



Bluecoat C of E Primary School Pupil Premium Data Publication

Sept 2016 - Sept 2017

Number of pupils and pupil premium grant (PPG) received	
Total number of primary school aged pupils on roll	519 (including Nursery pupils)
Number of pupils eligible for Pupil Premium Grant and benefiting from specific targeted support	115 Pupils
Amount of PPG received	FSM ever 6: £147,840 Service Children: £1,500 Adopted: £7,600
Amount allocated from school budget for contingency for PPG pupils	All £1,200
Total amount allocated for pupils eligible for pupil premium	Total: £158,140

Summary of PPG spending in 2016/17
<p>Objectives in spending PPG:</p> <p>To increase pupil engagement and empower disadvantaged pupils to lead their own learning.</p> <p>To provide intensive targeted support, and mentoring where applicable, to help eligible pupils with significantly low attainment to reach and exceed National Expectations in Reading, Writing and Maths by the end of each Key Stage.</p> <p>To provide enhanced provision, and mentoring where applicable, for more able eligible pupils to address social and emotional barriers to learning, raise aspirations and accelerate progress.</p> <p>To provide a contingency fund to enable eligible pupils to access curriculum provision and take part in enrichment activities alongside their peers.</p> <p>To engage families of disadvantaged pupils and work in partnership with them to help achieve the best possible outcomes for their children.</p> <p>To support the development of a pro-active mind-set across the whole staff team with regard to addressing barriers to learning experienced by disadvantaged pupils.</p>

Focus	Cost	Support Provided	Intended Impact	Progress Made
To raise the profile of support for disadvantaged pupils and provide strong leadership of Pupil Premium programme	£12,416	Pupil Premium Leadership: Leading and championing provision for disadvantaged pupils across the school Profiling, monitoring and tracking progress of disadvantaged group Whole school data analysis, evaluation and provision planning Identifying need in relation to staff development	All staff aware of and contributing, as appropriate, to high quality provision for disadvantaged pupils. Quality of provision monitored and evaluated with outcomes informing future practice. Quality of provision for disadvantaged pupils outstanding.	The school has a strong leadership team, an excellent and inclusive ethos for supporting all children and has many examples of good practice in place to meet the needs of all its pupils, including those in receipt of PP, and it is working hard to address gaps. Leadership is well-distributed to enable precision teaching of the more vulnerable and disadvantaged pupils as well as detailed evaluation of provision.(Babcock PP Review, March 17)
To raise the attainment of our Pupil Premium pupils through providing good quality verbal and written feedback about their performance in relation to their learning goals.	£40,796	Learning Champions: 1:1 time with learning mentor to set learning goals.1:1 or small group time with learning mentors to work on achieving learning goals. Shared reflection time – Linked to BPL targets.	All targeted PP pupils to maintain or exceed expected progress by the end of the school year.	Learning mentor registers demonstrate that the Learning Champion sessions happened with the desired amount of frequency. Video diaries highlight that the pupils involved were very positive about the work they completed with their Learning Mentors. 45.5% of pupils eligible for Pupil premium maintained expected progress across year groups of which 9.1% were working at Greater Depth in Combined Reading, Writing and Maths. 50% of the pupils eligible for PP were also on the Inclusion Register.
To implement a Life Skills coaching programme which focuses on mastery of learning and improves self-esteem.	£2,689	Life skills programme: Targeted PPG pupils to receive additional after school sessions to support them with developing life skills. Targeted PPG pupils to take on specific ‘apprenticeship’ roles to develop self-esteem and raise aspirations.	Pupils to have increased levels of confidence and self-esteem. Pupils to become more independent in their approach to school/life. Greater independence means improved learning.	At the start of the school year 2015-2016 we created a life skills framework so we could track the progress of the children involved with the programme. Each child has their own profile which focus on four key areas: <ul style="list-style-type: none"> ● Thinking skills ● Leading My Own Learning ● Working With Others ● Leadership All profiles identify progress against the objectives; areas of development are also clearly listed.

