



Disadvantaged Pupils (Pupil Premium/CLA) 2015/16 Budget Analysis

What is the Pupil Premium Grant (PPG)?

This is an amount of money the Government allocates to a school to support children who are entitled to Free School Meals (FSM) or have had FSM in the last 6 years (Ever 6), children who are looked after (CLA) and children who are from a service family. It is the aim to enable these pupils to reach their full potential and have the same learning opportunities as all other children.

PPG provides funding for two policies:

- raising the attainment of **disadvantaged pupils** and closing the gap with their peers
- supporting children and young people with parents in the regular armed forces

Disadvantaged pupils are defined as pupils in receipt of Free School Meals and pupils who are Looked-After Children.

It is for the school to decide how to best allocate those funds, as they are best placed to assess what additional provision should be made for the individuals in their school. Pupils in receipt of the funding are supported in a variety of ways.

What do we receive at BVPS?

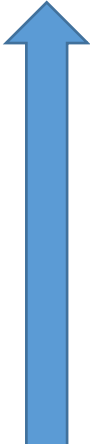
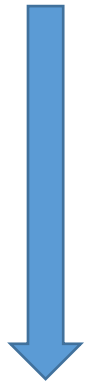
The total number of pupils in Bincombe Valley Primary School is currently 271, excluding the Nurseries. Of those pupils, 139 are classed as disadvantaged, in receipt of pupil premium funding. This equates to 51% of the school population.

This year, the school receives £169,238 in Pupil Premium Grant (PPG).

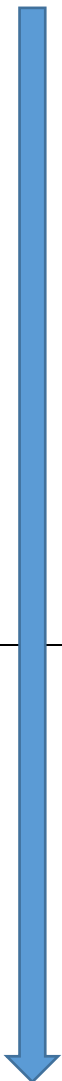
The table below outlines how we are planning to spend the funding to raise standards for our disadvantaged pupils.



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ASPECT	INTERVENTION/PROVISION	TOTAL COST	TARGET GROUP	EXPECTED OUTCOME	IMPACT: To be completed Sept 2016
Achievement	Reading Intervention Programmes-to include Dorset Reading Partnership support	 £92,795 	Pupils whose reading levels fall below Age Related Expectations (ARE)	Accelerated progress in reading. Increase in number of pupils reaching ARE in reading	Disadvantaged pupils made accelerated progress in reading compared to on-disadvantaged: 65 % compared to 61 % making expected progress. Twice as many disadvantaged pupils made double the expected progress compared to non-disadvantaged pupils. A gap still exists between the % of disadvantaged and non-disadvantaged pupils reaching ARE. However, there are more disadvantaged pupils exceeding ARE, with one pupil exceeding expected levels by 18 months.
	Development of 'Reading Rich' environment		Whole School		
	Parent Reading workshops		KS 1 & 2 parents identified as needing support to promote reading at home.	Increased skills & engagement from parents in hearing their children read at home.	• Increase in parents hearing children read at home • Parents attending open mornings and 1:1 training sessions Parent Workshops to be developed in 2016-17

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Achievement	Write Away Together – Writing Intervention Programme resources		KS 1& 2 pupils whose writing levels fall below ARE	Accelerated progress in writing.	• Training completed for 2 staff • TAs trained • Trialled with small group. • To be rolled out across the school 2016-17 as intervention to enhance in class support
	Read Write Inc. Programme		Foundation and KS1 pupils as whole class. 1:1 for those pupils who are below ARE in reading, writing or phonics	Increase in number of pupils reaching ARE in reading	The % of disadvantaged pupils making at least expected progress in writing is higher than the comparative data for non-disadvantaged pupils. The number of disadvantaged pupils making double the expected progress is 2 x the number of non-disadvantaged pupils making matched progress twice as many pupils.
	Clicker 7 Computer Software		Whole School	To support the development of independent writing	See above for reading attainment data.
	SENSS diagnostic assessments, direct teaching and training with TAs.		Pupils failing to make progress in literacy/maths in spite of Wave 2 interventions.	Improved Standardised Scores (SS) in basic Literacy and Numeracy skills. Improved attainment levels in Literacy and Maths.	41 children have now had a full or initial SENSS diagnostic assessment. Over half the children who have received a SENSS programme have already made enough progress to be discharged by SENSS and are back on track. 20 children are receiving daily input with 1 direct teaching session a week from specialist SENSS TA or the SENSS Service specialist Early screening Mini-SENSS assessments are now carried out with all children in Yr1 who do not meet the required standard for phonics.

