

## **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, based on the barriers to learning we have identified. Each of these is tailored to individual needs, reviewed and evaluated on a **termly basis** as part of pupil review meetings. 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 diminish the difference in attainment and progress?

- 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 and identified children in class
- Analysis of progress data
- 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.

Identified **barriers** to attainment and progress:

- Children who achieved 2c at KS1 who make slower progress in KS2
- Parents unable to support learning at home
- Low communication and language skills across EYFS and KS1
- Behaviour of individual children and challenging personal circumstances
- Mobile pupils with gaps in their prior knowledge
- Children with prior poor attendance with gaps in their knowledge

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.

<b>Overview of the school 2017/18 (financial year)</b>	
Total number of pupils on roll	205
Total number of pupils entitled to Pupil Premium funding	78
% Pupil Premium	38.2%
Total amount of funding received	£102 960

2017/18	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	23	28	26	28	30	24	26	29
%FSM Ever6	13% (3)	32% (9)	31% (8)	21% (6)	30% (9)	50% (12)	38% (10)	59% (17)
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### **Performance of disadvantaged pupils – July 2018**

<b>EYFS</b>	<b>Overall GLD</b>		<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>
<b>Reception</b> Expected level + (all children)	71%	71% (2017)	71%	77% (2017)	71%	73% (2017)	71%	79% (2017)
<b>Reception</b> Expected level + (pupil premium)	67% (6/9)		67% (6/9)		67% (6/9)		67% (6/9)	
<b>Reception</b> Expected level + (non pupil premium)	74% (14/19)		74% (14/19)		74% (14/19)		74% (14/19)	

<b>KS1</b>	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>	<b>School</b>	<b>National</b>
<b>Year 2</b> Expected Standard (all children)	75%	76% (2017)	75%	68% (2017)	75%	75% (2017)
<b>Year 2</b> Expected Standard (pupil premium)	50% (3/6)		50% (3/6)		50% (3/6)	
<b>Year 2</b> Expected Standard (non-pupil premium)	82% (18/22)		82% (18/22)		82% (18/22)	

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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)	76% (22/29)	75% (2018)	79% (23/29)	78% (2018)	79% (23/27)	76% (2018)	79% (23/27)	78% (2018)
Year 6 Expected Standard (pupil premium)	76% (13/17)		82% (14/17)		82% (14/17)		82% (14/17)	
Year 6 Expected Standard (non pupil premium)	75% (9/12)		75% (9/12)		75% (9/12)		75% (9/12)	

## School Internal Data:

Year 1	Reading	Writing	Maths	Year 3	Reading	Writing	Maths
ALL	81%	77%	81%	ALL	63%	60%	63%
PP	63%	63%	63%	PP	50%	50%	50%
Non PP	83%	78%	78%	Non PP	64%	59%	64%
Year 4	Reading	Writing	Maths	Year 5	Reading	Writing	Maths
ALL	75%	75%	71%	ALL	81%	81%	93%
PP	45%	55%	64%	PP	73%	64%	82%
Non PP	85%	85%	85%	Non PP	94%	94%	100%

## Spending 2017/18

Use of Pupil Premium	Cost	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 poor prior attendance. Teacher to work with group of lower attainers and enable class teacher to focus on target group.	£17,064	Children made very good progress overall. Children who made slower progress were those who moved school in KS2. 4 Key children made accelerated progress to reach ARE or higher. Overall more children achieved a higher score in reading and maths as a result of these interventions: maths 34% and reading 31%. For Pupil Premium children this was: 29% (5/17) in maths and 35% (6/17) in reading.																												
3 teachers to run out of hours booster groups in Year 6. 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 poor prior attendance. Target additional children who were level 3 at KS1 for greater depth at KS2.	£4827																													
Teacher to run G&T groups – support those who have been identified.	£1,796	Assessment and identification of children working at Greater depth continues to be a focus. Teachers are assessing this more securely. The number of children working at Greater Depth has increased over the year. <table border="1" data-bbox="965 1299 1428 1668"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>15%</td> <td>12%</td> <td>8%</td> </tr> <tr> <td>Year 2</td> <td>18%</td> <td>18%</td> <td>11%</td> </tr> <tr> <td>Year 3</td> <td>10%</td> <td>7%</td> <td>23%</td> </tr> <tr> <td>Year 4</td> <td>17%</td> <td>4%</td> <td>17%</td> </tr> <tr> <td>Year 5</td> <td>19%</td> <td>22%</td> <td>19%</td> </tr> <tr> <td>Year 6</td> <td>10%</td> <td>7%</td> <td>21%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Year 1	15%	12%	8%	Year 2	18%	18%	11%	Year 3	10%	7%	23%	Year 4	17%	4%	17%	Year 5	19%	22%	19%	Year 6	10%	7%	21%
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Teacher to run Year 2 booster groups – writing and maths. To enable more children to achieve National expectations. Target those who have made slower progress in Year 1 and those who may be able to reach greater depth within the standard.	£1,796	More children reached ARE than previous year. 18% at Greater Depth for Reading and Writing, 11% for maths.																												
Teacher to run additional phonics group for Year 1. To enable children to meet expected standard. Target children with poor communication and language skills, those with learning difficulties.	£4,490	85% of children passed the phonics test. 5/8 PP passed in Year 1 ( Pupil premium includes one in Resource base and 1 with significant SEN who did not pass)																												
Learning Mentor to support individual children and run focussed groups, including support for children in challenging circumstance, those with challenging behaviour and children with poor attendance.	£31,796	Children in targeted groups have made good progress. Attendance has improved from 95.4% to 95.9%. PA has reduced over the year to 16 children.																												
Buy in additional Speech and Language Support- target those with poor communication and language skills.	£12,950	Groups have made good progress and targets have been met. 71% of children in Reception achieved the expected standard in Communication and Language.																												

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CAMHS support worker- support for identified children in challenging circumstances or specific issues.	<b>£10,000</b>	This has enabled identified children to make progress. Reduced behaviour referrals.
Homework club to support pupils – target children whose parents are unable to support them at home.	<b>£655</b>	Homework club continues to run across the year. Children who attend say that it helps them to complete their homework projects.
Clubs to support children without Internet access/ Computer access at home: Mathletics, Spellodrome, Reading eggs etc.	<b>£2,620</b>	Children able to access at home and through homework club. There were specific after school clubs for children to access these. 28/ 72 children who were PP accessed these clubs after school. The children evaluated these really highly. They said that they help them to improve their maths and literacy skills.
Intervention Programmes – Mathletics, Spellodrome, Reading Eggs, Teach your Monster to Read Used to support children in school to develop independence and at home, particularly where parents do not have the skills to support their children.	<b>£7,583</b>	
TA to run booster groups in reception for communication and language/ SALT and PSED – target children with low speech and language skills and those children identified with social and emotional difficulties.	<b>£7,861</b>	Groups have made good progress and targets have been met. 75% of children in Reception achieved the expected standard in PSED.
<b>Total Spend planned</b>	<b>£103,438</b>	
<b>Total Allocated Pupil Premium</b>	<b>£102,960</b>	