****BWA Grant Expenditure and Pupil Premium Report: 2018 – 19****

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| **Context of School** |
| BWA is a one and a half form of entry school, with a nursery class that has capacity for 26 full time places. It is part of the Q1E Trust.  Extended provision is offered from 7.45 am to 6.00pm each day (3.30pm – 6:00pm is by an external provider).  BWA is a flourishing and happy school with strong leadership and a purposeful outlook, striving for excellence. We have high aspirations and ambitions for all our pupils and know that they learn more effectively when they feel valued, happy and secure. To this end, we have created a caring, positive environment so that every pupil has the opportunity to reach their full potential. |

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| **Objectives of Pupil Premium Spending** |
| The Pupil Premium Grant (PPG) is used solely to narrow the gap between the disadvantaged pupils and others, with similar starting points. As a school, we have a good track record of ensuring our pupils make good progress, but historically, as with the national trend, levels of attainment can be lower for pupils eligible for PPG. Through targeted support we are working to eliminate barriers to learning and progress.  Many children, eligible for PPG, start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations.  The school’s evaluation of its own performance is rigorous. At termly Pupil Progress meetings, as well as at other times, as highlighted by class teachers, we thoroughly track the progress of every pupil over time, which enables us to identify any concerns in progress or attainment and take the necessary action, in a timely fashion.  Key barriers to educational achievement for pupils eligible for Pupil Premium 2018-19 were identified by the teachers as:   * Access to language – especially from books. * Access to extra-curricular activities - educational experiences such as trips and participation in physical activities. * Low attendance and poor punctuality. * Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework. * The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning difficulties. * Behaviour – pupils with specific social and emotional needs, which affect their learning. |
| **Key Facts** |
| |  |  | | --- | --- | | **Total number of pupils on roll** | Jan 2018 Census – 303 | | **Number of pupils eligible for pupil premium grant (PPG)** | 72 | | **Total amount of PPG received** | £89,760 | | **Nature of Support 2017/18** | Focus on ensuring every pupil eligible for the PPG is ready for learning, and their needs are catered for, to ensure gaps in attainment are narrowed and that the progress they make is in line with their peers. | | **Curriculum Focus:** | Increase % of children working at Age Related Expectations (ARE) in Reading, Writing and Maths.  Narrow the attainment gap between disadvantaged and other pupils with similar starting points.  Ensure the progress pupils eligible for the PPG make is in line with that made nationally by other pupils, with similar starting points. | |

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| **Progress and Attainment for 2018-19** |
| Gaps between targeted groups and national expectations, and achievements, continue to be a key priority. We evaluate our performance rigorously by tracking progress over time, for every pupil, identifying concerns and then taking steps to ensure they reach their end of year target.  **KS 2 Attainment**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Attainment at Standard – 37 pupils** | | | | | | |  | **All pupils** | | | **Disadvantaged pupils – 14 pupils** | | | | **School**  **2018** | **School**  **2019** | **National** | **Disadvantaged School**  **2019** | **National (other)**  **2019** | **Gap 2019** | | **Maths** | **88%** | **89%** | **79%** | **86%** | **81%** | **No gap above 5%** | | **Reading** | **88%** | **73%** | **73%** | **64%** | **80%** | **16%** | | **Writing** | **85%** | **89%** | **78%** | **71%** | **83%** | **12%** | | **R,W & M** | **81%** | **73%** | **65%** | **57%** | **70%** | **13%** |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Progress Scores– 36 pupils** | | | **Progress Measures** | | | |  | **School 2019**  **(all pupils)** | **National** | **Number of disadvantaged pupils** | **Progress score for disadvantaged pupils**  **14 pupils** | **National average for non-disadvantaged pupils** | | **Maths** | **+2.71** | **0** | **12** | **0.53** | **0.31** | | **Reading** | **+2.03** | **0** | **12** | **0.27** | **0.31** | | **Writing** | **+0.7** | **0** | **12** | **0.69** | **0.24** |   **KS 1 Attainment**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Attainment at Standard – 52 pupils** | | | | | | **All pupils** | | **Disadvantaged pupils – 11 pupils** | | | | **School**  **2019** | **National**  **2019** | **Disadvantaged School**  **2019** | **National (other)**  **2019** | **Gap 2019** | | **Maths** | **95%** | **76%** | **100%** | **80%** | **No gap**  **Above 20%** | | **Reading** | **83%** | **75%** | **86%** | **79%** | **No gap**  **Above 7%** | | **Writing** | **76%** | **70%** | **57%** | **74%** | **17%** |   **Phonics Attainment**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **% of pupils passing the Phonics Screening in Year 1– 30 pupils** | | | | | | **All pupils** | | **Disadvantaged pupils – 8 pupils** | | | | **School** | **National** | **Disadvantaged School** | **National (other)** | **Gap** | | **80%** | **83%** | **75%** | **85%** | **10%** |   **EYFS Attainment**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **% of pupils achieving GLD in the EYFS – 83 pupils** | | | | | | **All pupils** | | **Disadvantaged pupils – 11 pupils** | | | | **School**  **2019** | **National**  **2019** | **Disadvantaged School** | **National (other)** | **Gap** | | **86%** | **Not yet published** | **33%** | **Not yet published** | **3%** | |

