

Bollin Primary School



Growing hearts and minds together

Pupil Premium Evaluation **2019/20**

What is Pupil Premium Funding?

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs.

Pupil Premium Funding

For the academic year 2019-2020, Bollin Primary School received £47,368 in Pupil Premium funding.

How was the funding used?

In- Class Support

Teaching assistants (TA’s) supported disadvantaged children throughout school, with at least one TA allocated to each year group. This support was tailored to meet the needs of each child and included:

- Support with organisation of self and resources;
- Support during whole class input to ensure a child was able to access the teaching;
- Regular support throughout a lesson to provide positive praise, prompts, challenge and immediately address misconceptions;
- Pre-teaching;
- Follow-up session after a lesson to consolidate learning.

Focused Intervention

Whilst our priority was in developing effective and Inclusive Quality First Teaching, PP funding was also to be used to fund TA support through targeted intervention. Planned interventions were timetabled with key adults in school who led on a particular aspect of our provision. These included:

- Pastoral Support sessions (Mrs Weightman)
- Dyslexia Support (Mrs Warbrick)
- Fine Motor Skills (Mrs Rickman)

In addition, support was targeted to address individual learning priorities as outlined on each child’s ‘Individual Learning Plan’. These priorities had a heavy focus on English and Maths.

Curriculum Access and Uniform

We continued to use our Pupil Premium funding to ensure our disadvantaged children had the opportunity for full curricular (trips, residential trips) and extra-curricular access (clubs) and to support parents with the cost of uniform.

What was the impact of Pupil Premium in 2019/20?

At Bollin we are extremely proud of how the pupil premium funding has been used effectively to reduce the achievement gap between disadvantaged and non-disadvantaged children. For some children progress is very evident in numerical data. For other children the steps in learning are more gradual yet individually they may have made great strides in their learning. Other evidence of progress can be seen in children's books, observations in lessons and in talking to children and parents.

In 2019/20 the National Assessments did not take place due to the Covid Pandemic.

However, our targeted use of the funding enabled us to continue to effectively support our disadvantaged pupils and enabling them to have full access to our curriculum offer.

Impact of 2019/20 Pupil Premium Funding:

- In class support enabled disadvantaged pupils to **fully access the teaching and curriculum**, enabling disadvantaged pupils to make **strong progress**.
- Focused intervention (linked with ILPs) ensured **children with specific barriers received the targeted support they needed**.
- **Reduced absence rate** for individual disadvantaged pupils resulting from effective support from our Pastoral Lead.
- **Opportunity for targeted access** to extra-curricular activities (ahead of postponement due to Covid)
- **Partially/fully funded school visits, residential trips and clubs** to ensure equality of access for every child
- **Contribution towards school uniform** costs to ensure every child feels valued and feels a part of our school community
- From March – August 2020, during the first Covid lockdown, we provided **strong support for children and families** in ways that that had previously not been needed but at all times the wellbeing of every child was at the heart of every action taken.

Disadvantage Performance Data (2017 – 2019)

Foundation Stage Profile (% pupils achieving a Good Level of Development - GLD)

	2017	2018	2019
	GLD	GLD	GLD
Bollin Disadvantaged	50%	0%	80%
Bollin Non Disadvantaged	82%	85%	79%
National Non Disadvantaged	74%	74%	74%

Evaluation

In 2018/19 there as a significant improvement in performance data for disadvantaged pupils which exceeded national average and was broadly in line with the performance of non-disadvantaged children.

Year 1 Phonics Test

	2017	2018	2019
Bollin Disadvantaged	75%	50%	40%
Bollin Non Disadvantaged	84%	93%	84%
National Non Disadvantaged	84%	85%	84%

Evaluation

The gap between disadvantaged and non-disadvantaged children in achieving the required score on the phonics test has not yet closed by the end of Year 1.

Year 2 Phonics Test

	2017	2018	2019
Bollin Disadvantaged	100%	100%	100%
Bollin Non Disadvantaged	98%	98%	98%
National Non Disadvantaged	92%	92%	92%

Evaluation

However, by the end of Year 2, every disadvantaged child has achieved the required score on the phonics test for the past two years. Where gaps in learning as still evident by the end of Year 1, further support and focused intervention in Year 2, in relation to Phonics, has effectively addressed these gaps.

