

Pupil Premium Report

Academic year 2018/2019

The Pupil Premium Grant (PPG) was introduced in April 2011, giving schools additional funding to raise the attainment of pupils from lower income families.

Schools currently receive funding as follows:

- £1300 per primary school age child
- £9335 per secondary school age child
- £300 per service family child
- £1900 per looked- after child who: have been looked after for one day or more, are adopted, leave care under a Special Guardianship Order or Residence Order.

School are free to spend the PPG as they see fit; however, they are responsible for reporting on how this funding has been spent to successfully support those eligible pupils and maximise their achievement and attainment in school, in line with their peers.

Bushy Hill's PPG Funding

Funding for April 2016 - March 2017 = £47,520

Funding for April 2017 - March 2018 = £36,520

Funding for April 2018 - March 2019 = £37,958

How Bushy Hill has used PPG

The school's PPG expenditure is reported at the end of the academic year. Not every pupil who is eligible for funding has taken part in every/all interventions as these are not specifically aimed at pupils from low- income families and are used to ensure ALL children are making expected and good progress at our school. Below are a list of ways in which we have supported our children this year.

- Support Maths groups
- Booster sessions for Maths and English
- Reading Intervention programmes
- In- class Learning assistant support
- Social skills support and Home-School Link Worker

Our *Home-School Link Worker* is a shared resource available to all families. The role of the HSLW is to work with families in need, running parenting classes as well as signposting to agencies that are able to support particular and individual needs. She may also liaise with parents regarding the school's use of the PPG to support their child.

The Bushy Hill pledge

The school pledges that all children eligible for PPG will be guaranteed these opportunities during their time at Bushy:

- Funding for an age-appropriate book every half term to own, take home and read, we have attached a suggested reading list for your child to choose from.
- Funding to attend one extra-curricular activity every term
- Funding to participate in the creative arts (e.g. peripatetic music lessons)
- Funding for every day visit in their current year group
- Keeping £100 from each yearly allowance to ensure a residential visit in the lower and upper phase
- Allocation of two school jumpers, a school PE kit and two school polo shirts at the beginning of the academic year- please order from the office directly
- Provision of a 'fully equipped' pencil case at the beginning of every term from the school stationery shop

1. Summary Information for Pupil Premium (PP)					
Academic Year	September 2018 to July 2019	Total PP Budget (2017/18)	£37,958	Date of most recent PP review	July 2018
Total number of pupils	271	Number eligible for PP	45 (16.6%)	Date for next internal review of this strategy	July 2019

2. Desired outcomes	Success criteria
1. Accelerate progress in Year 6 for PP children in Reading, Writing and Maths, Year 5 in Writing and Year 4 in Maths.	Higher proportion of pupils meet ARE by the end of the academic year.
2. Provide additional, individualised support for PP children who also have SEND.	PP pupils on the SEND register will make at least expected progress each term so that they are working within their year groups' expectations.
3. Increase the number of HPA PP children attaining greater depth in Reading, Writing in Maths.	In school data shows HPA PP pupils are in line with non PP HPA pupils - see table below External data shows HPA PP pupils are in line with most able nationally.
4. Provide financial assistance towards clubs, trips, uniform and equipment through the PP pledge.	PP pupils have access to all opportunities. There will be an increase on previous year in PP pupils benefitting from the pledge through participation in clubs and successes in extra-curricular activities.

Actions and Impact

The three headings below demonstrate how the Pupil Premium grant was used to improve wave 1 quality first teaching, to provide targeted support and to support whole school strategies.

i) Quality teaching for all

Spend: £225 (excluding staffing costs)

Chosen action/ Approach	Evidence and rationale for this choice	Objective	Impact
Success for all	<p>Parental involvement is consistently associated with pupils' success at school and the EEF shows there is a moderate impact on pupil progress.</p> <p>The focus will be on leadership; teaching and learning; structured conversations with parents and carers; and wider outcomes (enjoyment and achievement for all pupils in all areas of school life).</p>	<p>To embed programme within the school to ensure that every child feels included in school and can make progress in learning regardless of background, challenge or need.</p>	<p>There have been seven learning conversations this year. Parents have found these really beneficial and there has been a positive impact on their children's engagement with learning. Teachers have discovered things about pupils' interests that they would not have been aware of otherwise.</p>
Growth Mindset	<p>Evidence suggests that there are strong links between mindset and achievement (increases motivation).</p>	<p>To develop behaviours for learning.</p>	<p>Growth Mindset staff training and introduced to children this year.</p> <p>Teachers have used the input to lead lessons, which has provided insightful responses from children.</p> <p>Assemblies and homework tasks educated children that the brain is able to grow and learning is ongoing.</p> <p>Training allowed staff to be aware of associated language and the importance of this. Observations show that staff are using this in their conversations with children with a focus of 'trying', learning from mistakes and how it makes them feel to achieve (not focus on a reward).</p>