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| **Pupil Premium Grant Spending Impact** |
| **Progress against the key barriers for 2018 - 19 is stated below.**   |  | | --- | | **Lack of home support – parental engagement with school especially attendance at workshop evenings and homework support**   * Additional staff supported pupils resulting in them being able to learn emotionally. * Additional staff ensured pupils were read to very regularly in school. * Day extended by 15 minutes by employing a soft start between 8:30 and 8:45am. Use of additional adults to help children begin school calmly so that they are ready to work once the school day officially starts. * Additional staff facilitated extra tuition to address gaps in knowledge and understanding. * Staff worked closely with key families to address concerns immediately, especially through 1:1 workshops, modelling how to support their children effectively at home, setting up routines or suggesting after school clubs. * Attendance did improve for many pupils. Many PA’s are disadvantaged pupils – Target for this years SIP * Parental engagement with school improved for many families. | | **Lack of exposure to high quality texts – access to language**   * Additional staff read regularly with key pupils and ensured the children were exposed to high quality texts that they read at school and could take home to read. * Staff modelled to key families how to read effectively at home with their children and encouraged sharing books together at home. * Investment in new texts within curriculum reading time and funded online reading homework narrowed the gap for pupils | | **Low levels of speaking and listening due to low levels of oracy**   * Additional staff increased capacity to deliver individual feedback more regularly to pupils and support pupils in understanding how they learn and be able to speak confidently * Additional staff ensured pupils were read to very regularly in school. * Additional staff ensured pupils were encouraged and expected to speak clearly and confidently. * Targeted interventions for pupils requiring support enabled the gap to be narrowed * Social skills groups run by a trained TA resulted in improved behaviours for learning | | **Low attendance and poor punctuality**   * Continue with ‘soft start of day’ to improve attendance, punctuality and narrow gaps in attainment * Funded places at Breakfast club improves attendance significantly * Weekly monitoring by SLT of key families to identify additional support needed. Contact made by SLT to offer support and praise where improvements are made | | **Pupils in receipt of pupil premium and on the SEND register**   * Weekly Literacy support teacher supported pupils resulting in greater progress * CPD for TA’s to support specific needs ensured provision improved * All teachers including DHT’s taught targeted groups which resulted in good or better progress * Extra provision over Easter holidays delivered by DHT’s supported pupils to achieve their best | | **Behaviour for pupils with specific social and emotional needs**   * Pupils with behaviour needs were well supported as the teacher and SENCo held half term reviews of impact of interventions. Behaviour for learning improved | | **Access to extracurricular activities** | | * Reduction in fees for afterschool clubs and external clubs meant this barrier was removed for many pupils and resulted in greater uptake | |