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Achievement	Maths: Numicon resources (Maths equipment)		Whole School	Improved learning and understanding of mathematical concepts.	- Resources purchased for all classes - All pupils have access to Numicon equipment for learning across the maths curriculum - Significant impact on access to learning for pupils with additional needs
	Maths Intervention: Catch Up Numeracy		1:1 intervention for pupils who are working below their ARE in Maths	Accelerated progress in Maths. Increase in number of pupils reaching ARE in maths	23 pupils participated in the Catch Up Numeracy intervention. 61 % of the pupils made more than double the expected progress in the intervention (ratio gains of at least 4)
	Narrative Therapy		Pupils who enter school with Speech and Language skills below ARE	Pupils to reach ARE in Speech and Language skills.	A full time Specialist S&L TA delivers/oversees intervention for 41 children + teacher liaison time.
	Speech and Language Support : Specialist TA, SALT Resources, STEPS Language programme		Pupils who have a SALT programme. Pupils who are working below ARE in language. Pupils who have been discharged from SALT but still require support to reach ARE	Improved attention and listening in class. Improvement in following instructions.	Resources provided by S&L TA to help improve attention and listening / following instructions 3 Speech and Language Therapists work directly with 11 high need pupils, alongside carrying out assessments and reviews.

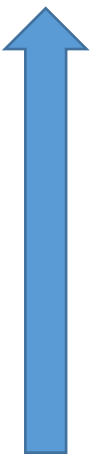
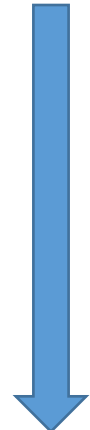
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	Homework Club with access to ICT facilities.		Pupils who do not have access to online learning at home. Pupils struggling to complete homework.	Reduction in numbers of pupils with homework not completed. Improved independent study skills	Homework Club put on hold until future date to enable issues surrounding pupil collection and staffing to be addressed.																								
	1:1 and small group interventions: Catch Up Literacy /Maths, ELS, FFT, Write Away Together, Read Write Inc. SENSS programme.		All disadvantaged pupils, including pupils with Special Educational Needs or Disabilities (SEND), who are falling below or well below Age Related Expectations in Reading, Writing or Maths in Foundation Stage, Key Stage 1 and Key Stage 2	The gap in attainment to close between disadvantaged pupils and non-disadvantaged pupils, including pupils with SEND.	There still exists a gap in the attainment between disadvantaged and non-disadvantaged pupils number. <table border="1"><thead><tr><th colspan="6">% of pupils achieving at least ARE</th></tr><tr><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th></tr><tr><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th></tr></thead><tbody><tr><td>42%</td><td>54%</td><td>32%</td><td>43%</td><td>32%</td><td>48%</td></tr></tbody></table> However, in both reading and Maths the number of disadvantaged pupils exceeding ARE is higher than the number of non-disadvantaged pupils achieving this higher level of attainment. In writing there is a match in higher attainment between the 2 groups	% of pupils achieving at least ARE						Reading		Writing		Maths		PP	Non-PP	PP	Non-PP	PP	Non-PP	42%	54%	32%	43%	32%	48%
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	Smaller class sizes in KS1																												
	Additional TA supporting KS 2 disadvantaged pupils in class.																												

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	Literacy and Maths booster clubs / sessions		Disadvantaged pupils with higher prior attainment	To ensure that all pupils reach full potential and make at least expected progress given prior attainment	In all areas a higher % of disadvantaged pupils made expected progress when compared to non-disadvantaged pupils. <table border="1"> <tr> <th colspan="6">% of KS 2 pupils making at least expected progress</th></tr> <tr> <th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th></tr> <tr> <th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th></tr> <tr> <td>65%</td><td>61%</td><td>72%</td><td>69%</td><td>59%</td><td>48%</td></tr> </table> In both Maths and Reading, double the number of disadvantaged pupils made twice the expected progress when compared to non-disadvantaged pupils.	% of KS 2 pupils making at least expected progress						Reading		Writing		Maths		PP	Non-PP	PP	Non-PP	PP	Non-PP	65%	61%	72%	69%	59%	48%
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	SENDCO Time to track progress and attainment for disadvantaged pupils.		Disadvantaged pupils across the school.	Early identification of and intervention for disadvantaged pupils who are not making expected progress.	Pupil Premium working group set up with a core group of SENCOs to share good practice and compare data. This collaborative working to extend into 2016 -17. Creation of PP analysis sheet to inform expenditure in 2016-17.																								

