

PUPIL PREMIUM and EARLY YEARS PUPIL PREMIUM at TOWER BRIDGE

The funding received is used to meet identified needs of pupils, using a range of intervention strategies outlined below. Each of these is tailored to individual needs, reviewed and evaluated regularly. Due to the nature of the demographics surrounding our schools, there are issues around the threshold for Pupil Premium. There are many families that are just above the cusp for pupil premium.

We strive for **all** children to achieve their potential throughout the federation, regardless of any barriers to learning. What are we doing to narrow the gap?

- Reviews of pupil progress 3 times a year- interventions put in place for identified groups of children
- Ensuring all children receive high quality teaching
- Teachers and other staff targeting Pupil Premium children in class
- Analysis of data and strategies/interventions put in place to close any gaps
- Regular reviews of interventions to ensure that they are effective
- Regular updates to the Governing Body on the use of pupil premium funding and progress of pupils. Named Governor responsible for overseeing Pupil Premium funding and provision.

Over time we have seen the gap between pupil premium and non- pupil premium children close, particularly in KS2, when they have spent more time in the school. Pupil Premium children who do not perform to the same level as non pupil premium children may also have additional needs, such as autism or other SEN.

Overview of the school 2015/16 (financial year)								
Total number of pupils on roll							217	
Total number of pupils entitled to funding for disadvantaged pupils							110	
Total number of pupils entitled to Early Years Pupil Premium funding							12	
% Pupil Premium							57%	
Amount of funding received per FSM pupil							£1320	
Amount of funding received per Early Years pupil							£300	
Total amount of funding received							£145200	
2015/16	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	23	25	30	23	27	29	30	27
%FSM Ever6	27% (12)	52% (13)	27% (9)	35% (9)	56% (17)	55% (18)	57% (18)	52% (14)
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Performance of disadvantaged pupils- July 2016								
EYFS	Overall GLD		Reading		Writing		Maths	
	School	National	School	National	School	National	School	National
Reception Expected level + (all children)	72%	66.3% (2015)	76%	76.1% (2015)	76%	70.8% (2015)	84%	82.1% (2015)
Reception Expected level + (pupil Premium)	77% (10/13)		77% (10/13)		77% (10/13)		85% (11/13)	
Reception Expected level + (non pupil Premium)	67% (8/12)		75% (9/12)		75% (9/12)		83% (10/12)	
KS1	Reading		Writing		Maths		Grammar, Spelling, Punctuation	
	School	National	School	National	School	National	School	National
Year 2 Expected Standard (all children)	74%	74%	61%	66%	74%	73%	n/a	n/a
Year 2 Expected Standard (pupil premium)	44% (4/9)		33% (3/9)		56% (5/9)		n/a	n/a
Year 2 Expected Standard (non-pupil premium)	93% (13/14)		79% (11/14)		86% (12/14)		n/a	n/a
KS2								
Year 6 Expected Standard (all children)	38% (9/24)	66%	92% (22/24)	74%	75% (18/24)	70%	67% (16/24)	72%
Year 6 Expected Standard (pupil premium)	36% (5/14)		86% (12/14)		71% (10/14)		64% (9/14)	
Year 6 Expected Standard (non pupil premium)	40% (4/10)		100% (10/10)		80% (8/10)		70% (7/10)	

KS2 data - disapplication of pupils new to the country

The Bridges Federation

School Internal Data:

Year 1	Reading	Writing	Maths	Year 3	Reading	Writing	Maths
ALL	77%	77%	87%	ALL	74%	56%	74%
PP	75%	75%	88%	PP	60%	40%	60%
Non PP	77%	77%	86%	Non PP	92%	75%	92%
Year 4	Reading	Writing	Maths	Year 5	Reading	Writing	Maths
ALL	72%	76%	83%	ALL	67%	70%	73%
PP	75%	75%	81%	PP	65%	65%	76%
Non PP	69%	77%	85%	Non PP	69%	77%	69%

Record of spending 2015/16 and Evaluation

Use of Pupil Premium	Cost	Evaluation Notes
Teacher to run Year 5 and 6 booster groups. To enable pupils to make the expected, and in some cases, accelerated progress.	£17,060	Although the number of children attaining the expected standard was lower for disadvantaged pupils than the other children, the average scaled score for disadvantaged pupils was higher than that for the other pupils. The average progress score (RWM) for these pupils was +0.2. These interventions successfully enabled targeted children to make progress-particularly in writing and maths. There is more detailed analysis of reading performance in school.
2 teachers to run out of hours booster groups in Year 6. 2 sessions a week. To enable pupils to make the expected, and in some cases, accelerated progress.	£3,411	
Teacher to run G&T booster group in reading Y5	£1,346	The gap has closed between the groups of children, with only a 4% difference between them.
Teacher to run additional reading group for Year 2	£1,705	Enabled targeted children to make more progress.
Teacher to run Year 2 booster groups – writing and maths. To enable more children to achieve National expectations	£10,233	This was most successful in maths due to the additional needs of the children who were targeted. Of the 9 pupil premium children, 6 receive support for SEN. This had an additional impact on the performance of this group.
2 Teachers to run additional phonics group for Year 1. To enable children to meet expected standard	£8,527	93% reached the expected standard in the phonic screening check. Disadvantaged pupils had a higher average score than other pupils.
Continue to fund Learning Mentor to support individual children and run focussed groups- including Early Years classes (additional LM for 1 term)	£38,116	Enabled more children to access the curriculum. Targeted support ensured that children stayed in class more and made more progress.
Pupil Development Centre – Teacher and TA am to run numeracy, literacy, and phonics nurture groups	£16,653	Children made some progress, particularly targeted individuals, however not all children made the progress expected.
Buy in additional Speech and Language Support- including Early Years Classes	£12,950	84% of the children reached at least the expected level in communication and language
CAMHS support worker	£10,000	Successfully supported individual children who were in challenging circumstances, enabling them to access the curriculum.
Introduce a homework club to support pupils – 4 teaching assistants	£1,328	Enabled targeted individuals to access the homework that had been set.
Intervention Programmes – Mathletics, Spellodrome, Reading Eggs, Teach your Monster to Read	£6,584	Children able to assess at home and through homework club.
Nursery Nurse to run booster groups in reception 2 days per week for communication and language/ SALT and PSED (additional TA in EYFS)	£19,536	84% of the children reached at least the expected level in communication and language. 92% reached the expected level in PSED.
Total	£147,452	