

PUPIL PREMIUM and EARLY YEARS PUPIL PREMIUM at SNOWFIELDS

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, where they have spent more time in the school.

Overview of the school 2016/17 (financial year)	
Total number of pupils on roll	202
Total number of pupils entitled to Pupil Premium funding	83
% Pupil Premium	41%
Total amount of funding received	£109 560

2016/17	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	26	30	29	30	29	29	30	30
%FSM Ever6	27% (7)	27% (8)	28% (8)	30% (9)	38% (11)	34% (10)	57% (17)	47% (14)
CLA								3% (1)

Performance of disadvantaged pupils – July 2017

EYFS	Overall GLD		Reading		Writing		Maths	
	School	National	School	National	School	National	School	National
Reception Expected level + (all children)	67%	69% (2016)	67%	77% (2016)	70%	73% (2016)	70%	79% (2016)
Reception Expected level + (pupil premium)	50% (4/8)		50% (4/8)		63% (5/8)		50% (4/8)	
Reception Expected level + (non pupil premium)	73% (16/22)		73% (16/22)		73% (16/22)		77% (17/22)	

KS1	Reading		Writing		Maths	
	School	National	School	National	School	National
Year 2 Expected Standard (all children)	73%	74% (2016)	67%	66% (2016)	73%	73% (2016)
Year 2 Expected Standard (pupil premium)	78% (7/9)		67% (6/9)		67% (6/9)	
Year 2 Expected Standard (non-pupil premium)	71% (15/21)		67% (14/21)		76% (16/21)	

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KS2	Reading		Writing		Maths		Grammar, Spelling, Punctuation	
	School	National	School	National	School	National	School	National
Year 6 Expected Standard (all children)	78% (21/27)	66% (2016)	93% (25/27)	74% (2016)	89% (24/27)	70% (2016)	85% (23/27)	72% (2016)
Year 6 Expected Standard (pupil premium)	79% (11/14)		93% (13/14)		93% (13/14)		86% (12/14)	
Year 6 Expected Standard (non pupil premium)	77% (10/13)		92% (12/13)		85% (11/13)		85% (11/13)	

Disapplication of pupils new to the country from KS2 Data.

School Internal Data:

Year 1	Reading	Writing	Maths	Year 3	Reading	Writing	Maths
ALL	72%	83%	72%	ALL	62%	62%	69%
PP	83%	100%	67%	PP	64%	64%	64%
Non PP	70%	78%	74%	Non PP	61%	61%	72%
Year 4	Reading	Writing	Maths	Year 5	Reading	Writing	Maths
ALL	79%	86%	93%	ALL	67%	70%	70%
PP	70%	90%	90%	PP	61%	61%	61%
Non PP	84%	84%	95%	Non PP	75%	83%	83%

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Evaluation of spending 2016/17		
		Evaluation:
Teacher to run Year 5 and 6 booster groups. To enable pupils to make the expected, and in some cases, accelerated progress. Target children who were 2c at KS1, mobile pupils and those with prior poor attendance.	£23,193	Children have made good progress. Based on teacher assessment 26% of Y6 have made accelerated progress in writing, from L1 or 2c to EXS. In reading 26% made progress from L1 or 2c to the expected standard or higher and in Maths it was 22%. Overall disadvantaged children did better than non-disadvantaged with 79% achieving the expected standard in English and Maths combined, compared 69% for the non-disadvantaged group.
Teacher to run G&T groups – support those who have made slower progress	£1,757	Overall increase in number of pupils working at greater depth in Y2 and Y6. Y2: R-10%, W-3%, M-23% Y6: R-15%, W-15%, M-19% For the disadvantaged group: Y2: R-11%, W-0%, M-22% Y6: R: 14%, W: 7%, M: 14% We will continue to enhance the provision for this group particularly focussing on writing.
Teacher to run additional reading group for Year 2 - support those who have made slower progress or with gaps in their prior knowledge.	£1,452	Pupil Premium children did better than non-pupil premium- 78% reached expected standard.
Teacher to run Year 2 booster groups – writing and maths. To enable more children to achieve National expectations – target children who have or have had poor communication and language skills.	£1,452	Most targeted pupils made good or better progress (75%) with 2 pupils making accelerated progress.
Teacher to run Booster groups in Year 4- reading, writing and maths. Target children who were 2c at KS1, mobile pupils and those with prior poor attendance.	£8,035	All children made good or better progress in maths and writing. 2 children made slower progress in reading- they will continue to be supported next year.
2 teachers to run additional phonics group for Year 1. To enable children to meet expected standard- smaller groups for children with poor communication skills, challenging behaviour and gaps in their prior knowledge.	£8,022	Phonics outcomes: 83% (including a child in Reception) 7/8 Pupil Premium passed the screening: 88%
Learning Mentors to support individual children and run focussed groups- support for those in challenging personal circumstances and those with challenging behaviour.	£28,872	Effective support enable children to make progress. It also helped to reduce the number of behaviour referrals, ensuring more children stayed in class.
Buy in additional Speech and Language Support- target those with poor communication and language skills.	£12,950	73% achieved the expected standard for Communication and Language in EYFS.
Camhs support worker- support for those with challenging personal circumstances and issues around their behaviour.	£10,000	Successfully supported targeted children and reduced behaviour referrals for individuals.
Homework club to support pupils – 2 teaching assistants- target children whose parents are unable to support learning at home.	£992	Enabled targeted individuals to access the homework.
Intervention Programmes – Mathletics, Spellodrome, Reading Eggs, Teach your Monster to Read Used to support children whose parents are unable to support at home, those with gaps in their prior knowledge and those with poor communication and language skills.	3 years £6584	Children able to access at home and through homework club. The children evaluated these really highly when meeting with the governor responsible for pupil premium. They said that they help them to improve their maths and literacy skills.
School Journey funding- looked after child- individual in challenging personal circumstances.	£200	Enabled pupil to attend school journey. This was very important for her social and emotional development at this time.
TA to run booster groups in reception for communication and language/ SALT and PSED – target those with poor communication and language skills. PSED groups to support children with behaviour.	£5,951	73% achieved the expected standard for Communication and Language in EYFS. 77% achieved the expected standard in PSED. Of the 8 disadvantaged pupils in this class, 3 have significant SEN. 4/8 reached the expected standard in CL, 5/8 in PSED.
Total	£109,460	