Focus	Cost	Support Provided	Intended Impact	Progress Made
Access to curriculum provision and enrichment activities	£5,500 (approx)	Enrichment: 20% discount on all school outings, including residential trips.	50% increase in PPG pupils engaging in extended provision including residential trips.	London May 2017- 6/18 Heatree March 2017 - 12/13 Germany Feb - 2017- 3/11 Paignton 2016 - 6/
Provision for reading and closing the attainment gap between progress of pupils eligible for pupil premium and the cohort overall	£21,599	Literacy Support: Individual Reading Diagnostic Assessment and Support Guided Reading Groups TA/LSA training and support	All targeted PP pupils to maintain or exceed expected progress by the end of the school year	All extra-curricular clubs represented by PP. Pupils tracked on registers. 61% of the children substantially exceeded their PIRA standardised scores from the Autumn to the Summer. (See PP Reading Interventions evidence sheet) Phonics is taught through to Y4 and specific literacy support plans are put in place to narrow the gap for all, including Pupil Premium children.
Continued implementation of staff training programme to support specialist development of provision for speech and language to benefit pupils eligible for pupil premium. Implementation of speech and language programme, as above, in EYFS/KS1	£14,154	Speech and Language Support / Talk Boost: CPD programme followed by ongoing observation, evaluation of practice. All Chapter 1 staff to develop expertise in speech and language provision – focus on increasing impact on quality of wave 1 provision. Targeted individual and group work delivered in house and supported by speech and language therapist.	Needs of pupils with speech and language difficulties are identified early and provision to meet their needs is developed in-house. All identified PPG pupils benefitting from speech and language programme and showing at least expected progress on speech link. Effective identification demonstrated by reduction in speech and language referrals and earlier referral of complex needs.	A new before school club using the NESSY programme is proving successful in supporting identified pupils with specific language issues. Interventions are generally carried out in 3 or 6 week blocks and their effectiveness is regularly measured. The school looks at the richness of provision overall including library provision, developing language & vocabulary. A Bookworms Club is held before school each morning. (Babcock Review- March 2017)
Provision to help close the gap in Mathematics between progress of pupils eligible for pupil premium and the cohort overall	£8,112	Mathematics: Targeted interventions to support identified pupils in Y6 through smaller group provision for Maths and targeted interventions.	All targeted PP pupils to maintain or exceed expected progress by the end of the school year	83% of the Year 6 PP children who came to Mathletics club achieved ARE. 86% of the Year 5's who attended improved their PUMA standardised scores from the Autumn to the Summer term.

