

Berwick Hills Primary School - Pupil Premium Grant Expenditure 2017/18
Report to Parents Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	300 excl. Nursery
Total number of pupils eligible for PPG	200
Amount of PPG received per pupil	£1320
Total amount of PPG received	£264,000

Nature of support 2017/18

To raise the Attainment and Achievement of pupils so that children make *at least expected progress* and close the achievement gap between Berwick Hills disadvantaged pupils and non-disadvantaged pupils nationally both at expected and higher standard/greater depth standard :

- Provision to raise literacy and numeracy levels
- Fund a Numbers Count Teacher – focusing on 1:1 and small group maths support
- Provision of social & emotional support/interventions to improve attendance and behaviour
- Access to a Parent Support Advisor
- Provision of a weekly Homework Clubs for KS1, Y3/4, Y5/6
- Provision of a daily Breakfast Club
- Enhanced/improved cultural capital – trips, activities, extra-curricular activities and support for families
- Personalised learning, e.g. use of external providers
- Provision of PIXL resource to enhance quality of focused formative assessment and teaching of targeted pupils
- Development and training – with a particular focus on Reading, Writing and Maths
- Language and Learning Support
- Educational Welfare Support Service

- To support pupils at Berwick Hills Primary School all Pupil Premium funding was targeted at three main areas of the curriculum; Reading, Writing and Maths to raise attainment and improve rates of progress. Making use of high-quality teaching staff in small group settings for children needing to 'catch-up' with their peers in Key stages 1 and 2
- A review of the use of pupil premium is undertaken in September every year.

Measuring the impact of PPG spending

EYFS OUTCOMES:

- Good Level of Development (GLD) has improved for the fifth year in a row however remains 6.4% behind the national average.
- There is a performance gap of 25% between the percentage of disadvantaged children achieving GLD compared with non-disadvantaged children.

KS1 OUTCOMES:

- Y1 Phonics screening check outcomes have improved to 85% and are now 2% above the national average.
- There is a 19% performance gap between percent of disadvantaged children achieving the expected standard in Y1 Phonics screening check compared with percentage of non-disadvantaged children
- Overall KS1 SATS results are below the national average at expected standard in all subjects however are broadly in line with the national average at greater depth standard in writing and maths
- Attainment at expected standard has increased in maths, reading, and writing as well as combined. Attainment at greater depth standard has increased in reading, writing, combined and remained broadly the same in maths.
- There is a 21% performance gap between percent of disadvantaged children achieving the expected standard in reading compared with percentage of non-disadvantaged children
- There is a 19% performance gap between percent of disadvantaged children achieving the expected standard in writing compared with percentage of non-disadvantaged children

- There is a 14% performance gap between percent of disadvantaged children achieving the expected standard in maths compared with percentage of non-disadvantaged children

KS2 OUTCOMES:

- Overall KS2 SATS results at expected standard+ have increased in writing (above the national average), maths and combined. Progress is broadly in line with the national average for maths and above the national average in writing. Reading at expected standard has decreased and progress is below average.
- Average progress for disadvantaged pupils is now broadly in line with that of non-disadvantaged pupils nationally in all subjects with the exception of writing in which progress of disadvantaged pupils is higher than that of non-disadvantaged pupils nationally.
- More disadvantaged children achieved the expected standard in reading than non-disadvantaged children in school although not compared with non-disadvantaged children nationally.
- More disadvantaged children achieved the expected standard in maths than non-disadvantaged children in school and only 2% behind non-disadvantaged children nationally.
- More disadvantaged children achieved the expected standard in writing than non-disadvantaged children in school and non-disadvantaged children nationally.
- The attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally is greatly reduced, however more work is required to close the gap entirely particularly at the higher standard, reading and combined overall.

ATTENDANCE AND PUNCTUALITY

- Overall attendance is 95.8% which is in line with the national average
- Overall punctuality has improved
- Overall non-Pupil Premium children nationally have 0.9% better attendance than Pupil Premium children although the Pupil Premium children at Berwick Hills have 1.2% better attendance than Pupil Premium children nationally
- Gap in attendance is narrowing between the attendance of disadvantaged children from Berwick Hills Primary compared with non-disadvantaged children nationally.
- Overall – the performance gap between disadvantaged children compared with that of non-disadvantaged children is almost eradicated by the time the children reach the end of KS2 however we strive to close the significant gap that exists on entry to EYFS earlier.