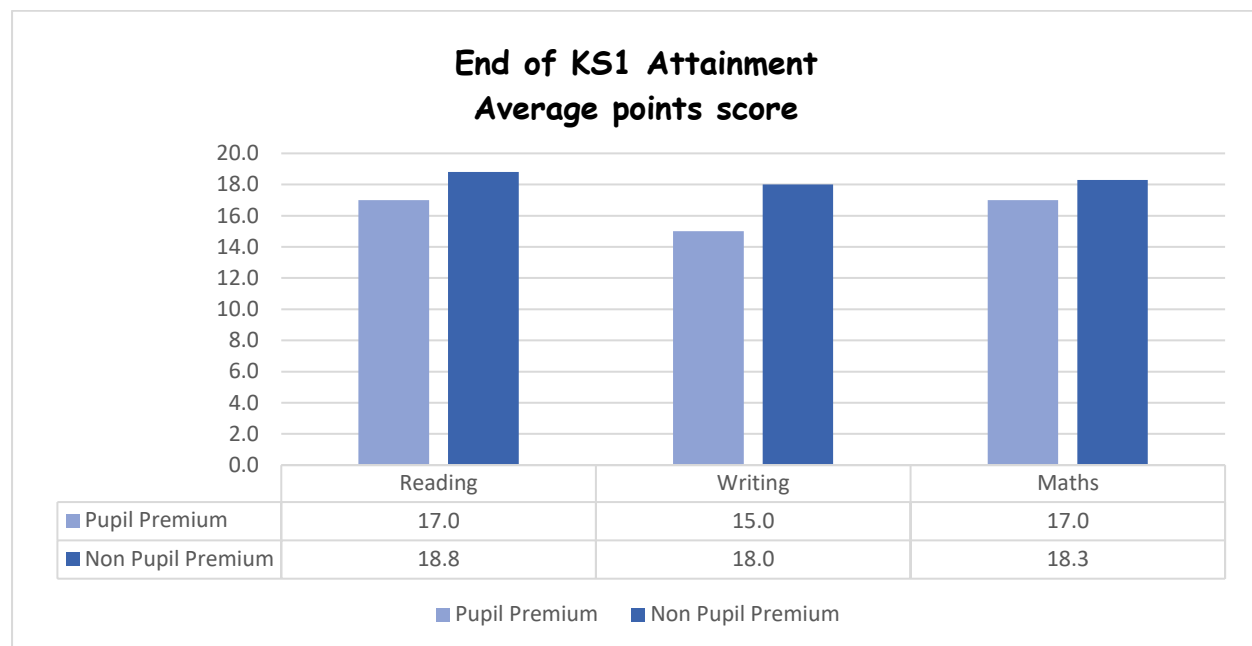
<p>Targeted Support</p> <ul style="list-style-type: none"> • Supporting vulnerable pupils through the targeted deployment of staff • One to one tuition and small group interventions in Reading, Writing and Maths to target pupil progress • Language and communication groups to promote language enrichment. • Specific targeted support for pupils with SEN through Educational Psychology Service 	<p>Year 6 disadvantaged boys made 4 points progress in reading, 4.7 points progress in writing and 4 points progress in maths and there is clear evidence of accelerated progress in terms two and three.</p> <p>Pupils accessed the required support/diagnoses for their educational requirements. Support recommendations/strategies were put in place in school to facilitate learning</p>
<p>Well-being Support</p> <ul style="list-style-type: none"> • Intervention programmes to improve behaviour, confidence and self-esteem. • Breakfast Club - these daily early morning sessions enables entry to school for pupils who find it difficult to get to school on time or settle into learning. 	<p>There is abundant evidence to show the significant improvement and impact of pupil learning following access to targeted support</p> <p>Pupils start the day on time settled and ready to learn</p>
<p>Staff Training</p> <ul style="list-style-type: none"> • Regular staff training • Training for teachers and teaching assistants on targeted interventions to enhance impact • Attendance of staff members at Pupil Premium Conference 	<p>All staff understand barriers to learning and how to adapt strategies to support individual needs</p> <p>Teachers employ different strategies for individual groups of children based on their need</p>
<p>Extending School Support</p> <ul style="list-style-type: none"> • To provide financial support to some children attending after school clubs • Booster classes to ensure continuity in learning during school holidays 	<p>Pupils have been introduced to new experiences and feel enabled to pursue them</p> <p>There has been an increase in the number of pupils able to access extra-curricular activities.</p> <p>Money was never a barrier to equality of access</p> <p>100% attendance at Easter school by pupil premium children.</p>
<p>Parental Engagement</p> <ul style="list-style-type: none"> • Family learning courses for EYFS and KS1 year groups • Availability of Family learning workshops for all year groups and parenting group • Supporting families through the part time employment of a Specially Trained Higher 	<p>Parents have been provided with support sessions to help them understand their child and offer strategies for use at home</p> <p>Parents are able to support their children at school</p>