Focus	Cost	Support Provided	Intended Impact	Progress Made
<p>Individualised support according to identified needs of specific more able pupils.</p> <p>Mentoring & BSED support – Children in Care / Service Pupils</p>	<p>£12,742</p>	<p>Mentoring Programme: Targeted support to provide enhanced provision and mentoring where applicable for vulnerable PPG pupils.</p> <p>Targeted support to help pupils access curriculum provision, reflect on progress and benefit from effective feedback.</p>	<p>Social and emotional barriers to learning recognised and addressed,</p> <p>All targeted pupils showing improvement in learning behaviours and accessing differentiated curriculum provision effectively in class and through focused interventions.</p>	<p>Our mentoring programme has successfully supported pupils with anxiety and emotional insecurity arising from a wide range of issues, including family breakdown, early onset of puberty, social difficulties, eating disorders and learning difficulties.</p> <p>Although individual case studies clearly highlight specific benefits of this provision in individual cases, monitoring and evaluating the overall impact has been more challenging and we are currently exploring strategies to improve on this.</p>
<p>Learning Support/Homework Materials</p>	<p>£12,953</p>	<p>Mathletics programme – resources and support sessions</p> <p>Write Time Group – Fictional Writing</p> <p>Spellodrome – Home / School access</p>	<p>Increased confidence of PPG pupils to tackle home/school learning and assessment tasks.</p>	<p>Mathletics homework set weekly. Pupil Premium Mathletics club took place throughout the school year targeting disadvantaged pupils from Year 4 to Year 6. All targeted Year 6 pupils achieved ARE in maths.</p> <p>Write Time Group - Set up and took place during the Spring and Summer Terms 2017.</p>
<p>Enrichment for more able learners eligible for pupil premium</p>	<p>£8,957</p>	<p>Raising the game – More able writers enrichment opportunities</p> <p>Website development / after school club. Enrichment opportunities.</p>	<p>Increasing opportunities and raising the aspirations of more able pupils in Chapter 3. Local MP debate / Trip to Exeter/Bristol University.</p>	<p>News team established. Pupil premium impact not yet applicable.</p> <p>Starting Sept 2017</p>
<p>Holiday Learning Club</p>	<p>£5,682</p>	<p>Summer Holiday Club: Funded provision for pupils likely to experience a dip in their learning over the holiday period.</p>	<p>Historical dip in performance data for pupils eligible for PPG eliminated allowing continuous improvement across terms and between academic years.</p>	<p>Our holiday learning club was not provided this academic year due to repairs and decoration taking place within the school. Instead a Mathletics home learning challenge was set which has been very successful. We envisage the same challenges arising next year and will be once again exploring alternative approaches.</p>

Focus	Cost	Support Provided	Intended Impact	Progress Made
Targeted Family Learning Support	£8,140	Engaging parents/carers in pupils' learning: – readers / learning in depth / parent council / life-skills.	Increased engagement in parental engagement resulting in improved attitudes to learning and increased attendance.	Parents invited in during the Autumn term 2016 for an introduction to LID. Introduction of Gsuite and video diaries to improve communication with home. Introduction of Pupil Planners
PPG contingency spending –	£4,400	Support with school uniform, transport, routine costs, swimming fees etc.	Ensure pupils are not excluded from activities, alienated or marginalised due to an inability to meet routine expenses.	Wide range of support impacting on family wellbeing; including support for families unable to afford childcare, support with school uniform, practical support to fill in forms and attend appointments, access external agencies, source legal support, engage with food bank etc.

Review of PPG spending 2016/17

Education in England over the past 12 months has been through a very turbulent time with changes to the curriculum and assessment. Despite these external pressures we have continued to provide our disadvantaged pupils with a high level of support across the school. Intervention strategies have demonstrated impact and termly tracking of progress has ensured our Senior Leadership Team (SLT) has been able to intervene at the earliest possible opportunity ensuring that pupils' needs are addressed through specific and appropriate provisions/interventions and enrichment. Examples of this include the life skills group for Y3 and 4 pupils and the after school Athletics club set up for children in Years 5 and 6 who were selected because they did not have access to technology at home or they required additional support to engage in this aspect of learning. Emphasis has also been placed on engaging families, providing enrichment opportunities and raising the aspirations of disadvantaged pupils to empower them to make the most of all the opportunities available to them. Regular disadvantaged pupil review meetings have supported this process and helped to determine the allocation of funding for the coming year. The support outlined above has contributed to ensuring our disadvantaged pupils continue to thrive and the gap between their attainment and that of their peers continues to diminish.

Data Outcomes for July 2017

End of Key Stage Two													
Groups		Reading, Writing and Maths Percentage of Pupils with a scaled score of +100			Reading Percentage of Pupils with a scaled score of +100			Writing Working at Expected Standard			Maths Percentage of Pupils with a scaled score of +100		
	No of Pupil	Sch	Nat 2016	Diff	Sch	Nat 2016	Diff	Sch	Nat 2016	Diff	Sch	Nat 2016	Diff
Dis	18	44%	60%	1%	67%	71%	4%	61%	79%	18%	72%	75%	3%
Non Dis	33	66%	60%	6%	76%	71%	5%	80%	79%	1%	82%	75%	7%
Diff		22%		5%	9%		1%	19%		17%	10%		4%

The data outcomes for the school year 2016-2017 were much improved on the previous year.

