

The Bridges Federation

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 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 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.

Identified **barriers** to attainment and progress:

- Children who achieved a 2c at KS1 who make slower progress in KS2 delete
- 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
- Pupil's resilience when tackling challenging tasks

Overview of the school 2018/19 (financial year)								
Total number of pupils on roll						213		
Total number of pupils entitled to funding for disadvantaged pupils						99		
% Pupil Premium						46.95%		
Total amount of funding received						£133,320		
2018/19	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number on roll	26	30	26	30	24	25	24	29
%FSM Ever6	29% (9)	33% (9)	50% (13)	50% (15)	63% (15)	40% (10)	46% (11)	56% (17)
CLA	0	0	0	0	0	0	0	0

School Internal Data:

Year Group 18-19	PP (R) GLD PP (N) PSHE	Non PP GLD PP (N) PSHE	PP literacy	Non PP literacy	PP maths	Non PP maths
Nursery (9)	44%	53%	44%	65%	33%	71%
Reception (9)	56%	81%	67%	86%	56%	86%

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Year Group 18-19	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths
Year 1 (13)	85%	79%	85%	79%	92%	86%
Year 2 (15)	80%	80%	80%	80%	80%	80%
Year 3 (15)	67%	73%	67%	73%	73%	73%
Year 4 (10)	80%	73%	80%	73%	70%	80%
Year 5 (11)	73%	92%	73%	92%	73%	92%
Year 6 (17)	71%	100%	71%	100%	59%	100%

Spending 2018/19

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. Also target group that were Level 3 at KS1 for greater depth at KS2	£22,304	Children made good progress overall. Children who made slower progress were those identified additional SEN. Overall more children achieved a higher score in all subjects as a result of these interventions:
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.	£4,899	PP children in year 6: Reading 71%, Writing, 71%, Maths 59%
Teacher to run booster groups and support in Year 5- target new arrivals, those with poor attendance and lower attainers at KS1 to catch up.	£10,936	Supported children have made good progress more PP children are at ARE than non PP children.
Teacher to run booster groups across KS2 and to support teachers- ensuring quality first teaching for all children.	£8,659	Most children across KS2 have made good progress, 6/11 KS2 children on vulnerable list are PP, all have additional SEN and are being supported through interventions, see vulnerable list.
Teacher to run G&T groups – support those who have been identified.	£2,734	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.

Year Group 18-19	Reading	Writing	Maths
Year 1	11%	7%	7%
Year 2	13%	10%	10%
Year 3	16%	16%	20%
Year 4	20%	20%	16%
Year 5	21%	21%	29%

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		Year 6	14%	14%	21%
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.	£7291	50% class are PP. Through targeted support, PP children's attainment matched non PP children's attainment. 80% PP children achieved ARE in reading, writing and 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.	£4,557	88% of children passed the phonics check. 96% PP passed the phonics check.			
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.	£32,431	Children in targeted groups have made good progress. PA has reduced for PP children from 10% (17-18) to 8% (18-19)			
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. 75% of children in Reception achieved the expected standard in Communication and Language.			
CAMHS support worker- support for identified children in challenging circumstances or specific issues.	£10,000	This has been very effective and 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.	£668	Homework club continues to run across the year. Children who attend say that it helps them to give the time and resources to complete their homework projects.			
Clubs to support children without Internet access/ Computer access at home: Mathletics, Spellodrome, Reading eggs etc.	£2,672	Children able to access at home and through homework club. There were specific after school clubs for children to access these. 75% children were PP who accessed these clubs after school.			
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.	£7,583	The children evaluated these really highly. They said that they help them to improve their maths and literacy skills.			
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.	£8,018	Groups have made good progress. 82% of children in Reception achieved the expected standard in PSED.			
Total Spend planned	£128,119				
Total Allocated Pupil Premium	£128,040				