level support Assistant	Positive relationships have been fostered with the school community
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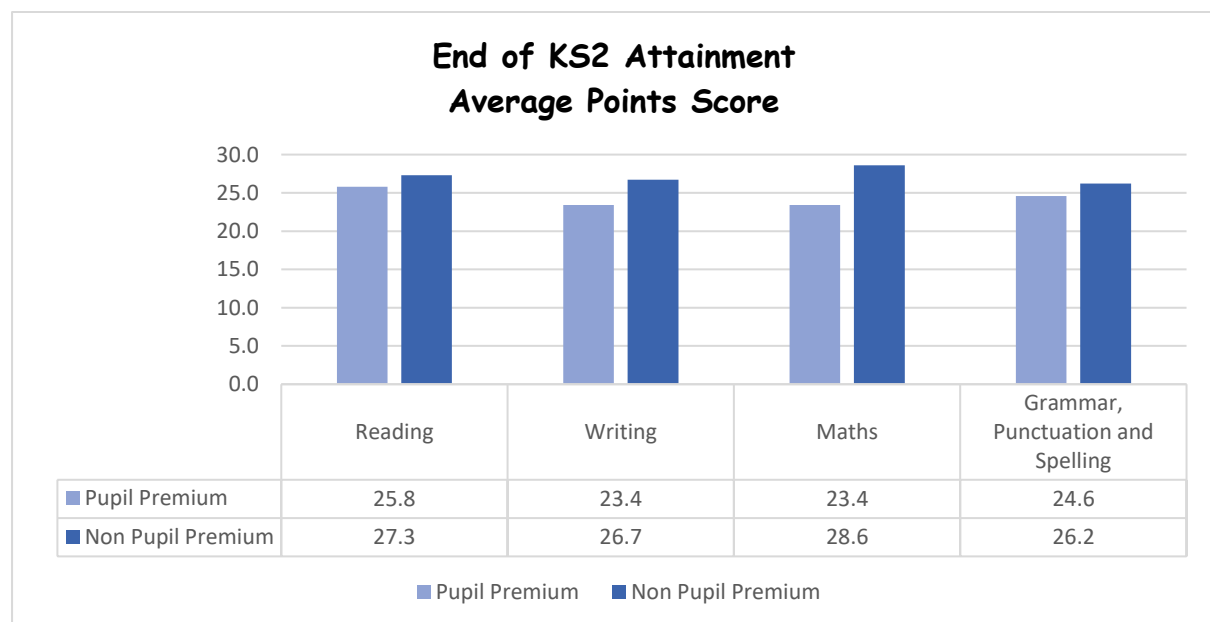
There is clear evidence to support that interventions and in class support systems that were established but may have failed to have the significant impact due to unforeseen inconsistencies in staffing. For example this year 6 cohort had 3 teachers following having had 3 teachers in year 5.

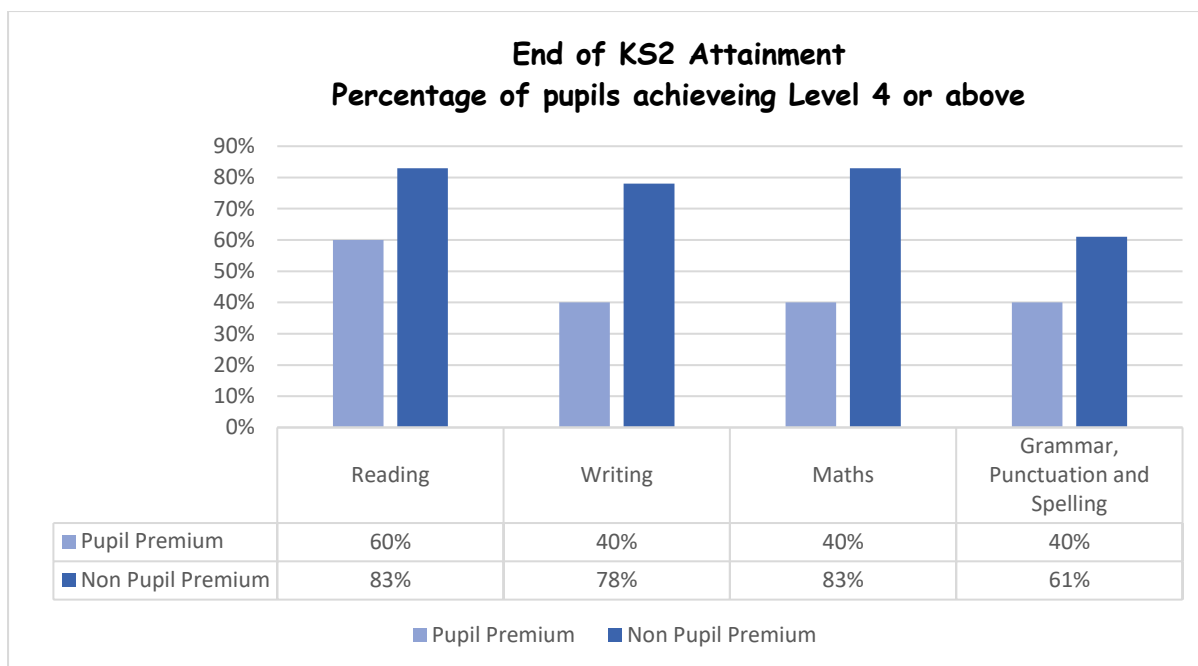
Impact of funding on the achievement of disadvantaged pupils