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Quality of Teaching	Write Away Together writing intervention programme: Training for Teacher and support staff	 £12,930 	Pupils working below ARE in Writing	To develop effective gap closing strategies to support pupils to up-level their writing	Following training and initial roll out to TAs, all staff to be trained to enable intervention to be used across the school to raise attainment levels for all pupils with a particular focus on disadvantaged pupils.
	Phonics Awareness Training for teaching and support staff		Foundation, Key Stage 1 and any pupils who are falling below in Literacy ARE.	To develop the quality of phonics teaching in class, group and 1:1 sessions with a view to closing the current gap.	Whole school training in Read Write Inc. Programme to be rolled out fully across the whole school in 2016 -17 In 2014-15: 29% of disadvantaged pupils in Year 2 met the standard in phonics screening assessment. In 2015 – 16: 79% of disadvantaged pupils in Year 2 met the standard in phonics screening assessment.
	Inset for TAs		All pupils who are working below ARE, with a key focus on disadvantaged pupils	To promote effective questioning. To develop strategies used in class to support pupils who are struggling to meet ARE.	TA training session completed. All TAs have effective questioning prompt card – levelled to provide opportunities for deeper level questioning. OFSTED Inspection 2016 reported that: “Teaching assistants are very skilled and make a valuable contribution to learning.”

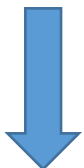
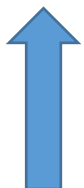
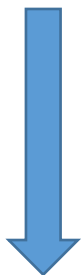
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Quality of Teaching	Teacher Training for all staff on feedback and marking; outstanding teaching and learning through Partnership support (Chesil Education Partnership).		All pupils with a key focus on progress of disadvantaged pupils in response to marking	Evidence of effective gap marking and feedback which moves pupil's learning forward	• Extensive training and collaborative work completed • Regular book scrutinise completed by SLT and Subject Co-ordinators • Improved marking and feedback across the whole school with greater consistency between classes. OFSTED 2016: "The feedback teachers give to pupils is effective in developing their learning. The school's marking policy is followed consistently across the school and helps pupils to improve their work."
	OLEVI Outstanding Teachers course for subject leaders.		Literacy & Numeracy Co-ordinators	Development of middle management role to support staff in continued improvements in teaching/ learning.	Maths and Literacy co-ordinators completed course. Regular input from co-ordinators at staff meetings. Increased direction for staff on raising standards in core curriculum teaching in line with policies and the SIP.

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	Teaching and Learning Co-ordinator appointed.		All staff	Sharing of good practice; development of coaching and peers mentoring	3 Training sessions led by TL Co-ordinator focussed on reflective practice through the GROW model of coaching and peer mentoring.
	Additional release time for Core Subject Leaders and SENDCO to monitor provision and quality of teaching for disadvantaged pupils.		All staff / pupils	Quality First & Inclusive Teaching that closes the gap for disadvantaged pupils.	Learning walks / Monitoring and Evaluation observations / 1:1 planning meetings have directed a teaching and learning focus to : - Ensuring all pupils make at least expected progress - Pupils who are at risk of not reaching ARE are identified early and strategies / interventions are used to address the gap
Curriculum Enrichment	Specialist Coaches	 £4,200	Disadvantaged pupils across the school.	Ensure all disadvantaged pupils have access to/ attend curriculum enrichment opportunities.	All disadvantaged pupils had access to extra-curricular activities and school trips. There was a 100 % uptake on school trips.
	Swimming Provision				
	Residential Visit Subsidy			Develop confidence, team work and awareness of natural environment.	- Teacher and Pupil and Family Pastoral Support Officer have both completed the Forest School training. - Forest School site has been established in school – resources for activities purchased - Access to off-school site to extend FS
	School Trips Subsidy				
	Music Lessons Subsidy				
	Forest Schools Training for 2 staff + resources				

