

Pupil Premium Strategy 2017 – 2018

| Summary Information | | | |
|----------------------------------|------------------------|-----------------------------------|-------------|
| School | Bantock Primary School | Academic Year | 2017 - 2018 |
| Date of Recent Review | Autumn 2018 | Total Pupil Premium Budget | £187,440 |
| Total Number of Full Time Pupils | 384 | Pupils Eligible for Pupil Premium | 144 |

Our School Ethos

At Bantock Primary we promise a caring community where everyone can SUCCEED. We provide a HAPPY and exciting environment to INSPIRE children to learn and grow. We will NURTURE their talents and EDUCATE them in everything you do. We aim to encourage every child to SHINE.

We strongly believe all children can be successful, confident and successful learners and there are no limits to what they can achieve with dedication and a commitment to learning. We believe that one of the biggest 'barriers' for children can be deprivation and we are therefore determined to create a climate that does not limit a child's potential by providing a fun, stimulating learning environment where each new day brings fresh challenges and rewards, and inspiring our children with our creative and imaginative approach to the curriculum, providing a firm foundation for lifelong learning. We believe strong relationships based on trust and respect and highly valued pupil voice by us all will guide us to listen, value and act on what is important to our children.

We treat all our children as individuals, carefully monitoring their progress and planning next steps on their learning journey to achieve the highest possible standards in everything they do so that no child is left behind.

We will create opportunities to allow your child to SHINE.

Our School Context

Bantock Primary is in an inner city area of Wolverhampton situated in the Graiseley Ward. 30% of households are semi-detached, 29% are terraced and 25% of households are in purpose built blocks of flats or tenements. There are two women's refuge homes in the locality which the school regularly admits pupils from. Approximately 40 languages are spoken which enhances the already harmonious environment. This makes the school a unique, vibrant and stimulating place to learn.

The school is located in an area of a high social deprivation with the deprivation indicator being consistent over the last three years and higher in comparison to National. Bantock Primary is in the highest percentile of deprived schools which puts the school in the lowest 6% nationally. We have a high percentage of children eligible for pupil premium while some families have no recourse to public funds. Many of our pupil premium children face multiple barriers, including social, emotional and mental health needs and parental aspirations.

| PPG Spending by Key Strategies | | | | |
|---|--|---------|---|---------------------------------|
| Barriers to Future Attainment | Brief Summary of the Intervention or Action | Cost | Is this a new or a successful strategy continued? | Sutton Trust Evidence Rationale |
| Raise Achievement | | | | |
| Low Attainment Baselines on Entry to School | Raising Attainment Key Leaders to harness findings from quality research and innovate approaches to raise the profile of quality first teaching. | £10,000 | Continued | + 8 months |
| | Progress in Phonics Secure Improvements in the teaching of Phonics | £31538 | Continued | + 5 months |
| | Inclusion Rigorously track, monitor and evaluate progress and attainment of targeted disadvantaged pupils | £10,000 | Continued | + 3 months |
| Attributes - Provide sustained social and emotional support for personal development | | | | |
| Socio Economic Factors Impeding Learning | Enhance the physical and mental health and emotional well-being of learners Work with external partners to support learners and reduce the onset of mental health disorders and a less healthy lifestyle | £10,800 | New Aspect | + 4 months |
| | Social and Emotional Support Provide individual intensive support and counselling for short, regular sessions over a period of time for identified vulnerable pupils and Looked After Pupils | £30,000 | Continued New Aspects | + 4 months |
| Access - Improve the access to opportunities that enrich learning | | | | |
| Proficiency in Language Structures | Academic Language Development Further develop acquisition and application of academic language structures across the curriculum | £20,000 | New Aspect | + 4 months |

| | | | | |
|---|--|-----------------|--------------------------|-------------------|
| Learning Opportunities that Impact on Achievement and Wider Development | Enhance the physical and mental health and emotional well-being of learners Further engage pupils in outdoor provision to enhance existing physical, personal and communication skills | £17,000 | Continued | + 2 months |
| Attitudes - Excellent attitudes to learning | | | | |
| Gaps in Knowledge, Skills and Understanding and Passive Attitude to Learning | Smaller Classes Increase the teacher to pupil ratio in order to increase the impact of "Quality First Teaching" | £47,644 | Continued | + 3 months |
| | 1:1 Intensive Academic Support 1:1 reading, writing, maths, speech and language researched interventions delivered by trained staff for identified pupils | £19,125 | Continued New Aspects | + 5 months |
| | Small Group Support Targeted phonic Interventions for learners to narrow the gap with the expected standard | £2,288 | Continued | + 4 months |
| Aspirations – Interventions for all stakeholders | | | | |
| All Stakeholder Ownership and Responsibility for Learning | Early Bird Boosters Teaching of gaps in English and Maths reinforcing and consolidating learning to improve attainment at the end of KS1 and KS2 | £29,250 | Continued | + 2 months |
| | Parental Engagement and Involvement Build parent relationships in order to gain contextual insight into life, learning and well-being to better support existing and new learners. | £10,000 | New Aspect | +3 months |
| | Sustain Attendance Targeted support for at risk families and new families to improve attendance. | £12,000 | Continued | + 4 months |
| Total Spend | | £249,645 | | |

Desired Outcomes reviewed Autumn 2018

Raise Achievement

Pupils have made above average progress by the end of KS2 in Writing and the gap has been narrowed further with the National average. The gap has also been narrowed for Reading from the previous year.

