



Disadvantaged Pupils (Pupil Premium/CLA) 2016/17 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 disadvantaged pupils, in receipt of pupil premium funding, at Bincombe Valley Primary School is currently 139, excluding the Nurseries. This equates to 36 % of the school population.

This year, the school receives £ 195, 360 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 October 2017
Achievement	Reading Intervention Programmes-to include Dorset Reading Partnership support	£102,795	Pupils whose reading levels fall below Age Related Expectations (ARE)	Accelerated progress in reading. Increase in number of pupils reaching ARE in reading	Pupils with a reading progress ratio gain of at least 2.1: 60 % of the pupils who achieved a progress ratio gain of at least 2.1 were disadvantaged pupils Pupils with a reading progress ratio gain of at least 4.2 : 55 % of pupils who achieved a reading progress ration gain of at least 4.2 were disadvantaged pupils. Pupils who made more than 20 months reading progress in 3 months: 53% of pupils who made in excess of 20 months gain in their reading age were disadvantaged pupils Disadvantaged pupils out performed non-disadvantaged pupils in reading age progress – assessed across the whole school.
	Embed and sustain 'Reading Rich' environment		Whole School		

Achievement	Write Away Together – Writing Intervention Programme resources / Key Focus on writing development for vulnerable groups		KS 1& 2 pupils whose writing levels fall below ARE	Accelerated progress in writing. Increase in number of pupils reaching ARE in reading Increase in % of pupils passing Phonics Test in Yr. / Yr. 2 re-take	<u>KS1 : Closing the Gap Data</u> Writing: Well below At school level, the % of disadvantaged pupils achieving the expected standard is well below the % of non-disadvantaged pupils achieving standard: 26 % compared to 55 % : Gap of – 29 % Dorset Level: Bincombe disadvantaged pupils underperformed compared to both Dorset & National disadvantaged pupils with 26 % achieving expected standard compared to 48 % at Dorset Level and 53 % Nationally. The KS 1 disadvantage gap at Bincombe is also marginally higher than that at both Dorset and National Levels gap of -29 % compared to -22% and -17 % respectively. The % of KS1 disadvantaged pupils achieving Expected Standard has more than doubled since last year : 26 % compared to 10 % in 2016
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					<u>KS2 Closing the Gap Data:</u> Writing: Good 68 % of disadvantaged pupils at Bincombe achieved the Expected Standard compared to 59 % at Dorset level. There was however a gap of -15 % between disadvantaged and non-disadvantaged pupils at Bincombe. Pupils achieving Greater Depth: Below No disadvantaged pupils achieved GD in writing at Bincombe. This is below the 8% achieved at Dorset Level KS1 to 2 Progress in Writing: Below Progress in Writing for disadvantaged pupil shows a negative indicator of -4.00 compared to -2.25 at Dorset level and -0.26 at National Level. It is however very similar to the progress made by non-disadvantaged pupils at Bincombe with an average progress score of -3.51
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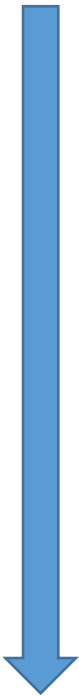
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	Read Write Inc. Programme – Rolled out across the whole school		All pupils across Foundation / KS1 / KS2 who are not secure in basic phonics knowledge and writing skills		<u>KS1 : Closing the Gap Data</u> Reading: <u>Well below</u> At school level – the % of disadvantaged pupils achieving the expected standard is well below the % of non-disadvantaged pupils achieving standard: 42 % compared to 72 % : Gap of – 30 % Dorset Level: Bincombe disadvantaged pupils under achieved compared to both Dorset & National disadvantaged pupils with 42 % achieving expected standard compared to 60 % at Dorset Level and 62 % Nationally. The KS 1 disadvantage gap of – 30 % at Bincombe is almost double the Dorset and National Levels gaps of -18% and -16 % respectively. However, the % of KS1 disadvantaged pupils achieving Expected standard has almost doubled since last year : 42% compared to 25 % in 2016
	Introduction of Accelerated Reader		All pupils across the school from Year 1-6	Raise engagement / enjoyment in reading Raise reading levels – understanding and fluency	

