



The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under achievement. These pupils include who are entitled to free school meals; those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise achievement. It was first introduced in the academic year 2011-2012. For the year 2014-2015 the funding has been extended to any children from Year 1 upwards who have been eligible for free school meals.

The Pupil Premium is allocated to schools via the local authority funding systems and is clearly identifiable. It is for schools to decide how the Pupil Premium is spent, since they are best placed to access what additional provision should be made for the individual pupils within their responsibility.

Blakehill Commitment

*At Blakehill we believe that **all** pupils, including disadvantaged pupils, should receive quality teaching and learning which stretches, challenges and enables them to reach their full potential. A senior leader has responsibility for championing provision and the learning of our disadvantaged pupils and this is given a high profile at Blakehill. Leaders at all levels prioritise the achievements of our disadvantaged pupils to ensure that provision impacts on pupil outcomes.*

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

In the 2016- 2017 academic year Blakehill Primary School received £123,094 in pupil premium funding.

This was utilised:

- To provide quality first teaching across all year groups and in all classes.
- To provide tutoring programmes which are led by Senior leaders in Upper Key Stage 2.
- To provide intervention programmes for pupils at risk of under achieving and who are not making expected progress.
- To provide additional staff and resources at lunchtimes and in the afternoon periods where children's emotional and behavioural needs can be addressed.
- To provide Learning Mentor support for identified pupils to aid academic, social and emotional development.
- To resource extra- curricular provision to ensure all pupils have access to a range of lunchtime and after school clubs and activities.
- To allow the school to provide specific Reading support for pupils in years 1-3
- To fund school visits, uniforms and life skill sessions within school.

Staffing	Cost to School
Implementation of a tutoring programme aimed at ensuring disadvantaged and other pupils achieved their full potential in Reading and Mathematics in the KS2 assessments Three teachers to (including 2 senior leaders) work with target disadvantaged pupils in Year 6 twice weekly during Spring term 2017	£5210
Additional teachers allocated to Years 5 and 6 – work daily (mornings only) to provide additional good provision and quality first teaching boost attainment and progress of disadvantaged pupils in Reading and Maths	£37,397
Program of Reading support implemented daily to promote a love of reading and provide quality adult/child Reading time for pupils in years 1 – 3	£15,581
Our Learning Mentor provides the following support to pupil premium pupils and their families where required: <ul style="list-style-type: none"> • Offer family support and promote parental involvement • Deliver focused social and emotional support for disadvantaged pupils through a range of tailor made small group interventions • To develop detailed learning journals for vulnerable and disadvantaged pupils taking part in small intervention • Provide transport for pupils with poor attendance % • Provide one to one educational and pastoral support • Provide targeted disadvantaged children with opportunities to widen their experiences • To provide a space and time for vulnerable children to develop social skills at lunch and break times • Identify disadvantaged pupils with attendance issues and work with pupils and their families to improve attendance 	£20,603
Qualified play workers provide additional support at lunchtimes, promoting positive play, valuing pupil's personal welfare and safety and helping to reduce barriers to learning in the classroom	£16,900
Early Years and Key Stage One additional support aimed at contributing to the effectiveness of first quality teaching in phonics, reading and mathematics	£31, 098
School funded residential and educational visits and visitors, providing disadvantaged pupils with a range of experiences to support progress and attainment. This includes uniform grants, access to extra-curricular clubs and activities and additional resources for life skills sessions	£2,775
TOTAL SPENT	£129, 564

Report on Impact of Pupil Premium Grant 2016-17

Number of pupils eligible for premium grant (PPG) and PPG received	April 2014 – March 2015	April 2015 – March 2016	April 2016 – March 2017
Number and % of pupils eligible for PPG	72 (17.4%)	78 (18.4%)	88 (21%)
Amount of PPG received per pupil	£1,323	£1,320	£1320 per pupil 88 x £1320 = £116,160
Children adopted from care per pupil	£1,900	£1,900	£1900 4 pupils x £1900 = £7600
Looked After children	£3,801	£2,969	1 pupil £1987
Total amount of PPG received	£104,757	£111,629	£127,747

Impact of pupil premium funding grant spending up to July 2016

The impact of the Pupil Premium Grant is measured at the end of the academic year in relation to:

