

## 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 2016/17 (financial year)								
Total number of pupils on roll							193	
Total number of pupils entitled to funding for disadvantaged pupils							98	
% Pupil Premium							50.8%	
Total amount of funding received							£129,360	
2016/17	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	26	30	27	29	24	27	30	30
%FSM Ever6	35% (9)	40% (12)	52% (14)	38% (10)	42% (10)	63% (17)	57% (17)	60% (18)
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Performance of disadvantaged pupils- July 2017								
EYFS	Overall GLD		Reading		Writing		Maths	
	School	National	School	National	School	National	School	National
<b>Reception</b> Expected level + (all children)	67%	69% (2016)	70%	77% (2016)	70%	73% (2016)	73%	79% (2016)
<b>Reception</b> Expected level + (pupil Premium)	75% (9/12)		75% (9/12)		75% (9/12)		75% (9/12)	
<b>Reception</b> Expected level + (non pupil Premium)	61% (11/18)		67% (12/18)		67% (12/18)		72% (13/18)	
KS1	Reading		Writing		Maths		Grammar, Spelling, Punctuation	
	School	National	School	National	School	National	School	National
<b>Year 2</b> Expected Standard (all children)	83%	74% (2016)	72%	66% (2016)	83%	73% (2016)	n/a	n/a
<b>Year 2</b> Expected Standard (pupil premium)	82% (9/11)		64% (7/11)		82% (9/11)		n/a	n/a
<b>Year 2</b> Expected Standard (non-pupil premium)	83% (15/18)		78% (14/18)		83% (15/18)		n/a	n/a
KS2								
<b>Year 6</b> Expected Standard (all children)	83% (25/30)	66% (2016)	80% (24/30)	74% (2016)	83% (25/30)	70% (2016)	80% (24/30)	72% (2016)
<b>Year 6</b> Expected Standard (pupil premium)	83% (15/18)		78% (14/18)		83% (15/18)		78% (14/18)	
<b>Year 6</b> Expected Standard (non pupil premium)	83% (10/12)		83% (10/12)		83% (10/12)		83% (10/12)	

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## School Internal Data:

Year 1	Reading	Writing	Maths	Year 3	Reading	Writing	Maths
ALL	81%	74%	78%	ALL	75%	71%	75%
PP	79%	79%	71%	PP	60%	60%	70%
Non PP	85%	69%	85%	Non PP	86%	79%	79%
Year 4	Reading	Writing	Maths	Year 5	Reading	Writing	Maths
ALL	78%	70%	74%	ALL	83%	83%	90%
PP	65%	53%	65%	PP	82%	82%	94%
Non PP	100%	100%	90%	Non PP	85%	85%	85%

## 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 and mobile pupils. Include strategies to develop resilience.	<b>£20,885</b>	In Y5, pupil premium children are performing as well as non-pupil premium or better. Booster has been successful in supporting all children to reach the expected standard. Next year will focus on enabling targeted children to reach greater depth. In Y6 pupil premium children are performing as well as non-premium children in reading and maths, and slightly less well in writing (78% compared to 83%)
3 teachers to run out of hours booster groups in Year 6. 1 session a week. 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 less parental support.	<b>£4724</b>	Children have made good progress in Y6. In reading 5/6 children who were low at KS1 reached the expected standard. In writing 4/6 reached the expected standard and in maths 4/5 reached the expected standard.
Teacher to run booster group in Year 4 and Year 5, Target children who were 2c at KS1, mobile pupils.	<b>£6,824</b>	Y5 children have made good progress, Children who have made slower progress are those who were Level 3 at KS1, who are working within the expected standard, but not yet securely within greater depth. Children who were L2c or L1 are making good progress.
Teacher to run booster groups across KS1 and KS2. Target children with barriers identified above.	<b>£14,936</b>	Across the school children have made good progress. Children with SEN have made slower progress.
Teacher to run G&T booster groups – provide further challenge and develop pupils resilience within the challenge.	<b>£2,636</b>	Overall increase in number of pupils working at greater depth in Y2 and Y6. Y2: R-7%, W-10%, M-14% Y6: R-10%, W-7%, M-30% For the disadvantaged group: Y2: R-18%, W-9%, M-18% Y6: R-11%, W-6%, M-33% Progress is generally similar or better for the disadvantaged group.
Teacher to run Year 1 and 2 booster groups – reading, writing and maths. Target children who had or have poor communication and language skills.	<b>£5806</b>	Targeted children made progress.
2 Teachers to run additional phonics group for Year 1. To enable children to meet expected standard. Smaller groups for those children with poor communication skills, challenging behaviour and personal circumstances.	<b>£8,022</b>	89% of children passed the phonic screening test. The 3 children who did not pass were all pupil premium. However two of these children had EHCPs and one was new to the country with EAL. All of the targeted children reached the expected standard.
Learning Mentor to support individual children and run focussed groups – support for behaviour and circumstances. Building children's self-esteem and resilience.	<b>£28,587</b>	Enabled more children to access the curriculum. Targeted support ensured that children stayed in class more and made more progress.
Buy in additional Speech and Language Support-target those with poor communication and language skills.	<b>£12,950</b>	80% of the children reached at least the expected level in communication and language
Camhs support worker- support for those with challenging personal circumstances and issues around their behaviour.	<b>£10,000</b>	Successfully supported individual children who were in challenging circumstances, enabling them to access the curriculum.

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Homework club to support pupils – 3 teaching assistants- target children whose parents are unable to support learning at home.	<b>£1488</b>	Enabled targeted individuals to access the homework that had been set.
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 <b>£6584</b>	Children able to access at home and through homework club. Children evaluate this as very helpful and say that it helps them improve their maths and literacy skills.
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 help develop and build resilience.	<b>£5,951</b>	80% of the children reached at least the expected level in communication and language. 93% reached the expected level in PSED. All of the disadvantaged children reached the expected standard in PSED and 83% of the children in CL.
<b>Total</b>	<b>£129,393</b>	