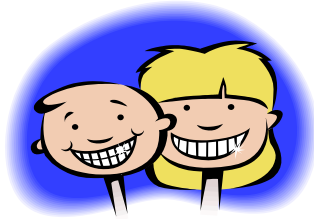


*Billingham South Community Primary  
School*



**Everybody Prepared and Inspired to be the Best we can be.  
Excellent Classrooms. Excellent Relationships.  
Hearts in Billingham and Eyes on the World.**

**Pupil Premium Strategy and Impact**

**Academic Year 2016-17**

## Billingham South Community Primary School – Pupil Premium Strategy

At Billingham South Community Primary School 43% of our pupils attract extra funding through pupil premium. This means we are able to make considerable investments in a range of areas to achieve the aims set out below. Due to the large percentage of pupils who attract additional funding; in many cases our projects benefit all children. So the pupil premium may sometimes be used as a fair proportion of funding. In view of this, when reviewing projects funded by pupil premium the impact is measured using case studies, our new CEM progress measures and RAISE on line/ FFT measures. Reviews are shared with the Governing Body through Head Teacher Reports.

Pupil premium funding helps us when making strategic plans for our pupils who attract that funding. However as 43% of our pupils attract pupil premium funding many projects aimed towards the areas outlined below do not require funding or may be funded from other parts of the school budget. For example, the DHT, Maths leader and English leader regularly attend Transforming Tees conferences where initiatives to improve outcomes for pupils in the Tees Valley are discussed and shared. One such initiative has resulted in our 'Pupil Passport'. Another initiative is the timetabling of 1:1 pupil mentoring.

**At Billingham South we use pupil premium funding for three main aims:**

- **accelerating pupil progress**
- **raising aspirations**
- **developing resilience in our pupils for the next steps in their learning.**

Pupil premium investment is used to whole or part fund; short, medium and long term projects.

### Accelerating Pupil Progress:

We fund extra teaching staff in years 1, 5 and 6 for set periods of time during the academic year. These staff are used strategically for the teaching of phonics, English and Maths. The deployment of these staff is overseen by class teachers in order to narrow the gap in achievement by accelerating pupil progress in children identified in our school improvement plan.

We fund two extra teaching assistants to lower staff pupil ratios in targeted year groups.

We part fund the 'Pobble' writing platform to address the difference between pupil progress in reading and writing by the end of key stage 2 by accelerating pupil progress in writing. Sutton Trust evidence shows the efficacy of peer mentoring which is a key part of the Pobble writing platform.

We fund maths CPD in order to develop high quality maths reasoning lessons. There has also been funding for concrete maths resources and the use of these resources in order to encourage pupil resilience when solving maths problems. The aim of this funding is

accelerated progress in maths for those pupils identified on our School Improvement Plan.

Maths and English projects funded by pupil premium are identified following reviews of results throughout school and test scripts.

The effectiveness of these programmes is reviewed when measuring the extent to which we have narrowed the gap. We use RAISE Online and FFT for this purpose.

Evidence over time shows that a significant proportion of our pupils start Nursery with below average speaking and listening skills. Pupil premium funding is used in conjunction with main stream funding to ensure excellent CPD and resources to develop accelerated progress in reading and writing in EYFS. The aim of this is to narrow the gap as early as possible.

#### Raising Aspirations:

We believe in raising pupils aspirations through enhanced programmes of sport and art. Therefore pupil premium is used to whole or part fund sports coaching, outdoor learning, specialist ICT provision and an enhanced music programme. This provides pupils with greater access to competitive sport, exercise, concerts, theatre and the chance to participate in local, regional and national events.

Pupil premium is also used to fund ambitious clubs, projects, trips and residential visits which would otherwise not be possible. Examples of this include; Shakespeare Club, the hiring of a theatre and other equipment for theatrical performances and one term of free educational visits for all children.

#### Developing Resilience in our Pupils:

Many of our children who attract pupil premium funding encounter significant emotional problems or have difficulty in processing and dealing with a particularly difficult issue. Pupil premium money is used to fund counselling services and transition club.

Our school is well known for encouraging excellent behaviour. We want our children to understand the need to take responsibility for their own actions. Pupil premium funding is sometimes used to support our successful behaviour system. For example, part funding of our CPOMs system to enable the analysis of behaviour trends and the part funding of rewards or incentives within our attendance and behavioural systems.

It has been identified that our EYFS and ARP are particularly successful in encouraging resilience and independence. Pupil premium will be used to part fund the use of ARP staff and techniques for mainstream pupils in year 2- 6. The EYFS leader will oversee the use of play and exploration techniques into year 1 to further establish the resilient behaviours encouraged in EYFS (evidenced by EYFS pupil outcomes over the last 3 years).

Our Nursery screening on entry (ASPECTS) identified that 33% of pupils arrive in school with below average motor skills. This accompanied by below average speech and language skills are significant barriers to learning and will effect resilience over time therefore significant pupil premium funds will be used to create play areas specifically

aimed at narrowing the gap between pupils who attract pupil premium funding and those who don't.

We believe that access to high quality ICT hardware in conjunction with excellent ICT teaching will improve resilience and independence in pupils across all subjects as they progress through their whole educational experience. Therefore significant pupil premium funding will be used to ensure the best possible ICT equipment is available to all pupils.

We believe that resilience is the key skill our pupils need in order to enjoy all aspects of their education in the long term. Therefore pupil premium will be used to part fund CPD, resources and products that enable us to train staff and pupils to employ a growth mindset.

#### Impact on GLD

	Disadvantaged Yes	Disadvantaged No	GAP
All Prime Areas	77%	79%	-2
Literacy	54%	69%	-15
Maths	62%	77%	-16
% achieving a GLD	54%	67%	-13

All gaps are significantly improved on the previous year. Gaps in Literacy and Maths are broadly in line with the LA gap. The gap in all prime areas is 12% better than the LA and the gap in GLD is 3% better than the LA.

#### Year One Phonics Check

	Disadvantaged Yes	Disadvantaged No	GAP
Year 1 phonics	63%	80%	-17

Our gap is 5% worse than the LA average.

#### Key Stage One

	School Disadvantaged Yes	National Disadvantaged No	GAP	2016 GAP
Reading	50%	79%	-29	-35
Writing	44%	72%	-28	-24
Maths	56%	79%	-23	-34

## CRWM KS1

	Disadvantaged Yes	Disadvantaged No	GAP
CRWM	44%	51%	-7

These results show an improvement in closing the gap between disadvantages pupils at our school and all pupils nationally in reading and maths on the previous year. All internal gaps are smaller and all internal gaps are smaller than LA gaps. So we believe this shows a very positive picture for disadvantaged pupils in EY and KS1 at Billingham South Community School.

## Key Stage Two

	School Disadvantaged Yes	National Disadvantaged No	GAP	2016 GAP
Reading	53%	77%	-24	-18
Writing	75%	81%	-6	-10
Maths	56%	80%	-24	-40
SPAG	56%	82%	-26	-32
CRWM	47%	67%	-20	-31

In all subjects our internal gap closed. Our internal gap is smaller than the LA in all subjects. Only in reading was our disadvantaged against all pupils nationally greater than the previous year. This issue is being addressed in our SIP 2017-18.