

Bantock Pupil Premium Strategy Statement 2018 – 2019

Summary Information			
School	Bantock Primary School	Academic Year	2018 - 2019
Date of Recent Review	Autumn 2018	Total Pupil Premium Budget	£215, 216
Total Number of Full Time Pupils	372	Pupils Eligible for Pupil Premium	163
Date of Next Review	Autumn 2019		

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.

Barriers to Future Attainment		Desired Outcomes
Low Prior Attainment	Assessment on entry to the early year's foundation stage and throughout school in any year group shows many of our children have poorly developed communication skills, little or no English and poor personal, social and emotional development therefore many of our children's attainment on entry is well below the developmental expectations.	Raise Achievement (1) Attainment is in line with or above national at the end of KS2
Socio Economic Factors Impeding Learning	The school's deprivation indicator is 0.4, which is significantly higher than the national average of 0.21. In 2017 – 2018 the percentage of children eligible for pupil premium fluctuated between 28% to 33% therefore at times being higher than the national average of 28%. This percentage would be over 40% if it included all our known families that have no recourse to public funds.	Attributes (2) Children with mental health, social and emotional issues make good progress
Social Care	A significant proportion of our families are currently supported by social care and strengthening families. Collaboration with external services, regular safeguarding training and updates for all staff, an open door policy for parents as well as a range of strategies, (e.g. counselling) provided by the school help to support our most vulnerable families.	Attributes (2) Children with mental health, social and emotional issues make good progress
Proficiency in English	87% of our children are from minority ethnic families of which 69% speak English as an additional language. 69% of all EAL children have either no English or are developing acquisition of language (Proficiency in Language A to C)	Access (3) Improve the access to opportunities that enrich learning and improve academic language
Mental Health and Well Being	A number of our children have challenges with routines, managing emotions and behaviours, social relationships and self-care skills. Parent capacity support from the school can be centred around meeting basic needs, ensuring safety, emotional support, guidance and boundaries and stability at home.	Aspirations (4) Interventions for all stakeholders – children make good progress and attendance rates are improved
		Attributes (2) Children with mental health, social and emotional issues make good progress
Mobility	For 2017 – 2018 the school had high mobility, putting us in the lowest quintile for stability with many of our children arriving from overseas with no English and little or no prior education.	Raise Achievement (1) Children make good progress from individual baselines

PPG Spending by Key Strategies					
Group Cohort	Lead/Project	Brief Summary of the Intervention or Action	Cost	Is this a new or a successful strategy continued?	Sutton Trust Evidence Rationale
Raise Achievement - Attainment is in line with or above national at the end of KS2. Children make good progress from individual baselines. (1)					
Whole School	Phase Managers Release time to support improved teaching and quality assurance	Quality First Teaching Phase managers to support greater consistency in teaching as well as monitoring the effectiveness of interventions. <ul style="list-style-type: none"> Improving monitoring and evaluation Modelled lessons Team teaching Peer to peer support Targeted professional development 	£2,063	New Aspect	+ 8 months
Targeted Y1, Y2 and Y6 Boosters	Deputy Head Progress Reviews Core Team Meetings	Assessment Analysis Forensic analytical monitoring of pupil progress, gap analysis and a review of provisions with a focus on identifying pupils at risk of not achieving (Key Marginals) and ensuring targeted interventions to address underachievement.	£12,529	New Aspect	+ 3 months
YR, Y2, Y6	Leadership Team 3 Additional Teaching Staff	Smaller Classes Increase the teacher to pupil ratio in order to increase the impact of "Quality First Teaching"	£55,569	Continued	+ 3 months
Targeted Children Y2 to Y6	Deputy Head Catch Up Interventions	1:1 Intensive Academic Support 1:1 reading, writing, initial language assessments, speech and language researched interventions delivered by trained staff for identified pupils	£66,886	Continued	+ 5 months
Targeted Children Y1	Teachers Streaming in all year groups	Small Group Support Targeted phonic interventions for learners to narrow the gap with the expected standard	£14,248	Continued	+ 4 months
Y1 to Y6	Curriculum Manager Release time to support and monitor	P4C P4C improves pupil's critical, creative and rigorous thinking and helps to develop higher order thinking skills, communication and cooperation with others.	£2,621	New Aspect	+ 8 months
Y2 and Y6	Teachers Early morning teaching	Early Bird Boosters Teaching of gaps in English reinforcing and consolidating learning to improve attainment at the end of KS1 and KS2	£1,801	Continued	+ 2 months
Attributes - Children with mental health, social and emotional issues make good progress (2)					

