

Pupil Premium Statement 2017-18

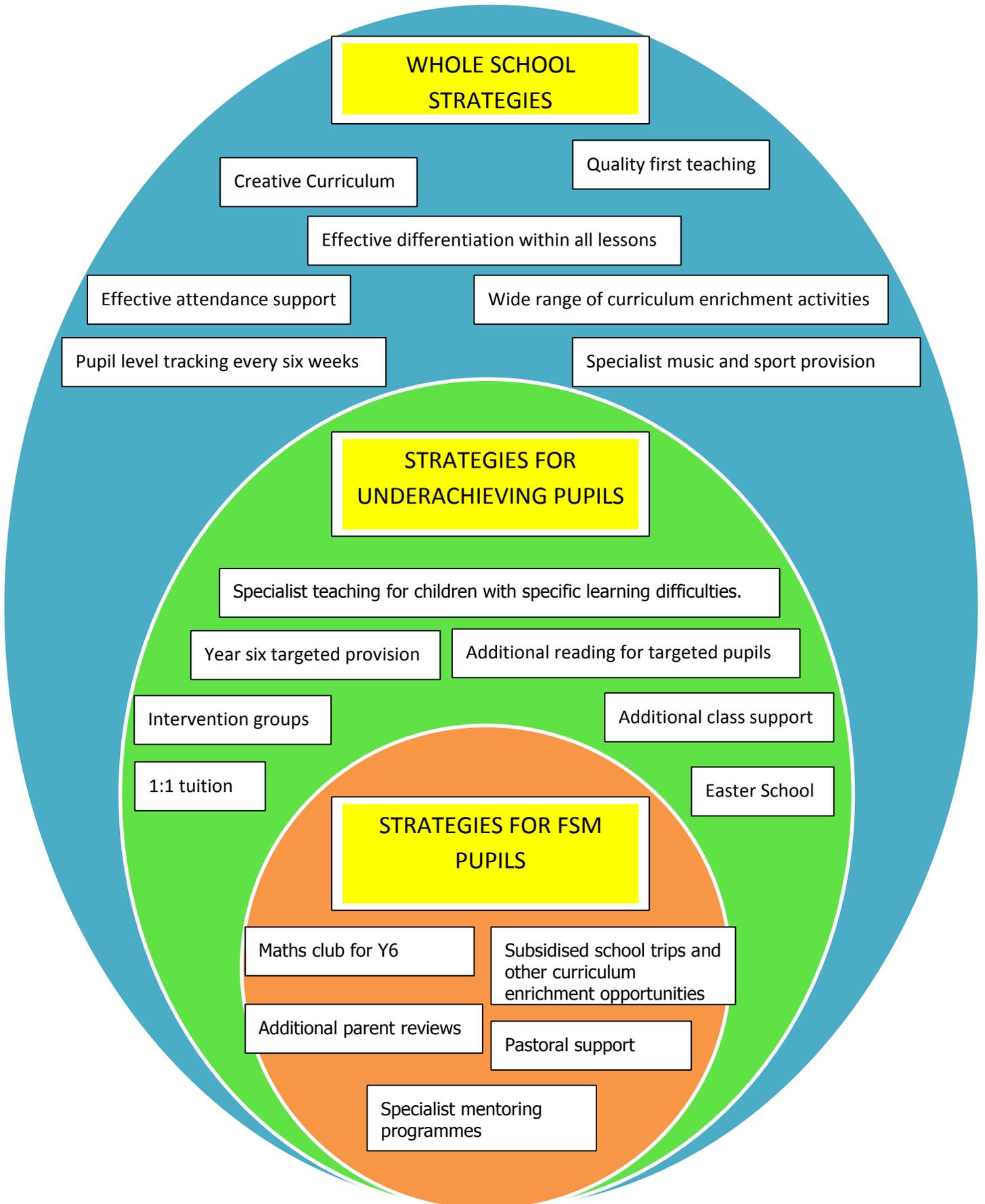
In 2011-12 the Government launched its Pupil Premium funding. This money was allocated to schools based on the numbers of pupils in the school eligible for Free School Meals (FSM). From 2012-13, the allocation has been extended to include all children who have been eligible for FSM within the last six years. **The Government ambition behind the allocation of this funding is to close the gap between the achievement of pupils eligible for pupil premium and those who are not.**

At The Bluecoat School we are committed to meeting the social, pastoral and academic needs of all pupils within our school. The Pupil Premium funding enables us to meet any additional needs of children who may be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil Premium funding will be allocated to classes, groups or individuals based on their specific identified needs.

The leadership of the school is responsible for determining how pupil premium funding will be allocated and for reviewing the effectiveness of the spending decisions to ensure maximum impact on closing the achievement gap for eligible pupils. However all staff and Governors at The Bluecoat School are committed to ensuring the best possible outcomes for disadvantaged pupils and take joint responsibility for closing the achievement gap.

Our Whole School Responsibilities
Our senior leadership team track the attainment and achievement of pupils eligible for pupil premium in depth. Individuals and groups of pupils at risk of underachievement are identified and appropriate interventions and support are put in place. The leadership team decide spending priorities and review the progress and achievement of eligible pupils regularly and provide regular updates for Governors on the impact of the use of pupil premium.
Our subject leaders take responsibility for the achievement and attainment of pupils eligible for pupil premium in their subjects and contribute to planning and implementing appropriate intervention and support. They ensure their strategic improvement plans prioritise actions that will impact on closing the achievement gap throughout the school.
Our class teachers know who their eligible pupils are and focus relentlessly on ensuring daily quality teaching and exciting curriculum provision to motivate and improve the attainment and achievement of children eligible for pupil premium.
All staff supporting teaching and learning are committed to closing the achievement gap for eligible pupils.
Our Governors regularly review the allocation of pupil premium spending and the impact on the achievement of eligible pupils. They are responsible for ensuring the publication of an annual report detailing for parents how pupil premium has been used and the impact of the spending on closing the gap.

