

## Bordesley Green Primary School

### 2018 – 2019 Pupil Premium Strategy



At Bordesley Green Primary school, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential academically and socially. This belief is reflected in our school ethos:

***We care, we create, we champion***

We believe in this for every child, regardless of background. Our learning culture ensures that we have the highest expectations of all children.

When deciding how to spend the Pupil Premium Grant ('PPG') it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school. The reasons for underachievement are many and varied and could include; less support at home; social and emotional difficulties due to complex family situations or attendance and punctuality difficulties. Each child entitled to the PPG is unique in their situation and our response to their needs must reflect this.

With this in mind, at Bordesley Green we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach their full potential.

Our key objective in using the PPG is to narrow the attainment and achievement gap for pupils identified as being eligible the Pupil Premium Grant.

#### **We will ensure that:**

- A high profile is given to Pupil Premium Pupils
- All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils at Bordesley Green is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

#### **Our funding for 2018-19 will priorities 3 key areas:**

- 1. Accelerating progress and Raising Achievement**
- 2. Pastoral Support**
- 3. Enrichment**

### How do we measure the impact of the Pupil Premium Grant?

Each action taken from the above 3 priorities is recorded below. Evidence of impact is recorded using hard evidence wherever possible however pastoral support can be harder to measure, this is where the need for pupil interviews and staff feedback etc. is implemented. According to research, breaking down barriers to learning, taking the 'whole child' into consideration, gives children greater life chances.

We have implemented a whole school Pupil Premium provision map and produce cohort profiles to ensure every child receives the support they require through one of our key priorities regardless of ability. At Bordesley Green we believe in equal opportunities for all and challenging more able Pupil Premium children is a key focus this year. This is reflected in the School Development plan **"To improve outcomes in English and Maths based on identified needs of significant groups\* with each year group."** (\* significant groups includes PP children and GDS)

We continue to strive to close the gap for all pupils. Below is a table that shows the achievement of PP children in recent years.

Academic Year	Reading			English GPS			Maths		
	Sch PP	Nat NPP	Diff	Sch PP	Nat NPP	Diff	Sch PP	Nat NPP	Diff
2016/17	60%	77%	-17%	66%	81%	-15%	63%	80%	-17%
2017/18	64%	nyp		72%	nyp		72%	nyp	

## Summary information of pupil premium (PP)

Name of school:	Bordesley Green primary School		
Academic year:	2018-2019	Total PP budget for year:	Yr 1-6 £175,560 (Sept 18-March 19) TBC (April 19-August 19) Early Years PP £21,120 (to be received April 19)
Total number of pupils:	742	Number of pupils eligible for PP:	227 (38%) (Yr1-6) 16 (18%) (Early Years PP)
Amount per pupil:	227 x £1,320 (Yr1-6) 16 x £1,320 (Early Years PP)	Date of next PP strategy review:	July 2019

<b>No. of pupils on role</b>	<b>No. of pupils eligible</b>	<b>Percentage of PP pupils</b>	<b>Total funding for financial year</b>
742	243	33%	£175,560 Sept – Mar TBC Apr-Aug

### Number of Eligible pupils per year group

	YR	Y1	Y2	Y3	Y4	Y5	Y6
PP	16	20	22	34	33	45	52

Barriers:	
A.	Language and communication skills- 97% EAL/28 languages. (English competency TBC January 19th census)
B.	Basic literacy and mathematical skills-approx. 1/3 of PP children also have SEND
C.	Parental engagement and support skills.
D.	Wider life experiences and opportunities.

	Planned Expenditure	Objective	Expected Impact (Evidence source)	Evaluation of Impact (To be completed in July 2019)
Accelerating Progress and raising attainment	To provide additional teaching staff across the school	<ul style="list-style-type: none"> <li>To facilitate reduced teaching group size and specialist targeted teaching to support accelerated progress and raise attainment across all year groups</li> </ul>	Positive progress measures will be maintained and more consistent across the school (O track teacher assessment & Assertive mentoring test outcomes)	
	To provide additional Teaching Assistants based on identified needs.	<ul style="list-style-type: none"> <li>Year 2 (from Sept 18) and 6 (from December 2018) to enhance existing support and provide targeted interventions for identified children</li> </ul>	Diminish the difference between PP and 'All' attainment outcomes in reading, writing and maths (O track teacher assessment & Assertive mentoring test outcomes)	
	To provide language support assistants – Romanian, Arabic & Somali	<ul style="list-style-type: none"> <li>To facilitate integration and inclusion of newly- arrived children and their families.</li> <li>To support staff and children in class.</li> </ul>		Improved language acquisition assessment (January census data)
	To provide additional support staff. (SEND Lv2 TA's, SEND Lv 3 TA) based on identified needs to	<ul style="list-style-type: none"> <li>To provide additional classroom support, interventions and extended curriculum opportunities to address identified needs.</li> <li>To provide support for families.</li> <li>Staff training and support.</li> </ul>		
	To facilitate Every Child a Reader (ECAR)	<ul style="list-style-type: none"> <li>To address basic reading skills of low achieving children through 1-1 tuition.</li> </ul>		
	To facilitate Wellcomm in intervention in phase 1	<ul style="list-style-type: none"> <li>To facilitate delivery, staff training and resource</li> </ul>		

Pastoral support	To employ 2x Learning Mentors	<ul style="list-style-type: none"> <li>To provide support for families.</li> <li>To provide 1-1 mentoring support for pupils with behaviour issues and mental health concerns.</li> <li>Continue to organise breakfast club</li> <li>Support newly arrived pupils with the induction into school</li> </ul>	Increase in number of parents actively engaging in training and workshops and parent voice opportunities (Evaluations & consultations)	
	SLT to organise and support curriculum workshops in every school year on both English and Maths topics.	<ul style="list-style-type: none"> <li>To increase the number of parent workshops and type of workshop so all parents not only have the chance to work with their child in creative way (Inspire workshops) but also to develop a knowledge of the relevant curriculum and how they can support their child at school.</li> </ul>	To provide out of ours care to support families.	
	AHT's to utilise Family Learning Adult Education Service to provide targeted support	<ul style="list-style-type: none"> <li>To break down barriers with 'hard to reach' parents</li> </ul>		
	To train members of the SLT and learning mentors in Mental Health First Aid	<ul style="list-style-type: none"> <li>To support children and adults with early intervention strategies</li> </ul>		
Enrichment	Keyboard tuition and vocal coach	<ul style="list-style-type: none"> <li>To provide high quality opportunities to participate in activities beyond the classroom and pursue personal interests.</li> </ul>	More children will be able to partake in a range of opportunities that will broaden and enrich their lives.	
	Out of hours learning/homework support (non-sports)	<ul style="list-style-type: none"> <li>To provide high quality opportunities to participate in a wide range of activities beyond the school day and pursue personal interests</li> </ul>		
	Residential/educational visits subsidy, including Eco Park subscription.	<ul style="list-style-type: none"> <li>To provide additional opportunities to enrich the classroom curriculum through first hand experiences</li> </ul>		
	Authors & Artists	<ul style="list-style-type: none"> <li>To enhance curriculum provision and provide first hand experiences</li> </ul>		
	To provide out of hours sports clubs free of charge	<ul style="list-style-type: none"> <li>To encourage a healthy lifestyle and positive self-image</li> </ul>		