

Billinge Chapel End Primary School & Nursery



Pupil Premium-2016-17

The school is allocated additional funding for those pupils in receipt of free school meals which is referred to as Pupil Premium. Additional Pupil Premium is also allocated to 'Looked After' Children.

Approximately 20% of pupils have been eligible for Free School Meals in the last 6 years.

Principles

- We aim to ensure that all pupils make good progress.
- Appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being vulnerable or socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the Governors may consider include:

- improving the adult:child ratio in classes,
- providing small group work with an experienced teacher/ teaching assistant focussed on overcoming gaps in learning.
- providing 1-1 support in specific aspects of English and/or Maths.
- providing structured reading or numeracy support to target identified need and develop a love of learning.
- additional teaching and learning opportunities provided through trained TAs or external agencies.

All our work through the pupil premium will be aimed at moving children towards age related expectations and/or accelerating progress. Predominantly, this will be in Literacy and Numeracy but support will also be put in place to develop aspirations, self-esteem and develop social skills to facilitate learning. Pupil premium resources may also be used to target able children who are socially disadvantaged to achieve higher levels at the end of each key stage.

The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

The PPG Allocation for 2015/16 was: £65,560

The PPG Allocation for 2016/17 is: £63,010

At Chapel End the Governors target the PPG to facilitate:

Supporting learning through programmes delivered to individual or small groups for those children who require a boost to their learning in order to reach their potential. Learning Support Assistants deliver a variety of interventions or work with small groups of children requiring specific support. These groups contain many children currently on the code of practice. children on FSM currently receive interventions or small group support.

From Reception to Year 6 we have provided Learning Support Assistants to work with the lower ability sets in each group during Literacy and Numeracy. These sets include many children on FSM who do not have an Individual Education Plan but who do benefit from smaller adult: child ratios.

Provide specific resources for children such as Beat Dyslexia, Speed Sounds and Theodorescu handwriting programmes.

Increasing access for vulnerable children to access extracurricular provision e.g. Breakfast Club, Buzz Club.

Supporting children's learning in the classroom by ensuring that class sizes are as low as possible.

Supporting families in getting their child into school regularly and on time.

Purchase of learning materials (eg revision guides)

Priority access to Homework/ reading clubs

There is a provision map for every child eligible for PPG funding which details what additional or enhanced provision they receive and how often they receive it. This provision map also details the rate of progress and attainment at any given assessment point.

Impact

In the 2015/16 Year 6 cohort there were 4 out of 45 children eligible for PPG.

*Important Note: **Of these 4 children 1 was also on the SEN register.**

Attainment

Reading

75 % achieved the expected standard (the 1 child who didn't was on the SEN register). The 3 who achieved the expected standard all made better progress than other children nationally.

Writing

75 % achieved the expected standard (the 1 child who didn't was on the SEN register). All 4 children made better progress than other children nationally.

Maths

50% achieved the expected standard The 2 who achieved the expected standard both made better progress than other children nationally. The two who didn't both scored 99-1 level score below the mark for achieving the expected standard. (the child who was on the SEN register achieved the expected standard and also made a huge amount of progress-7.89).

In the cohorts which are not yet at the end of their primary education, the vast majority of children accessing pupil premium are closely monitored to ensure they are fulfilling their potential and have every opportunity to achieve as well as those not accessing pupil premium.

Ever6 children (any child who has been entitled to FSM in the last 6 years).

There were 9 Ever6 children in the 2015-16 KS2 cohort.

The table below compares their performance to both 'other' and disadvantaged children locally and nationally.

	Reading Test			Writing TA			Maths		
	CEND	LA	National	CEND	LA	National	CEND	LA	National
All Pupils	73%	65%	66%	87%	73%	74%	76%	71%	70%
Disadvantaged 9	78%	50%	52%	78%	64%	63%	56%	54%	56%
Other pupils 36	72%	72%	71%	89%	79%	79%	81%	78%	75%

In Reading and Writing the disadvantaged children at Chapel End attained higher than other disadvantaged children locally and nationally and performed similarly in Maths. It is also apparent that the disadvantaged children at Chapel End performed as well as 'other' children, locally and nationally, in Reading and Writing.

Two of the children who didn't achieve the Expected in Maths missed out by one point (scaled score of 99) which equates to 22%-this means that had they got the extra point the % for maths would have been 78% the same as for Maths and Reading

Summary from Provision map -All Cohorts

Nursery

All 4 children whose progress is being monitored on this Provision Map have made progress during their time on Nursery. 1 continues to work below ARE. The remaining 3 children are working at ARE (albeit the lower end of ARE).

Reception

All 13 children whose progress is being monitored on this Provision Map have made progress over their 12 months in Reception. However all of these children will be taught in the R/1 mixed class to give them opportunity to revisit concepts, consolidate skills and further develop a more mature attitude to their learning.

Year 1

All 14 children whose progress is being monitored on this Provision Map have made progress over their 12 months in Year 1. 2 children who were taught in the R/1 mixed class have made accelerated progress and will now be taught in the pure Y2 class. 7 children will be taught in the Y1/2 mixed class to give them the opportunity to revisit concepts and consolidate skills. They will also have access to a higher level of adult support.

Year 2

All 18 children whose progress is being monitored on this Provision Map have made progress over their 12 months in Year 2. 10 children will be taught in the mixed Y3/4 class where they will have access to a higher level of adult support and will continually revisit early English and Maths concepts.

Year 3

All 8 children whose progress is being monitored on this Provision Map have made progress over their 12 months in Year 3 with the exception of 1 child who spent an extended period of time in hospital during the Summer term due to serious illness and regressed academically. 7 of these children will be taught in the mixed Y3/4 class where they will have access to a higher level of adult support and will continually revisit early English and Maths concepts.

Year 4

All 15 children whose progress is being monitored on this Provision Map have made progress over their 12 months in Year 4. 8 of these children will be taught in the mixed Y5/6 class where they will have access to a higher level of adult support.

Year 5

All 13 children whose progress is being monitored on this Provision Map have made progress over their 12 months in Year 5. 8 of these children will be taught in the mixed Y5/6 class where they will have access to a higher level of adult support.

Year 6

All 15 children whose progress is being monitored on this Provision Map have made progress over their 12 months in Year 6. 9 children were assessed as being at at least the expected level in Reading, Writing and Maths at the end of the KS2 with 3 more children assessed at the expected level in 2 out of 3 areas.