Summary of end of KS1 performance 2014/2015



Summary of end of KS2 Performance 2014/2015





3/5 disadvantaged pupils made expected progress in reading.
0/5 made more than expected progress in reading

2/5 disadvantaged pupils made expected progress in writing.
0/5 made more than expected progress in writing.

1/5 disadvantaged pupils made expected progress in maths.
0/5 made more than expected progress in maths.

Funding allocation for 2015/2016

- £1320 for each eligible primary aged pupil
- £1900 for each Looked After child
- £300 for each Service Child

For the financial year 2015/2016 Brighstone Primary School expects to receive £49,680 in Pupil Premium Funding.

	Pupils entitled to free school meals in the past 6 years	Children of armed services personnel	Pupils looked after by the Local Authority
Number of pupils	30	0	2
Amount of funding	£1,320	£300	£1,900
Total funding	£39,600	£0	£3,800

Our robust self-evaluation procedures have guided us in deciding where and how to spend our Pupil Premium funding allocation.

How we plan to spend our Pupil Premium Funding in 2015/2016

Nature of support 2015/2016	
Support	Proposed Impact
<p>Enriching the Curriculum</p> <ul style="list-style-type: none"> • To provide some financial support to some children on school trips and enrichment activities • Challenge maths group offered to gifted mathematicians in years 5 and 6 	<p>To ensure all pupils have access to school visit to enrich their curriculum, increase first hand experiences and remove the potential cost barrier. To maximise accelerated progress in maths</p>
<p>Targeted Support</p> <ul style="list-style-type: none"> • Maintaining teaching assistant provision to support vulnerable pupils and target interventions to maximise progress for vulnerable groups • Small group support • Booster group support • One-to-one support • Language and Communication groups to promote language enrichment • Support to remove barriers to pupil learning (CAF/TAF) • Specific targeted support for pupils with SEN through Educational Psychology Service • Purchase Blue Hills provision map writer software to track targeted intervention and provision 	<p>Teaching assistant support will enable pupils to be taught in smaller groups, which will improve engagement in learning and accelerated progress Targeted pupils make accelerated progress and the attainment gap between eligible pupils and their peers closes To enable pupils to develop all aspects of the curriculum and accelerate progress CAF process started where necessary and TAF meetings facilitated to support families To enable pupils access to the required support/diagnoses for educational requirements To provide rigorous tracking of targeted intervention</p>
<p>Well-being Support</p> <ul style="list-style-type: none"> • Intervention programmes to improve behaviour, confidence and self-esteem • Breakfast Club - these daily early morning sessions enables entry to school for pupils who find it difficult to get to school on time or settle into learning • Providing discretionary financial assistance to eligible families to support in the purchase of school uniform to promote a sense of belonging amongst all pupils. 	<p>To raise self-esteem and self confidence To develop friendships around a pupil To raise self-esteem and help pupils manage their feelings To enable pupils start the day on time settled and ready to learn To raise the self-esteem and confidence of pupils</p>

Staff Training

- Regular staff training linked to targeted intervention and maximising pupil progress
- Closing the Gap in mathematics training for identified teachers and LSA's and daily opportunities for this to take place in focus year group
- Purchase, staff training and implementation of Speech link to enable the early identification of language processing issues and subsequent planned intervention to assist with this
- Supporting families through the part time employment of a Specially Trained Higher level support Assistant

To ensure staff understand barriers to learning and how to adapt strategies to support individual needs
To accelerate progress