Achievement					<u>KS2 Closing the Gap Data:</u> Reading: Good 82 % of disadvantaged pupils at Bincombe achieved the Expected Standard in Reading compared to 59 % at Dorset Level - significant positive indicator of + 23%. There was only a marginal difference of -9% between disadvantaged and non-disadvantaged pupils at Bincombe compared to a gap of -18% at Dorset level. Pupils achieving Higher Standard: Good 23% of disadvantaged pupils at Bincombe achieved the higher standard compared to 9% of non-disadvantaged pupils at Bincombe and 15 % of disadvantaged pupils at Dorset Level.
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					KS1 to 2 Progress in Reading: Progress in Reading is Good: Disadvantaged pupils at Bincombe had an average progress indicator in Reading of 2.08 compared to -1.33 at Dorset level and -0.72 at National Level
	Rapid Reader Sessions		Disadvantaged Pupils with a slow reading rate	To improve reading rate	All pupils saw an increase in reading speed across the intervention.
	SENSS Package: - Diagnostic assessments, - Direct teaching - Training with TAs.		Pupils failing to make progress in literacy/maths in spite of targeted Wave 2 interventions.	Improved Standardised Scores (SS) in basic Literacy and Numeracy skills. Improved attainment levels in Literacy and Maths	There are currently 52 pupils in the school who have had a full / initial SENSS assessment – 46% of the pupils are disadvantaged pupils. SENSS packages are delivered by the Intervention Manager and Sarah King – Specialist SENSS Teacher. 6 children are currently working directly with Sarah King – 67% of those pupils are disadvantaged pupils. All the disadvantage pupils have seen improved SS in the literacy skills assessed by SENSS

Achievement	Numicon resources used across the whole school – accessible in every lesson		Whole School	Improved learning and understanding of mathematical concepts.	KS1 : Closing the Gap Data Maths: At school level – the % of disadvantaged pupils achieving the expected standard is slightly below the % of non-disadvantaged pupils achieving standard: 63 % compared to 66 % : Gap of – 2% Dorset Level: Bincombe disadvantaged pupils out performed both Dorset & National disadvantaged pupils with 63 % achieving expected standard compared to 57 % at Dorset Level and 60 % Nationally. The KS 1 disadvantage gap at Bincombe is also significantly lower than that at both Dorset and National Levels gap of -2% compared to -19% and -17 % respectively. The % of KS1 disadvantaged pupils achieving Expected standard has doubled since last year : 63% compared to 30% in 2016
	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	

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					KS2 Closing the Gap Data: Maths: Excellent 86 % of disadvantaged pupils at Bincombe achieved the Expected Standard in Maths compared to 57 % at Dorset Level - significant positive indicator of + 29%. There was also a positive difference of + 4 % between disadvantaged and non-disadvantaged pupils at Bincombe compared to a gap of -19% at Dorset level. Pupils achieving Higher Standard: Good 18 % of disadvantaged pupils at Bincombe achieved the higher standard compared to 9% of disadvantaged pupils at Dorset Level. There was a marginal negative % difference of -9 % at school level between disadvantaged and non-disadvantaged pupils achieving GD.
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					KS1 to 2 Progress in Maths: Progress in Maths is Good: Disadvantaged pupils at Bincombe had an average progress indicator in Maths of 1.49 compared to -2.23 at Dorset level and -0.52 at National Level Progress for disadvantaged pupils at Bincombe was also greater than non-disadvantaged pupils who scored a progress indicator of 0.08
	Narrative Therapy		Pupils who enter school with Speech and Language skills below ARE	Pupils to reach ARE in Speech and Language skills.	There are currently 40 children involved with the Speech and Language Therapy Service – 58% of those pupils are disadvantaged pupils. Half of the children discharged from SALT this year are disadvantaged pupils.
	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.	