- Attendance
- Achievement
- Progress

Attendance

	School Overall Attendance National attendance figures in brackets	Attendance of pupils in receipt of PPG	Attendance of other pupils	Difference between our PPG pupils and other pupils in our school	Difference between our PPG pupils and other pupils nationally
2017	95.3% (96%)	92%	96.6%	-4.6%	
2016	95.38% (96%)	92.70%	96.15%	-3.45%	-3.3%
2015	95.81% (96.1%)	94.59%	96.12%	-1.53%	-1.51%
2014	96.46% (95.2%)	94.38%	96.8%	-2.44%	-0.52%

Summary

- % of pupil attendance demonstrated a slight downward trend for the whole school
- Data analysis demonstrates an increase in pupils not attending school through taking term time holidays
- The gap between attendance % of disadvantaged pupils compared to that of other pupils is widening
- Attendance across school, particularly the attendance of disadvantaged pupils is a school priority 2017-18
- Improvement strategies are in place and will be used to impact on pupil attendance of disadvantaged pupils 2017-18

Persistent Absentees

	Persistent absentees* – whole school	Persistent absentees – PPG pupils	Persistent Absentees – other pupils	Difference between our PPG pupils and other pupils in our school
2017	0.98%	4.79%	5.03%	+ 0.24%
2016	11.11%	4.84%	6.26%	-1.42%
2015	3.06%	1.11%	1.95%	-0.84%
2014	1.69%	0.56%	1.13%	-0.57%

Impact

- Persistent absentee attendance % for pupil premium pupils has improve from 2016
- The gap between pupil premium and other pupils has narrowed significantly 201-2017.
- The impact of strategies implemented during 2016-17 (transport funding, Learning Mentor provision etc.) demonstrates that pupil premium persistent absentee's attendance has improved and is now better that other pupils

Achievement**Early Years**

	% of pupils who achieved GLD National averages in brackets	% of pupils who achieved GLD and eligible for FSM	% of pupils who achieved GLD who were not eligible for FSM	Difference
2017	79%	75%	69%	+6%
2016	80.3% (69%)	86% (55%)	80% (72%)	+6%
2015	56.9% (66%)	50% (51%)	57.9% (69%)	-7.9%
2014	61% (61%)	37.5% (45%)	65% (64%)	-26%

Impact Summary

- A significant improvement in overall % of Good Level of Development GLD from 2014-2017 for all pupils with % stable over the last 2 years and well above National expectations – see table
- A significant improvement in GLD achieved by pupils eligible for Free School Meals (FSM) 2014 – 2017, now on an upward trend and maintaining a decrease in the difference between all pupils and those in receipt of FSM – see table above
- The gap between GLD between all pupils and those eligible for FSM has narrowed significantly and is stable 2016 and 2017 see table above

Phonics in Year 1

	Overall % of pupils who have met the expected standard by the end of Year 1 (National Averages in Brackets)	% of pupils in receipt of PPG who met the expected standard by the end of year 1	% of other pupils who met the expected standard by the end of year 1	% Difference between PPG receiving pupils and other pupils
2017	95% (82%)	100%	94%	+6%
2016	89% (81%)	85% (70%)	90% (83%)	-5%
2015	92% (77%)	67% (66%)	100% (80%)	-33%
2014	95% (74%)	78% (63%)	98% (78%)	-20%

Impact Summary

- Pupils achieving the expected standard in phonics has been consistently above national figures – 2014 -2017
- % of pupils in receipt of PPG and meeting the expected standards improved significantly from 2016 with disadvantaged pupils achieving better than other pupils in 2017
- The gap between disadvantaged pupils and other pupils achieving the expected standard in Phonics has improved from -20% (2014) to +6 (2017)
- The gap between pupils achieving the expected standard who are not in receipt of the PPG and those that are, has diminished completely 2017
- Additional phonic sessions are taught in Year 2 to ensure all pupils achieve the expected standard
- Phonics are taught daily from Rec – Year 4

KEY STAGE 1

2017 National averages in brackets)	Overall % of pupils who met the expected standard by the end of Year 2 2017	% of pupils in receipt of PPG who met the expected standard by the end of year 2	% of other pupils who met the expected standard by the end of year 2	% Difference between PPG receiving pupils and other pupils
Maths	82% (75%)	58%	69%	-11%
Reading	84% (86%)	83%	68%	+15%
Writing	73% (68%)	67%	61%	+6%

