****BWA Grant Expenditure and Pupil Premium Report: 2017 – 18****

|  |
| --- |
| **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 7.30am 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. |

|  |
| --- |
| **Pupil Characteristics**  |
| The school serves in a diverse community in South West London. There are 321 pupils on roll, making it a larger than the average primary school.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **SEN Support**  | **EHCP**  | **Disadvantaged** | **Minority Ethnic Groups** | **EAL** | **Deprivation Factor** |
| **School****2017** | 10% | 0.6%  | 25.7% | 72% | 39% | 0.2%  |
| **National** **2017** | 14.6%  | 2.9% | 24% | 33.1% | 21.2% | 0.2% |

 |

|  |
| --- |
| **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 2017-18 were identified by the teachers as:* Lack of home support
* Lack of exposure to high quality texts
* Low levels of speaking and listening due to low levels of oracy
 |
| **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.  |

 |

|  |
| --- |
| **Progress and Attainment for 2017-18** |
| 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 2016-17 Attainment**

|  |  |
| --- | --- |
|  | **Attainment at Standard – 34 pupils**  |
|  | **All pupils** | **Disadvantaged pupils** |
| **School** **2017** | **School** **2018** | **National** | **Disadvantaged School** **2018** | **National (other)** | **Gap 2018** |
| **Maths** | **82%** | **88%** | **75%** | **73%** | **Not yet published**  |  |
| **Reading** | **73%** | **88%** | **75%** | **82%** | **Not yet published**  |  |
| **Writing** | **82%** | **88%** | **78%** | **82%** | **Not yet published**  |  |
| **R,W & M** | **64%** | **85%** | **64%** | **73%** | **Not yet published**  |  |

|  |  |
| --- | --- |
| **Progress Scores– 29 pupils** | **Progress Measures** |
|  | **School 2017****(all pupils)** | **National** | **Number of disadvantaged pupils** | **Progress score for disadvantaged pupils** | **National average for non-disadvantaged pupils** |
| **Maths** | **+2.7** | **0** | 11 | **Not yet published**  | **Not yet published**  |
| **Reading** | **+2.7** | **0** | 11 | **Not yet published**  | **Not yet published**  |
| **Writing** | **+0.7** | **0** | 11 | **Not yet published**  | **Not yet published**  |

**KS 1 2016-17 Attainment**

|  |  |
| --- | --- |
|  | **Attainment at Standard – 52 pupils**  |
| **All pupils** | **Disadvantaged pupils – 11 pupils** |
| **School**  | **National** | **Disadvantaged School**  | **National (other)** | **Gap** |
| **Maths** | **95%** | **76%** | **100%** | **Not yet published**  |  |
| **Reading** | **83%** | **75%** | **88%** | **Not yet published**  |  |
| **Writing** | **76%** | **70%** | **50%** | **Not yet published**  |  |

**Phonics 2016-17 Attainment**

|  |
| --- |
| **% of pupils passing the Phonics Screening in Year 1– 30 pupils**  |
| **All pupils**  | **Disadvantaged pupils – 11 pupils** |
| **School**  | **National** | **Disadvantaged School**  | **National (other)** | **Gap** |
| **80%** | **83%** | **50%** | **Not yet published** |  |

**EYFS 2016-17 Attainment**

|  |
| --- |
| **% of pupils achieving GLD in the EYFS – 83 pupils**  |
| **All pupils** | **Disadvantaged pupils – 11 pupils** |
| **School**  | **National** | **Disadvantaged School**  | **National (other)** | **Gap** |
| **86%** | **71%** | **33%** | **Not yet published**  |  |

 |

|  |
| --- |
| **Pupil Premium Grant Spending Impact**  |
|  **Progress against the key barriers for 2017-18 is stated below.**

|  |
| --- |
| **Lack of home support*** Additional staff were able to support pupils be ready for learning 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 as they became apparent, 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.
* Parental engagement with school improved for many families.
 |
| **Lack of exposure to high quality texts** * 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.
 |
| **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.
* Interventions for pupils who needed it
* Social skills groups run by a trained TA
 |

**Results commentary** KS1* Progress made by disadvantaged pupils is broadly in line with their peers.
* In reading, disadvantaged pupils made significantly better progress than their peers.

KS2* 90% of disadvantaged pupils made better than expected progress in 2017-18.
* In maths, disadvantaged pupils made better progress than non-disadvantaged.
* In reading and writing, disadvantaged pupils made better than expected progress.
 |