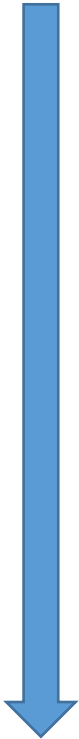
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					experience • Bid for funding to provide outside classroom in place • Priority placements for disadvantaged pupils • 3rd round of Forest Schools sessions to begin
Attendance	Early morning drop-in sessions for parents in Nurture Base	 £4,200 	All Parents who are in need of support and advice.	Improved parent engagement and outcomes for families.	Morning Drop-Ins used regularly by parents. Pupil and Family Pastoral Support Officer supported families with attendance and family well-being through: • Morning home support –drop ins to encourage reluctant children to attend • DFM support for 6 families • Accompanying parents /carers on meetings and courses to provide support
	Nurture Base Breakfast Boost Club		All pupils who are anxious about attending school or who have poor attendance and punctuality; key focus on disadvantaged pupils.	Reduction in school anxiety. Improved attendance and punctuality.	Increased attendance at Nurture breakfast club. 100% success in reducing anxiety around starting / attending school. Club open earlier as children so keen to get to school.
	Breakfast Club Subsidy		Disadvantaged pupils across the school	Disadvantaged pupils having equal access to	Subsidy continues to support attendance at Breakfast Club for disadvantaged pupils.

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				breakfast club if needed.	
	Support of Chesil Partnership's Attendance Social Worker		Families whose attendance falls below the expected level.	Improved attendance and support where needed.	Overall school attendance level has increased marginally. Chesil SW supports attendance meetings alongside Head teacher and school P&PPSO.
SEMH	Emotional Literacy Support Assistant (ELSA) Training for support staff.	 £14,280 	All pupils struggling with emotional health and well-being. Key focus on disadvantaged pupils.	Improved overall well-being. Improved scores on ELSA assessments.	Additional TA trained as Emotional Literacy Mentor (ELM).
	ELSA Release time				60 pupils supported with their emotional well-being.
	Nurture Group				All pupils make progress in their ELSA targets through the support packages in place.
	WEB Club (Well-being Club)				OFSTED 2016: "High quality support is provided for pupil who have special educational needs or disability and for pupils who have emotional needs, especially to improve their self-esteem and social skills."
	Time Out With Positive Support (TOPS) Room; Staff, resources and training		All pupils struggling with emotional health and behaviour. Key focus on disadvantaged pupils	Improved well-being and behaviour. Reduced exclusions / isolations. Increased staff awareness of / strategies to	HUT regularly used to support pupils struggling to cope in class. Significant reduction in the number of pupils displaying repeatedly challenging behaviour.
	Chesil Partnership Emotional Health and Behaviour Support Service outreach: in school in-set for all staff				Regular liaison and training from EHBS service. Support through TEZ -2 pupils attended TEZ both re-integrated into mainstream school.
	Attachment Aware School				Attachment Aware Training Completed.

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Behaviour and safety including Social, Emotional and Mental Health	Training: SENDCO: in school in-set for all staff			support attachment issues and emotional development.	Training and strategies to be rolled out in Spring / Summer 2017.
	THRIVE Practitioner Training: SENDCO / support staff				THRIVE training completed. Pupils accessing THRIVE support. THRIVE room to be established Spring / Summer 2017.
	Jigsaw programme		All pupils across the whole school.	Development of Personal, Social Health Education across the school for all pupils; in line with programme objectives.	All classes have access to the Jigsaw programme to be used in PSHE lessons.
	Breaktime and Lunchtime 'Quiet Zone' provision.		Pupils who struggle to manage larger play environment / prefer quiet areas with additional adult support to play.	Reduced playground incidents. Improved well-being during unstructured social times.	Attendance at Lunchtime Club is at a maximum. Small playground staffed every break time to provide a supported 'quiet' place to play.
	Lunch Club		Pupils who need additional support during canteen time at lunchtime.	Improved well-being during lunchtime. Lunches eaten.	Reduction in the number of behaviour incidents during unstructured times. Reduced incidents and anxiety following lunchtime club.

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	Bikeability Scheme		Disadvantaged Pupils.	Bikeability test pass Improved road safety awareness.	Year 6 pupils completed the Bikeability course.
	Sensory Equipment		Pupils who display sensory seeking behaviours / need a sensory break.	Reduced anxiety. Increased time spent in class.	Sensory breaks running in class and as a withdrawal activity. 4 pupils have had a Sensory Assessment completed through SENSS.
	Additional 1:1 TA support		Pupil with Statement/EHCP or pending EHCP.	Pupils meeting outcomes / targets	5 1:1 TAs o support pupils with EHCP in place. 3 EHCP applications currently pending a decision. 10further EHCP needs assessments to be completed Spring / Summer 2017
	Total Planned Expenditure to date	£139,100			
	Reserve fund for contingency support of disadvantaged pupils though additional intervention	£ 30,138			