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Achievement					Speech and Language is a significant area of need within the school – with a high % of disadvantaged pupils falling into this category. The majority of pupils fall within KS 1. Speech and Language delay impacts significantly both short and long term on acquiring basic literacy skills and accessing the curriculum – early intervention is critical.
	1:1 and small group interventions: Catch Up Literacy /Maths, ELS, FFT, Write Away Together, Read Write Inc. SENSS programme. Retain smaller class sizes in KS1 Additional TA supporting KS 2 disadvantaged pupils in class.		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.	KS 1 Combined RWM Scores: 26% of disadvantaged pupils at Bincombe achieved Expected Standard in RWM combined compared to 43 % at Dorset Level. Attainment in Reading and Writing at Key Stage 1 is significantly lower than attainment in Maths – particularly for disadvantaged pupils. Raising attainment in Reading and Writing for disadvantaged pupils needs to be a key priority for the SDP for 2017-18 and a key focus for M&E work.

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					<u>Combined Reading/ Writing/ Maths KS2: Good</u> 64 % of disadvantaged pupils at Bincombe achieved Expected Standard in RWM combined compared to 41 % at Dorset Level. The % of disadvantaged pupils achieving Expected Standard at Bincombe is marginally lower (-9%) than non-disadvantaged pupils at Bincombe. <u>Progress KS1 to 2 RWM Combined:</u> KS1 Progress in Reading Writing and Maths Combined for Disadvantaged pupils from EYFS GLD to RWM Expected is well below the Dorset level: 38 % compared to 72 % at Dorset level.
	1:1 Tuition in Maths / Reading		Year 6 pupils	To ensure pupils reach ARE in End of KS2 SATs	
	Literacy and Maths booster clubs / sessions		Disadvantaged pupils with higher prior attainment	To ensure that all pupils continue to make accelerated progress / reach Greater Depth	<u>KS1 Greater Depth:</u> Reading: The % of disadvantaged pupils achieving Greater Depth at Bincombe (16%) exceeds the % at both Dorset (12%) and National (13%) level.

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Quality of Teaching					Writing: No disadvantaged pupils at Bincombe achieved GD in their writing. Maths: 5% of disadvantaged pupils at Bincombe achieved GD in Maths compared to 9% and 10% respectively at Dorset and National Levels.
	Pupil Premium Champion Time to track progress/ attainment intervention for disadvantaged pupils.	£12,930	Disadvantaged pupils across the school.	Early identification / intervention pupils not making expected progress. Pupils receiving intervention make accelerated progress in key areas of intervention	Disadvantaged pupils at the heart of Pupil Progress Meetings across the school. Disadvantaged pupils on average make at least good progress, when compared to non-disadvantaged pupils with some pupils making comparatively accelerated progress. Disadvantaged pupils who have Special Educational Needs also make good progress but from a high % of the disadvantaged pupils who struggle to reach expected standard / age related expectations.

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					Key attention needs to be given to the selection of pupils receiving intervention – disadvantaged pupils with additional SEND need to have access to high levels of intervention if they are to make the accelerated progress needed to close the attainment gap.
	Read Write Inc. Training for teaching and support staff		All pupils across Foundation / KS1 / KS2 who are not secure in basic phonics knowledge and writing skills	To develop the quality of phonics teaching in class, group and 1:1 sessions with a view to closing the current gap.	All staff delivering RWI are fully trained in delivery high quality intervention. RWI has been rolled out across the whole school. Pupils who are working beyond RWI levels have daily spelling sessions in stage not age settings. Excellent progress across the board – all pupils receiving RWI have moved at least 1 group across a term. <u>Phonics Assessments Trends at KS 1</u> 2014-15: 29% of disadvantaged pupils in Year 1 met the standard in phonics screening assessment. 2015 – 16: 79% of disadvantaged pupils in Year 1 met the standard in phonics screening assessment.

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					2016-17: 44% of disadvantaged pupils in Year 1 met the standard in the phonics screening assessment. 64 % of the disadvantaged pupils who did not meet standard also had specific special educational needs in the areas of S&L and Cognition and Learning.
	Inset for TAs / CPD Opportunities		All pupils who are working below ARE, with a key focus on disadvantaged pupils	To develop quality first strategies used in class to support pupils who are struggling to meet ARE.	Training by SENSS / SALT / Portage / EP for staff and TAs to ensure that: • Barriers to learning are identified early • Key strategies are in place to remove / reduce the barriers • There is increased access to the curriculum for all pupils
	Monitoring and Evaluation: • Observations • Book scrutiny • Planning		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	New appointment of Deputy Head with a key focus on assessment - tracking progress and attainment with a key focus on vulnerable groups - in particular disadvantaged pupils – in place September 2017.