2016 National averages in brackets	Overall % of pupils who met the expected standard by the end of Year 2 2017	% of pupils in receipt of PPG who met the expected standard by the end of year 2	% of other pupils who met the expected standard by the end of year 2	% Difference between PPG receiving pupils and other pupils
Maths	68% (73%)	63% (77%)	71% (77%)	-8%
Reading	72% (74%)	68% (78)	73% (78%)	-5%
Writing	65% (65%)	53% (70%)	71% (70%)	-18%

2015 National averages in brackets	Overall % of pupils who met the expected standard by the end of Year 2 2017	% of pupils in receipt of PPG who met the expected standard by the end of year 2	% of other pupils who met the expected standard by the end of year 2	% Difference between PPG receiving pupils and other pupils
Maths	82% (82%)	82%	98%	-16%
Reading	90% (82%)	82%	94%	-12%
Writing	73% (72%)	82%	94%	-12%

2014 National averages in brackets	Overall % of pupils who met the expected standard by the end of Year 2 2017	% of pupils in receipt of PPG who met the expected standard by the end of year 2	% of other pupils who met the expected standard by the end of year 2	% Difference between PPG receiving pupils and other pupils
Maths	88% (80%)	100%	94%	+6%
Reading	90% (81%)	91%	94%	-3%
Writing	78% (70%)	82%	92%	-10%

Impact Summary

- % of Pupil premium pupils achieving the expected standard in Reading and Writing was better than that of other pupils
- The gap between pupil premium pupils and other pupil achievement in Reading and Writing has diminished completely
- Attainment in Maths for pupil premium pupils is below that of other pupils and the gap has widened 2016-2017
- Strategies implemented for reading and writing will now be implemented for maths.

KEY STAGE 2

2017 National averages in brackets	Overall % of pupils who met the expected standard by the end of Year 6 2017	% of pupils in receipt of PPG who met the expected standard by the end of year 6	% of other pupils who met the expected standard by the end of year 6	% Difference between PPG receiving pupils and other pupils
Maths	86% (75%)	80%	87%	-7%
Reading	84% (71%)	80%	80%	0%
Writing	84% (76%)	60%	90%	-30%
GPS	91% (77%)	80%	95%	-15%

2016 National averages in brackets)	Overall % of pupils who met the expected standard by the end of Year 6 2016	% of pupils in receipt of PPG who met the expected standard by the end of year 6	% of other pupils who met the expected standard by the end of year 6	% Difference between PPG receiving pupils and other pupils
Maths	77% (70%)	69% (70%)	81 (76%)	-12%
Reading	77% (66%)	57% (72%)	83% (72%)	-26%
Writing	63% (74%)	43% (79%)	69% (79%)	-26%
GPS	73% (72%)	57% (78%)	79% (78%)	-22%

2015 National averages in brackets	Overall % of pupils who met the expected standard by the end of Year 6 2016	% of pupils in receipt of PPG who met the expected standard by the end of year 6	% of other pupils who met the expected standard by the end of year 6	% Difference between PPG receiving pupils and other pupils
Maths	97% (87%)	91%	98%	-7%
Reading	95% (89%)	91%	96%	-5%
Writing	90% (87%)	64%	96%	-32%
GPS	90% (80%)	73%	94%	-21%

2014 National averages in brackets	Overall % of pupils who met the expected standard by the end of Year 6 2016	% of pupils in receipt of PPG who met the expected standard by the end of year 6	% of other pupils who met the expected standard by the end of year 6	% Difference between PPG receiving pupils and other pupils
Maths	85% (86%)	80%	86%	-6%
Reading	95% (89%)	80%	98%	-18%
Writing	93% (85%)	90%	94%	-4%
GPS	78%	50%	84%	-34%

- Significant gaps between attainment of disadvantaged pupils and those other pupils remains and increases in attainment in Reading and Maths between 2014 -2016
- Deployment of strategies introduced in Autumn and Spring 2017 aimed at diminishing the difference in attainment between pupils in receipt of Pupil Premium Funding and other pupils.
- Impact of strategies evident in 2017 where the difference in attainment is narrowed for Reading, SPaG and Maths between disadvantaged pupils and 'other pupils'
- The attainment of Pupil premium pupils now matches that of other pupils in reading.

- The gap between attainment in writing for our disadvantaged pupils and other pupils is widening and is an area of priority on the school improvement plan 2017-18
- Analysis of strategies used to impact on outcomes in reading and maths will be extended to the teaching of writing .