- The Reading, Writing and Maths combined score rose from 17% (2016) to 44% this year. **This is a gain of 27%.**
- The Reading score increased from 32% in 2016 to 67% in 2017. **This is a gain of 35%.**
- The Writing score increased from 26% in 2016 to 61% in 2017. **This is a gain of 35%.**
- The Maths score increased from 32% in 2016 to 72% in 2017. **This is a gain of 40%.**

Overall Provision

During the external review for our Pupil Premium provision the Inspector noted in her report that:

'The school is very inclusive with a holistic approach to educating every child and it has a lot in place to support the learning of disadvantaged pupils, some of which needs further time to fully embed. There is a very happy and welcoming ethos throughout.'

'The whole school community is totally committed to and focused on improving the outcomes for disadvantaged pupils which is a key improvement plan priority. Disadvantaged pupils are known to all staff without being singled out as different.'

'The school identifies priorities for pupil premium funding very well and really understands the needs of its families. The use of funding is divided between

activities which have a clear and direct impact on pupil progress and those which focus on providing wider opportunities.'

'The school plans well for, and achieves, quality first teaching for disadvantaged pupils. Precision teaching aims to ensure fluency in skills for the disadvantaged pupils, encouraging them to focus on explaining processes and answers, for example in mathematics.'

'The school has a strong leadership team, an excellent and inclusive ethos for supporting all children and has many examples of good practice in place to meet the needs of all its pupils, including those in receipt of PP, and it is working hard to address gaps. The school needs to continue embedding its good practices and adjust them as necessary, fine-tuning its provision to raise the standards of disadvantaged children.'

Programmes

Learning Champions

'I enjoyed Learning Champions because my teacher made it fun. The time was special learning time. Recording the video diaries made me think about what I had learnt and what I needed to learn in the future.' (Jemima, aged 9)

Our Learning Champions programme has continued to play a key role in supporting our disadvantaged pupils with the increased expectations of the new curriculum and SATs tests. Learning Champions focused on teachers providing their pupils with quality feedback about the learning through 1:1 weekly lessons centred on achieving targets set in maths, reading and writing. During the external review for our Pupil Premium provision the Inspector noted in her report that:

A programme of Learning Champions', based on the Sutton Trust research into feedback and metacognition, has been developed at the school. This was based on the school's knowledge of their children and their philosophy that if the gap is to be narrowed, the children need to be excited about learning and lead their own learning. The 'Learning in Depth' programme was launched in the Spring term 2016 and has proved very successful with motivating children to learn. In Y5/6 each child selects a topic to research and decides what they want to focus on. The projects must include a variety of learning and cover a range of subjects. Supplementing this is an individual BLP Target. A particular skill such as 'planning' provides the focus each term and pupils build up a portfolio and video diary assessing progress through their work. Outcomes are presented in a portfolio and progress is monitored by the Deputy Head. This has resulted in much more engagement from home generated by the children's enthusiasm and excitement for learning as well as working closely with Simon Frazier University in Canada (Gillian Judson). Learning in Depth will be extended to Y4 in the near future.

We believe that the work already completed with this initiative will lead to accelerated progress and attainment, particularly for disadvantaged pupils at the end of this current school year (2018).