The percentage of pupils who achieved the expected standard for attainment in Reading and Maths is below national.

This was impacted by joiners in KS2 and pupils who are developing fluency in English.

Social, emotional and mental health needs were also a factor for some pupils.

Attributes : Provide sustained social and emotional support for personal development

Counselling for individuals and targeted work with external partners has provided intensive social emotional support for vulnerable disadvantaged pupils and has resulted in an increased stability in pupil's mental health and sustained emotional well-being so that these vulnerable pupils were able to continue to access full time mainstream education.

Access : Improve the access to opportunities that enrich learning

106 pupil premium children accessed extended learning opportunities and experiences such as clubs (phonics, reading, cool kids, football, hockey, cooking, forest school, photography), visits and visitors in school. Pupils also continued to have access to inter-school competitions which provided opportunities for improving skills and ability. Worked with external partners to further develop the acquisition and application of academic language across the curriculum in order for pupils to demonstrate confidence, coherence and a deepened level of proficiency in academic language across the curriculum.

Attitudes : Excellent attitudes to learning

Phonics outcomes for pupils in Year 1 are below the national average but targeted interventions to overcome barriers has resulted in disadvantaged pupils narrowing the gap by the end of Year 2. Phonic outcomes have been impacted by mobility of both joiners and leavers.

The vast majority of Key Marginals targeted for interventions in Writing achieved the expected standard or greater depth.

For Reading and Maths the proportion of Key Marginals targeted to attain the expected standard was not achieved. This was impacted by low attendance rates, joiners, SEND and pupils with social, emotional and mental health needs.

Aspirations : Interventions for all stakeholders

A range of strategies designed to challenge cultural barriers and expectations and reinforce educational aspirations, engage and support individual families have been sustained this year and has resulted in continued improvement in parental engagement especially at parent’s evenings and ensuring the most vulnerable pupils received additional support.
 The attendance of disadvantaged pupils has not improved this year. It has been impacted by persistent absences from a significant ethnic minority group.

Sutton Trust Teaching and Learning Toolkit is a summary of educational research which provides guidance for schools on how to use their resources to improve the attainment of disadvantaged pupils. We have used the analysis to support our selection of key strategies that would best support disadvantaged pupils at Bantock Primary School.

| Pupil Premium Progress for the end of Key Stage 2: School (National) | | | | | | |
|--|------------|----------------------|------------|----------------------|-----------|----------------------|
| | Reading | | Writing | | Maths | |
| | Expected | Better than Expected | Expected | Better than Expected | Expected | Better than Expected |
| 2012/13 | 83% (88%) | 42% (30%) | 92% (91%) | 33% (30%) | 91% (88%) | 9% (31%) |
| 2013/14 | 90% (94%) | 48% (35%) | 90% (96%) | 50% (33%) | 90% (93%) | 20% (35%) |
| 2014/15 | 100% (94%) | 29% (33%) | 100% (97%) | 71% (36%) | 86% (93%) | 0% (37%) |
| 2015/16 | -0.5 | | +3.1 | | +1.6 | |
| 2016/17 | +0.8 | | +3.9 | | +3.0 | |
| 2017/18 | -2.83 | | +1.8 | | -2.03 | |

| Validated Pupil Premium Attainment for the end of Key Stage 2: School (National) at the Expected Standard | | | | |
|--|-------------------------------------|-----------|-----------|-----------|
| | Combined (Reading, Writing & Maths) | Reading | Writing | Maths |
| 2012/13 | 69% (75%) | 71% (86%) | 79% (83%) | 79% (85%) |
| 2013/14 | 56% (79%) | 76% (89%) | 64% (85%) | 60% (86%) |
| 2014/15 | 69% (80%) | 78% (89%) | 61% (87%) | 61% (87%) |
| 2015/16 | 48% (53%) | 43% (66%) | 65% (74%) | 65% (70%) |
| 2016/17 | 30% (61%) | 35% (71%) | 60% (76%) | 60% (75%) |
| 2017/18 | 36% (64%) | 48% (75%) | 60% (78%) | 36% (76%) |

School is Higher than National Average

| Next Steps |
|---|
| <ul style="list-style-type: none"> Introduction of standardised tests to provide gap analysis to further inform teaching and interventions Monitor progress on a two weekly basis for Year 2 and Year 6 Provision for additional support for children with social, emotional and mental health needs to build engagement, resilience and confidence. Further embed already implemented reading strategies Monitor and improve children’s reading speeds Continue to extend children’s vocabulary and academic language Reduce the persistent absence rate for significant groups |