Year 2 SATs

Year 2 Reading

		2017	2018	2019
Bollin Disadvantaged	Age-related expectations	100%	80%	100%
Bollin Non Disadvantaged		87%	84%	92%
National Non Disadvantaged		79%	79%	78%
Bollin Disadvantaged	Greater Depth	0%	20%	0%
Bollin Non Disadvantaged		23%	33%	35%
National Non Disadvantaged		29%	29%	

Year 2 Writing

		2017	2018	2019
Bollin Disadvantaged	Age-related expectations	100%	60%	67%
Bollin Non Disadvantaged		64%	73%	83%
National Non Disadvantaged		72%	74%	73%
Bollin Disadvantaged	Greater Depth	0%	0%	0%
Bollin Non Disadvantaged		4%	29%	20%
National Non Disadvantaged		18%	18%	16%

Year 2 Maths

		2017	2018	2019
Bollin Disadvantaged	Age-related expectations	100%	60%	33%
Bollin Non Disadvantaged		77%	86%	92%
National Non Disadvantaged		80%	80%	79%
Bollin Disadvantaged	Greater Depth	0%	20%	0%
Bollin Non Disadvantaged		15%	31%	37%
National Non Disadvantaged		25%	25%	

Year 2 Combined Percentage (Reading + Writing + Maths)

		2017	2018	2019
Bollin Disadvantaged	Age-related expectations	100%	40%	33%
Bollin Non Disadvantaged		60%	71%	82%
National Non Disadvantaged		69%	69%	69%
Bollin Disadvantaged	Greater Depth	0%	0%	0%
Bollin Non Disadvantaged		4%	20%	18%
National Non Disadvantaged		13%	13%	

Evaluation:

By the end of Year 2, disadvantaged pupils are achieving in line with age-related expectations in Reading, this progress continues to build upon the effective phonics teaching and intervention across KS1.

An increasing proportion of disadvantaged pupils are achieving age-related expectations in Writing although the gap in Maths continues to be a priority.

Currently no disadvantaged children are achieving greater depth by the end of Key Stage 1.

Year 6 SATs

Year 6 Progress

	2017	2018	2019
Bollin Disadvantaged READING	2	-3.2	0.35
Bollin All READING	1.5	0.8	2.05
Bollin Disadvantaged WRITING	-3.6	-1.6	3.82
Bollin All WRITING	-0.8	0.1	2.22
Bollin Disadvantaged MATHS	-1.3	-0.4	0.82
Bollin All MATHS	1	1.3	4.11

Significantly below expected progress	Below expected progress	Expected progress	Above expected progress	Significantly above expected progress
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Year 6 Reading

		2017	2018	2019
Bollin Disadvantaged	Age-related expectations	90%	57%	60%
Bollin Non Disadvantaged		83%	98%	88%
National Non Disadvantaged		77%	80%	78%
Bollin Disadvantaged	Greater Depth	40%	33%	20%
Bollin Non Disadvantaged		52%	46%	46%
National Non Disadvantaged		29%	33%	31%

Year 6 Writing

		2017	2018	2019
Bollin Disadvantaged	Age-related expectations	70%	78%	100%
Bollin Non Disadvantaged		90%	96%	93%
National Non Disadvantaged		81%	83%	83%
Bollin Disadvantaged	Greater Depth	0%	11%	20%
Bollin Non Disadvantaged		21%	32%	34%
National Non Disadvantaged		21%	24%	24%

Year 6 Spelling, Punctuation and Grammar

		2017	2018	2019
Bollin Disadvantaged	Age-related expectations	80%	67%	60%
Bollin Non Disadvantaged		90%	94%	88%
National Non Disadvantaged		82%	82%	
Bollin Disadvantaged	Greater Depth	40%	22%	20%
Bollin Non Disadvantaged		60%	54%	46%
National Non Disadvantaged		36%	39%	

Year 6 Maths

		2017	2018	2019
Bollin Disadvantaged	Age-related expectations	80%	78%	80%
Bollin Non Disadvantaged		90%	86%	96%
National Non Disadvantaged		80%	81%	84%
Bollin Disadvantaged	Greater Depth	30%	22%	20%
Bollin Non Disadvantaged		44%	62%	68%
National Non Disadvantaged		27%	28%	31%

Year 6 Combined Percentage (Reading + Writing + Maths)

		2017	2018	2019
Bollin Disadvantaged	Age-related expectations	70%	56%	60%
Bollin Non Disadvantaged		81%	84%	84%
National Non Disadvantaged		67%	70%	71%
Bollin Disadvantaged	Greater Depth	0%	0%	20%
Bollin Non Disadvantaged		17%	24%	23%
National Non Disadvantaged		11%	12%	13%

Evaluation:

By the end of Year 6, disadvantaged pupils are making at least expected progress in Reading, Writing and Maths and often above expected progress.

An increasing proportion of disadvantaged pupils are achieving age-related expectations and above age-related expectations although this continues to be a priority.