Targeted Vulnerable Children	Health and Well Being Manager/Deputy Head To work with external agencies and partners	Enhance the physical and mental health and emotional well-being of learners Work with external partners and further develop school policy to identify and support learners with the onset of mental health disorders and a less healthy lifestyle <ul style="list-style-type: none"> • Social care • Headstart programme • Outreach support • Professional development • NHS • Strengthening families 	£14,218	Continued	+ 4 months
Identified Vulnerable and LAC Children	Deputy Head Counsellor Lunchtime TA Support	Social and Emotional Support Provide targeted individual intensive support and counselling for short, regular sessions over a period of time	£11,784	Continued	+ 4 months
Access - Improve the access to opportunities that enrich learning and improve academic language (3)					
Proficiency in English Identified Children	Phase Managers To support teachers in academic language development	Academic Language Development Review and further develop acquisition and application of academic language structures across the curriculum <ul style="list-style-type: none"> • In house professional development • Monitoring and analysis of proficiency in English outcomes • Targeted support for children in band 'C' 	£2,375	New Aspect	+ 4 months
Whole School Y2, Y6	Health and Well Being Lead/Finance Manager Out of hours Clubs Allotment time for targeted pupils Visit subsidies Visitor subsidies Residential subsidies	Enhance the physical and mental health and emotional well-being of learners Further engage pupils in extended learning opportunities to support children's positive attitudes to learning, broaden their experiences and build vocabulary and academic language	£17,549	New Aspect & Continued	+ 2 months
Aspirations – Support for all stakeholders (4)					
New Arrivals	Deputy Head To support new parents and pupils	Parental Engagement and Involvement Parent Ambassadors to build parent relationships in order to gain contextual insight into life, learning and well-being to better support existing and new learners.	£4,622	New Aspect	+3 months
Persistently Absent Children	Education Welfare Officer To reduce persistent absence rate	Sustain Attendance Targeted support and engagement for at risk families and new families to improve attendance.	£10,373	Continued	+ 4 months
Total Spend			£216,638		

Desired Outcomes reviewed Autumn 2019

Raise Achievement: Pupil premium children at Bantock join at different points throughout the year and have different levels of prior schooling which impacts the level of progress.

- At Early Years the proportion of pupil premium children achieving GLD is 50% which is higher than the cohort.
- Phonics outcomes – 64% of pupil premium children passed the phonic check in Year 1 which is proportionally higher than the cohort. By the end of Year 2 the gap has been further narrowed with 80% passing the phonic check.
- At Key Stage 1 pupil premium children achieving age related expectations is in line with the cohort in Reading and above for Writing and Maths.
- At Key Stage 2 pupil premium children have made above average progress by the end of KS2 in Reading and Writing and are above the National average. For Maths the gap between disadvantaged pupils and national non-disadvantaged pupils has been significantly narrowed from -2.34 to -0.67 from the previous year.
- At Key Stage 2 the proportion achieving the expected standard is higher than the cohort in Reading, Writing, GPS and Maths. The percentage at floor is 50% in comparison to 48% of the cohort. Although the percentage of pupils who achieved the expected standard for attainment in Reading, Writing and Maths is below national the gap has narrowed in all 3 subjects from the previous year. 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

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

134 pupil premium children accessed extended learning opportunities and experiences such as clubs (phonics, reading, cool kids, football, hockey, cooking, forest school, photography). All year groups have had a broad range of visits and visitors in school. Pupils also continued to have access to inter-school competitions which provided opportunities for improving skills and ability.

Further development of the acquisition and application of academic language across the curriculum is demonstrated pupil's confidence, coherence and a deepened level of proficiency in academic language across the curriculum.

Aspirations: Interventions for all stakeholders

A range of strategies designed to challenge cultural barriers, expectations and reinforce educational aspirations, engage and support individual families have been sustained this year and has resulted in continued improvement in parental engagement and in supporting learners through parent's evening, chatter sessions and ESOL classes.

Targeted support for attendance has resulted in an improvement this year of 93.9% in comparison to the previous year 92.5%.

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)						Green = School is Higher than National Average
	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 (+0.31)		+1.8 (+0.24)		-2.03 (+0.31)	
2018/19	+2.55 (+0.32)		+2.49 (+0.26)		-0.31 (+0.36)	

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%)
2018/19	50% (65%)	64% (73%)	71% (79%)	61% (79%)

Next Steps

- Sustain analysis of pupil progress and gap analysis
- Sustain already implemented reading strategies
- Sustain already implemented phonic interventions
- Further improve children's reading speeds
- Sustain additional provision to support children with social, emotional and mental health needs and to build engagement, resilience and confidence.
- Further develop acquisition of academic language across the curriculum
- Sustain parental engagement in order to support existing and new learners
- Further reduce the persistent absence rate for a significant group