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				Planning tailored to meet the needs of the most vulnerable groups High quality aspirational teaching for all	Regular book scrutiny and observations show that, on the whole teaching is at least good, with many outstanding lessons. Many teachers have high aspirations for their pupils and support pupils well to meet their full potential. Marking and feedback moves the children's learning forward – next steps targets work to consolidate understanding and provide challenge of greater depth activities. Disadvantaged pupils need to be clearly identified on planning sheets to ensure that staff are directed to ensure that they remain a key focus. Links into the developing role of the T&L Co-ordinator.
	Continued professional development for Middle Leaders		Literacy & Numeracy Co-ordinators	Continued Development of Middle	Extended development of Middle Leader roles.

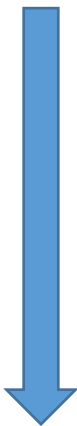
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				Management role to support staff in continued improvements in teaching/ learning.	New leaders for Maths and PE appointed – to begin role in September 2017. All teachers have subject leader responsibility – action plans drawn up to outline progression in learning across the key stages. CPD for staff linked into their key subject responsibilities – staff then lead on disseminating best practice and new initiatives in staff meetings.
	Teaching and Learning Co-ordinator role extended to a permanent position		All staff	Sharing of good practice; development of coaching and peers mentoring	T&L Co-ordinator part of the extended SLT. Leading on development of unified planning systems to ensure that planning identifies areas of need and how barriers will be addressed through delivery and differentiation. Lesson delivery and assessment to the needs of all pupils, with a particular focus on vulnerable groups.
	Specialist Coaches		Disadvantaged pupils across the school.	Ensure all disadvantaged pupils have	All disadvantaged pupils had access to extra-curricular activities and school trips.
	Swimming Provision				
	Residential Visit Subsidy				

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Curriculum Enrichment	School Trips Subsidy	 £10,322 		access to/ attend curriculum enrichment opportunities.	There was a 100 % uptake on school trips.
	Music Lessons Subsidy				
	Forest Schools Sessions			Develop confidence, team work and awareness of natural environment.	6 x Forest School Sessions Completed - with FS trained members of staff - all children showed positive engagement and positive pupil feedback from all pupils and parents. Link with local community are for Welly Walks. Funding secured by Forest School Leader Kerry Knight for the construction of an outside classroom – to be delivered and constructed September 2017. Forest School to continue in 2017 with an initial focus on KS1 pupils.
	Early morning drop-in sessions for parents in Nurture Base		All Parents who are in need of support and advice.	Improved parent engagement and outcomes for families.	Continues to be well attended by parents – increased parental engagement. Average attendance of 6 parents per week.

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Attendance / Well-Being	Nurture Base Breakfast Boost Club	£24,895 	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.	100 % Increased attendance and punctuality– link up with Pastoral Support lead for those families who need support to attend. All children attending have seen a significant drop in school based anxiety Increased involvement with families on CP plans – supports families to improve child’s attendance and meet actions on the plan. Over 80 % of pupils attending Nurture Breakfast Club are disadvantaged pupils
	Breakfast Club Subsidy		Disadvantaged pupils across the school	Disadvantaged pupils having equal access to breakfast club if needed.	Full attendance at Breakfast Club – over 50% of pupils attending Breakfast Club is disadvantaged pupils.
	Support of Chesil Partnership’s Attendance Social Worker		Families whose attendance falls below the expected level.	Improved attendance and support where needed.	Attendance of KS 1disadvantaged pupils Just below that of similar pupils across Dorset; difference of -0.8 %

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					• Difference within school of - 1.2% against non-disadvantaged pupils. Attendance of KS 2 disadvantaged Pupils • Just below that of similar pupils across Dorset; difference of – 0.4% • Difference within school of -1.9 % against non-disadvantaged pupils.
	Development of the role of Pupil and Family Pastoral Support Officer (PFPSO)		Families who are struggling : • Financially • Parenting • Housing • Mental health • DV Children who are struggling with: • Anxiety • Attendance • Mental Health • Safeguarding concerns	Improved parent – child relationships	DFM support : All families in receipt of Pupil Premium Funding Positive outcomes for families involved with DFM and outside agencies – Bincombe PFPSO lead on all cases. 1 family received intense support to manage high level of need within the family – key worker allocated - counselling provided.

