

Bordesley Green Primary School

2017 – 2018 Pupil Premium Strategy



The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 for those children who are known to be eligible for FSM. The premium is also allocated to children who have been looked after continuously for more than six months.

The Government has decided that eligibility from 2012-13 will be extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years. A premium has also been introduced for children whose parents are currently serving in the armed forces.

Summary information of pupil premium (PP)

Name of school:	Bordesley Green Primary School		
Academic year:	2017-2018	Total PP budget for year:	£178,640 (Sept 17-March 18) £127,600 (April 18-August 18) Total £306,240
Total number of pupils:	750	Number of pupils eligible for PP:	232 (32%)
Amount per pupil:	232 x @£1,320	Date of next PP strategy review:	Autumn 2018

Barriers:	
A.	Language and communication skills- 97% EAL/28 languages. 41% 'New to English' (A) or 'Early Acquisition' (B). A further 38% 'Developing Confidence' (C) as per the census January 2018 returns. 75% of children not yet competent.
B.	Basic literacy and mathematical skills. 25% of PP children also have SEND
C.	Parental engagement and support skills.
D.	Wider life experiences and opportunities.

Planned expenditure	Objective	Impact
Additional teaching staff	<ul style="list-style-type: none"> To facilitate reduced teaching group size and specialist targeted teaching to support accelerated progress and raise attainment across all year groups 	<p><u>Impact of Pupil Premium</u></p> <ul style="list-style-type: none"> Our analysis of pupil outcomes for disadvantaged children shows children have made good progress in comparison to other children in the school. This has been achieved within the context of 25% of PP children also having an identified additional need. The school has effectively used funding to try to close the gap between disadvantaged and non-disadvantaged pupils. At end of EYFS the outcomes at GDS are the same for all children with disadvantaged children performing better in four of the seven areas. At end of key stage one pp children are outperforming other children at expected in maths & writing. End of Key Stage 2 outcomes show these children achieved a higher progress score in reading and maths than other children in school. Attainment of disadvantage pupils at the end of key stage 2 shows children expected outcomes are higher than those for non-disadvantaged children in reading and maths. Maths outcomes of 72% are broadly in line with national outcomes for all children and 6% higher than disadvantaged children nationally. As a result of initiatives and robust processes, existing issues have been resolved. The attendance of PP children is now equal with that of non PP children.
Additional Teaching Assistants	<ul style="list-style-type: none"> SEND Year 2, Year 6 and Early Years to enhance existing support and provide targeted interventions for identified children 	
Attendance office hours (0.5)	To target persistent absence, improve attendance and punctuality. To effectively manage in year waiting lists, leavers and admissions.	
Language support assistants Newly arrived- Romanian, Somali & Arabic.	<ul style="list-style-type: none"> To facilitate integration and inclusion of newly-arrived children and their families. To support staff and children in class. 	
Learning Mentors	<ul style="list-style-type: none"> To provide additional classroom support, interventions and extended curriculum opportunities to address identified needs. To provide support for families. Establish breakfast club 	
Keyboard tuition and vocal coach	<ul style="list-style-type: none"> To provide high quality opportunities to participate in activities beyond the classroom and pursue personal interests. 	
Every Child a Reader (ECAR)	<ul style="list-style-type: none"> To address basic reading skills of low achieving children through 1-1 tuition. 	
Wellcomm intervention	<ul style="list-style-type: none"> To facilitate delivery, staff training and resource 	
Out of hours learning/homework support (non-sports)	<ul style="list-style-type: none"> To provide high quality opportunities to participate in a wide range of activities beyond the school day and pursue personal interests 	
Residential/educational visits subsidy, including Eco Park subscription.	<ul style="list-style-type: none"> To provide additional opportunities to enrich the classroom curriculum through first hand experiences 	
Focus weeks- English, Maths, Science, Art	<ul style="list-style-type: none"> To enhance curriculum provision and provide first hand experiences 	

