



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 those 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.*

*In 2018, school leaders commissioned an independent review of Pupil Premium provision to ensure that allocated funding is being used effectively to impact 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 2017- 2018 academic year Blakehill Primary School received £113,447 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 Head of School and the school's Assistant Headteacher work with individual target disadvantaged pupils in Year 6 in the afternoons	£17,638
The Head of School and Assistant Head teacher teach Maths and Reading to groups of pupils in years 5 and 6 daily. This equates to 0.5 of their working week to precision teaching. The aim is to provide additional excellent provision and quality first teaching to further boost attainment and progress the of disadvantaged pupils	£68,641
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	£13,336
Our Learning Mentor provides the following support to pupil premium pupils and their families where required: <ul style="list-style-type: none"> <li>• Offer family support and promote parental involvement</li> <li>• Deliver focused social and emotional support for disadvantaged pupils through a range of tailor made small group interventions</li> <li>• To develop detailed learning journals for vulnerable and disadvantaged pupils taking part in small intervention</li> <li>• Provide transport for pupils with poor attendance %</li> <li>• Provide one to one educational and pastoral support</li> <li>• Provide targeted disadvantaged children with opportunities to widen their experiences</li> <li>• To provide a space and time for vulnerable children to develop social skills at lunch and break times</li> <li>• Identify disadvantaged pupils with attendance issues and work with pupils and their families to improve attendance</li> </ul>	£12,450
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	£1,382
<b>TOTAL SPENT</b>	<b>£113,447</b>

### Report on Impact of Pupil Premium Grant 2017-18

	Sept 2015 – July 2016	Sept 2016 – July 2017	Sept 2017 – July 2018
Number and % of pupils eligible for PPG	<b>78</b> (18.4%)	<b>88</b> (21%)	<b>74</b> (17%)
Amount of PPG received per pupil	<b>£1,320</b> 78 x £1320 = £102,960	<b>£1320</b> 88 x £1320 = £116,160	<b>£1320</b> 74 x £1,320 = £97,680
Children adopted from care per pupil	<b>£1,900</b>	<b>£1900</b> 4 pupils x £1900 = £7600	<b>£1900/£2300</b> £14,467
Looked After children	£2,969	<b>£1987</b> 1 pupil x £1987	<b>£875</b>
Service Children			<b>£425</b>
Total amount of PPG received	<b>£111,629</b>	<b>£123,094.08</b>	<b>£113,447</b>

### Impact of pupil premium funding grant spending up to July 2018

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

- Attendance
- Achievement
- Progress

#### Attendance

	School Overall Attendance National attendance (96%)	Attendance of pupils in receipt of PPG	Attendance of other pupils	Difference between our PPG pupils and other pupils in our school
2018	96%	94%	96.4%	- 2.6%
2017	95.1%	92%	96.6%	-4.6%
2016	95.5%	92.7%	96.1%	-3.45%

#### Summary

- School attendance % in line with national attendance %
- Attendance of pupils in receipt of Pupil Premium Grant has improved between 2016/7 and 2017/8 with a 2 % increase in attendance
- In 2017/18, the gap between the attendance % of pupils in receipt of Pupil Premium funding and non pupil premium pupils has diminished.

#### 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
2018	7%	3.75%	3.5%	-0.25%
2017	11% (nat 8.7%)	4.79%	5.03%	+ 0.24%
2016	9.5 % (nat 8.8%)	4.84%	6.26%	-1.42%

#### Summary

- Whole school persistent absentee % has reduced by 4% since 2016/17 and is now well below national
- The gap between pupil premium and other pupils is diminishing

### 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
2018	75%	43%	78%	-35%
2017	79%	75%	69%	+6%
2016	80.3% (69%)	86% (55%)	80% (72%)	+6%

#### Impact Summary

- % of pupils in receipt of FSM achieving GLD in 2017/18 is significantly below that of pupils not in receipt of Pupil premium Funding
- The 4 of 7 pupils in receipt of FSM who did not achieve GLD, have other contributing factors/multiple vulnerabilities affecting attainment

#### 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
<b>2018</b>	94% (82%)	80%	94%	-14
<b>2017</b>	95% (82%)	100%	94%	+6%
<b>2016</b>	89% (81%)	85%	90%	-5%

#### Impact Summary

- Pupils achieving the expected standard in phonics has been consistently above national figures
- Of the 9 pupils in receipt of Pupil Premium funding, 2 did not reach the expected standard for phonics. These 2 pupils have SEN and have an EHCP/My support plan. This is a significant factor when comparing the difference in attainment between PP pupils and non PP pupils
- 100% of pupils in receipt of PP funding who do not have SEN/multiple vulnerabilities achieved the expected standard
- 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**

<b>2018</b> National averages in brackets)	<b>Overall % of pupils who met the expected standard by the end of Year 2 2017</b>	<b>% of pupils in receipt of PPG who met the expected standard by the end of year 2</b>	<b>% of other pupils who met the expected standard by the end of year 2</b>	<b>% Difference between PPG receiving pupils and other pupils</b>
Maths	78% (72%)	56%	78%	-22%
Reading	78% (70%)	33%	78%	-45%
Writing	70% (66%)	44%	70%	-26%

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

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

**Impact Summary**

- Pupils in receipt of PP funding did less well than other pupils in the cohort in Reading, Writing and mathematics in 2018. Of the 5 pupils premium pupils who did not achieve ARE in these subjects, 3 have additional needs and receive additional school bases/external provision.
- An external Pupil Premium review was completed in May 2018 and recommendations from the report have been considered. Strategies have been implemented in KS1, particularly in Reading to support pupils at risk of falling behind, particularly our PP pupils.

**KEY STAGE 2**

<b>2018</b> National averages in brackets	<b>Overall % of pupils who met the expected standard by the end of Year 6 2017</b>	<b>% of pupils in receipt of PPG who met the expected standard by the end of year 6</b>	<b>% of other pupils who met the expected standard by the end of year 6</b>	<b>% Difference between PPG receiving pupils and other pupils</b>
Maths	97%	100%	96%	+4
Reading	92%	100%	87%	+13
Writing	92%	92%	89%	+3
GPS	97%	92%	96%	-4
R,W,M	85%	92%	81%	+11

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

<b>2016</b> National averages in brackets)	<b>Overall % of pupils who met the expected standard by the end of Year 6 2016</b>	<b>% of pupils in receipt of PPG who met the expected standard by the end of year 6</b>	<b>% of other pupils who met the expected standard by the end of year 6</b>	<b>% Difference between PPG receiving pupils and other pupils</b>
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%

**Impact Summary**

- Significant improvement in the number and % of pupils achieving the expected standard in Reading, Writing, Maths, Grammar, Spelling and Punctuation and Combined outcomes in 2018 due to precision teaching model and additional groupings
- Pupil outcomes for our pupils in receipt of the Pupil Premium Funding exceeded that of all other pupils except for GPS
- Outcomes in GPS for our PP pupils was significantly better than in 2017. The gap in attainment is diminishing