Life Skills

'I love cooking and trying different fruits. I liked sharing my ideas and writing down new recipes.' (Ryan, aged 8)

Although our Life Skills initiative was only introduced in Year 3, 4 and 6 we were very excited about the outcomes in improved attitudes and confidence of the pupils who took part. During the Babcock Pupil Premium review in March the Inspector noted in her report that:

It was a real highlight of the visit to have lunch with 3 disadvantaged children in Y6 who were really delightful and great ambassadors for the school. They said they really enjoyed their learning and teachers explain things really well pointing out what needs to be worked on and they always leave you with a question to think about. They said standards in Y6 had gone up, they have to recognise spelling mistakes and use a dictionary for checking. The school uses the 'passions and specialisms of the teachers' well. They spoke enthusiastically about the extra responsibilities they had, were aspirational about their futures and could see the relevance of their learning to their futures. One pupil who had moved schools a lot said this was by far her best school and that the staff are 'always there for you'. They said the learning environment was 'clean and pristine' and the school makes sure that everyone 'has time to shine.'

Moving into the next school year, we feel it is something which we would like to implement in years 3, 4, 5 and 6.

Speech and Language Programme

During the Babcock Pupil Premium review in March the Inspector noted in her report that:

'The school is proactive and works well with parents and previous schools/settings, developing meaningful dialogue and ensuring early identification of issues in order to obtain appropriate early support such as 1:1 support for speech & language difficulties.'

Mentoring

Our mentoring & Social, Emotional and Behavioural Development programme, was once again successful and supported pupils in reducing barriers to learning and provided them with the opportunity to explore how they could build their learning power. We have had a noticeable reduction in red and yellow cards for specific pupils accessing this support. We are planning to investigate whether this is linked to our mentoring programme. During the Babcock Pupil Premium review in March the Inspector noted in her report that:

'Behaviours for learning observed in classrooms were very good as was behaviour around the school generally. All pupils, including PP pupils, were engaged, motivated and focused on their learning. The school was smart and orderly and the pupils were polite, articulate and sociable.'

ICT Support

Our ICT support programme was delivered in the form of a Athletics and Learning In Depth club which ran after school for Years 3, 4, 5 and 6. This group was successful with all members of the group making good progress by the end of the year. This initiative is currently being delivered this year with an increased number of disadvantaged children attending again. The success of this programme is highlighted in the comments of two Year 6 pupils who stated that:

'Mathletics helped me to improve and get better at the areas of maths I find hard. I became more confident and it also helped me to get my homework done earlier in the week' (Lily, aged 10).

'I think we should keep running Mathletics club because if you struggle with maths it makes you feel less confident with yourself in class. Since I have been coming and getting help I now put my hand up when my teacher asks a question. (Layla, aged 10)

We have also now invested further in our ICT infrastructure and are looking forward to improving the quality of our provision in this area over the coming year. This was noted during our external Pupil Premium review with the Inspector stating that:

'The school has invested time looking into technology to support pupils learning, for example, the purchase of Mathletics, Spellodrome, Espresso and Nessy, and has identified those pupils who do not have IT at home. Additional opportunities to access IT resources are available through after school clubs or the availability of computers in the Café for those families who do not have these resources at home.'

Enrichment for more able learners eligible for pupil premium

Raising The Game is a new initiative which we are using to increase the attainment of our high achieving disadvantaged pupils. Through the programme we also hope to raise their aspirations through visiting an inspirational setting like a university. The children have now been assessed and selected with the work starting during the Autumn term (2017).

Ofsted

Our Ofsted (April 2015) visit highlighted the following points:

- The additional pupil premium funding is used effectively to provide additional small intervention groups to support pupils' learning. It has had a positive impact on closing the gap with other pupils.
- Support staff are skilled at working alongside teachers and supporting individuals and groups. Good teamwork is evident in many classes. The support staff are well trained and lead small-group activities for disabled pupils and those who have special educational needs and for the disadvantaged pupils, particularly in reading, numeracy and developing personal skills.
- The governing body has strong systems in place to ensure that additional funding is used effectively, such as the school's plans for deploying the pupil premium funding.
- The support staff are well trained and lead small-group activities for disabled pupils and those who have special educational needs and for the disadvantaged pupils, particularly in reading, numeracy and developing personal skills.