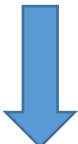
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					2 parents re-trained and supported back into employment. 3 sets of children took part in the Horse Course – improved STAR outcome scores. Food Bank: 3 families supported with food vouchers and deliveries by the food bank - arranged by PFPSO Chesil family Partnership Zone: 4 families referred to CFPZ – all families in receipt of PP Funding. All families supported by key worker. Improved outcomes for all families Legal Support / Advice: 3 families supported in accessing legal advice and support for protection from DV – all 3 women secured protection orders.
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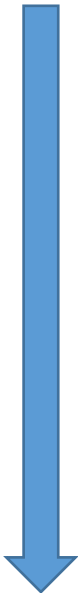
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					Solicitors visited school to build links with families and to share working practice and knowledge around the level of legal support available for families Referrals to CAMHS / Waves: 80% of children referred to CAMHS are disadvantaged pupils. 100% of pupils referred to Waves are disadvantaged pupils. All children have had assessments completed and either had direct therapeutic involvement or advice given to parents / school. Safeguarding: There are currently 21 children in the school either on a CP plan or at a CIN level. Of these children 81 % are disadvantaged pupils - Need to be a key focus group to track progress and attainment in 2017-18
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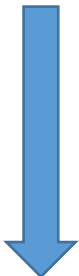
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					PFPSO to take on the role of DSL in September 2017.
SEMH	Emotional Literacy Support Assistant (ELSA) Training for support staff.	 £14,280 	All pupils struggling with emotional health and well-being. Key focus on disadvantaged pupils.	Improved overall well-being. Improved scores on ELSA assessments.	50 pupils were supported through ELSA / ELMS / Nurture in 2016-17: Over 50% of those pupils were disadvantaged pupils. All pupils achieved their ELSA targets
	ELSA Release time		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 support attachment issues and emotional development.	The HUT accessed regularly as a zone for pupils to calm, reflect and then re-direct. Significant improvement over the year in pupils' ability to calm and return to class. Significant reduction in the number of pupils being removed from class for extended periods of time. EHBS supported 2 families to meet challenging needs in the family home. 1 pupil supported directly in school in the Summer Term to reduce the risk of permanent exclusion.
	Nurture Group				
	WEB Club (Well-being Club)				
	Time Out With Positive Support (TOPS) Room (The HUT); Staff, resources and training				
	Chesil Partnership Emotional Health and Behaviour Support Service outreach: in school in-set for all staff				

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Behaviour and safety including Social, Emotional and Mental Health	THRIVE Practitioner Training: SENDCO / support staff				4 pupils supported in school Nurture Zone – The HUT – all pupils were disadvantaged pupils. Provision was either as a parallel provision to class based learning or as an alternative provision. Pupil who attended The HUT as alternative provision, supported 2:2 is now in class full time supported 1:1
	Break time 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.	Both Lunch Club and Quiet Zone Lunch Club attended to capacity. All children who were previously not eating lunch at school through anxiety – now eat happily at lunch time.
	Lunch Club		Pupils who need additional support during canteen time at lunchtime.	Improved well-being during lunchtime. Lunches eaten.	Reduction in lunchtime incidents / reports of bullying
	Bikeability Scheme		Disadvantaged Pupils.	Bikeability test pass Improved road safety awareness.	Year 6 pupils completed the Bikeability course – this included disadvantaged pupils group.

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	Sensory Equipment		Pupils who display sensory seeking behaviours / need a sensory break.	Reduced anxiety. Increased time spent in class.	Sensory Space allocated in the HUT – accessed by pupils with a sensory need – over 50% of pupils accessing sensory space are disadvantaged pupils. Pupils successfully accessed settled class learning following sensory breaks. Sensory trays set up in key classrooms / areas. 2 classrooms planned for 2017 to have sensory rooms developed within their classrooms.
	Total Planned Expenditure to date	£165,222			
	Reserve fund for contingency support of disadvantaged pupils through additional intervention	£ 30,138			