

Alderman Bolton Primary School Pupil Premium Grant Report to Parents July 2019

The pupil premium was introduced in April 2011 and is allocated to schools in addition to their main budgets to support schools across the country in reducing the attainment gap that currently exists between disadvantaged pupils and their peers. The Pupil Premium is paid to each school by a specific grant based on school census figures for pupils registered as eligible for FSM in reception to Year 11. Schools receive funding for pupils who have been registered for free school meals at any point in the last six years; children who have been looked after continuously for more than six months, and children of service personnel (this service premium is designed to address the emotional and social well-being of service personnel pupils).

Funding Allocations

The Pupil Premium is additional to main school funding and is allocated on a financial year (September to August) basis. The table below details the funding allocated to Alderman Bolton since the grant was introduced:

Use of the Grant

Although schools are funded on a financial year basis, we operate and plan how to use our resources around the academic school year (September to August). Our academic year funding for the past three years has been as follows:

- September 2017 to August 2018: £ 145,000
- September 2017 to August 2018: £ 167,000
- September 2018 to August 2019: £137,000

It will be used by our school to address any underlying inequalities between children eligible by ensuring that funding reaches these pupils and other pupils who need it most.

Objectives for Alderman Bolton Primary School

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

Strategy for using this funding

The school has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

- Providing one to one and/or small group work for pupils entitled to PP funding with an experienced teacher and/or teaching assistant focussed in diminishing the differences in learning to help them make improved progress and to raise their standards of achievement.
- Acquired effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading, writing and mathematics and SPAG
- All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PP funding to at least age related expectations. Initially this will be in Literacy and

Numeracy. This also includes moving more pupil premium children to greater depth in each year group.

- Pupil premium resources will also be used to target able pupils entitled to PP funding and others to achieve mastery at the end of KS1 or mastery at the end of KS2 (year 2 and year 6) and extend, broaden and deepen skills, knowledge and understanding for children in order that they exceed their age related targets at the end of the year and Key stage.

- To use specialist consultancy support to develop staff teaching strategies for targeted support. Key barriers to learning

- Disadvantaged pupil group - some delayed speech, language and communication, transient pupils.

- Of the 17 Pupil premium children in EYFS (44% of cohort) 58.8% achieved GLD.

- The percentage of children overall passing the Year One Phonics screening check is 81.4% which is in line with national figures.

- 71.4% of Pupil premium children passed the phonics screening check.

- At the end of KS1 at ARE and mastery/depth attainment over all subjects is above national averages (Reading 78%, Writing 73%, Maths 78%). 32% of the cohort are pupil premium. 58% of pupil premium children achieved ARE or above.

- At the end of KS2 pupils attainment overall and progress were Reading 79%, Writing 81% and Maths 83%) . 11 children were pupil premium children. 9 of these children achieved ARE.

Summary:

In this year of additional Pupil Premium funding the evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have been successful across the school overall. They have had a positive impact on the progress, standards and achievement of those pupils entitled to the additional funds particularly so in KS2.