Pupil Premium Provision within the Whole School Framework



The Bluecoat School

Pupil Premium Report

2017-2018

School Overview

Number of Pupils and Pupil Premium Grant Received	
Total number of pupils on roll	170
Total number of pupils eligible for PPG	80
Total amount of PPG received	£105,600

Rationale for Spending

The Headteacher and senior leadership team are continually reviewing the success and impact of the use of the pupil premium grant to close the achievement gap for eligible pupils. The leadership team are examining and using respected evidence of high impact strategies using sources such as the EFF Toolkit – Sutton Trust Research and other Government evidence establishing successful approaches to effective use of pupil premium grant in closing the achievement gap to inform future decisions and practice at The Bluecoat School.

Our creative curriculum which brings learning to life is at the heart of the schools learning ethos and has enabled all pupils to have opportunities to learn in exciting, challenging and motivational ways both inside and outside of the classroom. We believe that the emphasis on experiential learning in our new curriculum give all of our pupils a broad and balanced education which develops their skills and personal qualities as well as improving their educational attainment in core subjects. In particular, we believe that our approach to wider curriculum provision greatly benefits our disadvantaged pupils and impacts significantly on further narrowing the gap between their attainment and achievement and that of other pupils.

Allocation of Pupil Premium Grant 2017-18

Developing our creative curriculum including outdoor adventure learning opportunities and other memorable experiences.

1:1 personalised tuition for pupils who needed additional individual support with phonics, mathematics, reading and writing.

A range of teacher led intervention for small groups who need personalised learning in phonics, mathematics, reading and writing.

Enrichment of the curriculum by supporting the costs of school trips and other creative learning opportunities to engage pupil learning.

Specialist phonics intervention.

Specialist teaching for pupils with identified specific learning difficulties.

Interactive approaches to developing reading comprehension (reciprocal reading) with structured questioning.

Learning to learn strategies – supporting learners to think about effective learning behaviours.

Attendance - SMT support and Intervention to help children and parents maintain good levels of attendance. Programmes in place to support those needing support.

A pastoral lead working with children and families supporting attendance and emotional wellbeing.

Impact Statement 2017-18

- Other National refers to non-disadvantaged pupils nationally

End of KS2 – 14 out of 29 pupils were eligible for pupil premium in Y6

Progress of children since KS1

Subject	Progress for PP eligible pupils	Progress for PP eligible pupils	Progress for National non-eligible pupils 2018
	2017	2018	
Reading	+2.18	-5.05	+0.31
Writing	+2.25	-2.29	+0.24
Maths	+1.07	-3.23	+0.31

Attainment

Subject	Attainment for PP eligible pupils	Attainment for National non-eligible pupils
	Expected standard	Expected standard
Reading	43%	80%
Writing	64%	83%
Maths	64%	81%
EGPS	64%	82%

Foundation Stage – 7 pupils were eligible for pupil premium during YR

43% achieved or exceeded a GLD (good level of development) in all areas of the Early Years Foundation Stage curriculum. Other National 2017 (73%)

Y1 Phonics Screening check – 14 pupils were eligible for the pupil premium in Y1

71% met age related expectations in the phonics screening check. Other National (85%)

End of KS1 – 13 pupils were eligible for pupil premium in Y2

54% met the expected standard in reading Other National (79%)

54% met the expected standard in writing Other National (74%)

54% met the expected standard in maths Other National (80%)

PP Age Appropriate Non-Statutory Year Groups

	Reading	Writing	Maths
Y1	82%	73%	73%
Y3	83%	67%	83%
Y4	60%	67%	73%
Y5	71%	82%	82%

Teaching and Learning

A trial of providing pupils with guided marking feedback was undertaken in Y4 resulting in disadvantaged pupils making measurable gains in their learning outcomes.

Monitoring attendance

The senior leadership of the school implemented a tracking system for the early identification of children who may have barriers to achieving good school attendance. Disadvantaged pupils and vulnerable pupils at risk of persistent absence are supported through bespoke attendance support plans, often as part of a wider pastoral plan of support and as a result, persistent absence rates among our disadvantaged pupils remained significantly below national in 2017/18.

Pupil Group	Sessions missed due to absence – national average	Sessions missed due to absence – school average
Ever 6 FSM	5.7%	3.3%
Non Ever 6 FSM	3.6%	3.1%

Pupil Group	Persistent absentees – absent for 10% or more sessions – national average	Persistent absentees – absent for 10% or more sessions – school average
Ever 6 FSM	17.2%	2.4%
Non Ever 6 FSM	6.9%	4.4%

Pastoral Support

The appointment of a full time pastoral lead in September 2017 enabled identified disadvantaged and vulnerable pupils throughout the school to be supported through a range of emotional well-being support strategies. Case study evidence supports positive impact on improving attendance rates, their emotional well-being and learning outcomes.

- Of the 80 pupils eligible for the pupil premium grant, 44% of them received some level of pastoral intervention within the reporting period.
- Within our Y6 cohort, 85% of the pupils eligible for the grant received pastoral interventions to support improvements in their mental health and emotional well-being, attendance and academic achievements.