			<p>The behaviour policy has been updated in view of our work on Growth Mindset and children are now awarded merits when showing: Resourcefulness, Resilience and Reflection. Assemblies and feedback from children shows that they are beginning to understand the concepts and think about their attitudes to learning.</p> <p>Children are now secure in their understanding of what growth mindset means and how this is shown in the classroom. Both Year 3 and Year 4 demonstrated this in their assemblies and it is evident in the homework activity they completed. They are beginning to use the language more readily/show these attitudes in their daily lives.</p>
--	--	--	--

ii) Targeted support and Intervention			
Spend: £29,353 (including staffing costs)			
Chosen action/ Approach	Evidence and rationale for this choice	Objective	Desired Outcome
Speech and language top up service	Recognised need within this group of children.	To identify children's speech and language needs.	One PP child had a full SALT assessment this year from the top up service. Resulting from this, tailored support was put in place in the form of additional language intervention that has supported with improving language comprehension and vocabulary.
Dynamo maths	Dynamo maths is an online school based programme to fill gaps in learning.	To target specific areas of need in children with mathematical difficulties	Progress Data: School's Expected progress is 3 'steps' per academic year. Year 3 (18 children) Reading 89% - 3 or more steps progress Writing 95% - 3 or more steps progress Maths 89% - 3 or more steps progress Year 4 (9 children) Reading 77% - 3 or more steps progress Writing 77% - 3 or more steps progress Maths 77% - 3 or more steps progress Year 5 (4 children) Reading 75% - 3 or more steps progress Writing 100% - 3 or more steps progress Maths 100% - 3 or more steps progress Year 6 (14 children) Reading 100% - 3 or more steps progress Writing 100% - 3 or more steps progress Maths 100% - 3 or more steps progress
Small group writing and maths support for PP/SEND pupils	Children who are PP and SEN are not making expected progress in writing and maths . The EEF toolkit states that small group tuition is effective in raising the attainment of pupils.	To support lower attaining learners make progress in writing and maths.	
Small group reading and writing groups	The EEF toolkit states that small group tuition is effective in raising the attainment of pupils.	To support lower attaining learners make progress in writing and maths.	
Nessy reading and spelling on-line intervention	Nessy is an online reading and spelling programme for children with dyslexia and literacy difficulties. It has been thoroughly and rigorously reviewed and evidence proves that the programme produces positive educational results. Positive results have been seen this year who have accessed Nessy.	To identify strengths and difficulties in learning.	

Morning Times Tables ICT club	This early morning club has had a positive impact on children's confidence and as direct result of this there has been an increase in the number of children participating in the Owl challenge. Parents have also commented on what a positive scheme this is and how their children really persevere with it.	To develop mental maths ability	21 children attended Maths ICT club - all children have increased their scores significantly. See above for Maths progress.
Phonics	This intervention is highly successful and will be continued next year. As a direct result of this, pupil's phonics, reading and spelling scores have increased.	To improve phonological awareness.	Five pupil premium pupils accessed this intervention. All pupils have increased their phonics score. Three out of the five children have increased their book bands by two levels. Each child made progress in their phonics understanding. In reading - 80% of this group made the expected 3 steps progress and 20% exceeded - made 4 steps of more progress.
HSLW	Supporting parents has been a successful intervention for us in previous years. Working with families in conjunction with other agencies has shown to resolve current issues and prevent future difficulties. The emotional literacy support provided to children has had a positive impact on children's emotional health including self-esteem,	To provide a link between home and school. To provide parents with support and signposting on a wide range of issues or difficulties impacting on their family. To provide in school emotional literacy support for children.	HSLW has worked with 7 families to support them in emotional and social developments. She has provided information to parents/carers and signposted them to relevant agencies etc. Impact measured through 'Emotions Score' and teacher's checklist.

iii. Pupil Premium Pledge

Spend: £8,380

Chosen action/ Approach	Evidence and rationale for this choice	Objective	Desired Outcome
Pupil Premium Pledge	We believe that financial resources should not be a barrier when it comes to children accessing the same opportunities as their peers. Our pupil premium pledge has been successful in the past in ensuring all children have access to essential items such as school uniform, equipment, books and are also able to have equal opportunities to participate in extracurricular activities.	To guarantee that every child has access to opportunities including clubs, trips, resources and extra-curricular activities.	<p>93% of children have attended a club this academic year. Inclusion Lead ensured that these children had the correct information and were able to attend. Those who did not participate in many activities this year will be monitored next year.</p> <p>All children participated in extra-curricular opportunities.</p> <p>As a result of the clubs the children have been offered, some have performed in whole school productions in lead roles, some chosen to represent the school at sporting events or at community event.</p> <p>84% children participated in their year groups' residentials and 100% benefitted from day trips/visitors.</p> <p>The pledge continues to be considered an essential resource for these families to provide opportunities they would not otherwise be able to access.</p>

% at or above ARE	Year 6 (TA)		Year 5		Year 4		Year 3	
	PP (14) 3 = PP/EHCP	Non-PP (50)	PP (4) 1 = PP/SEND	Non-PP (50)	PP (9) 2 = PP/SEND	Non-PP (54)	PP (18) 6 = PP/SEND	Non-PP (72)
Reading	64	94	75	86	78	81	67	81
Writing	50	94	75	84	67	67	61	81
Maths	64	92	75	80	67	74	61	81

Average Step progress	Year 6 TA		Year 5		Year 4		Year 3	
	PP (14) 3 = PP/(EHCP)	Non-PP (50)	PP (4) 1 = PP/SEND	Non-PP (50)	PP (9) 2 = PP/SEND	Non-PP (54)	PP (18) 6 = PP/SEND	Non-PP (72)
Reading	3.6	3.3	2.8	3.2	3.2	3.0	3.4	3.0
Writing	4.0	3.2	3.5	3.4	3.1	3.1	2.9	3.0
Maths	3.9	3.5	3.0	3.0	3.0	3.1	3.1	3.2

High Prior Attainers (HPA) at 'Exceeding'

No PP HPA in Year 4

%	Year 3 (1 pupil)		Year 5 (1 pupil)		Year 6 (3 pupils)	
	PP HPA	PP Non-HPA	PP HPA	PP Non-HPA	PP HPA	PP Non-HPA
Maths	100	67	0	90	0	78
Reading	100	72	0	80	33	85
Writing	100	56	0	70	33	44