

Pupil Premium Statement

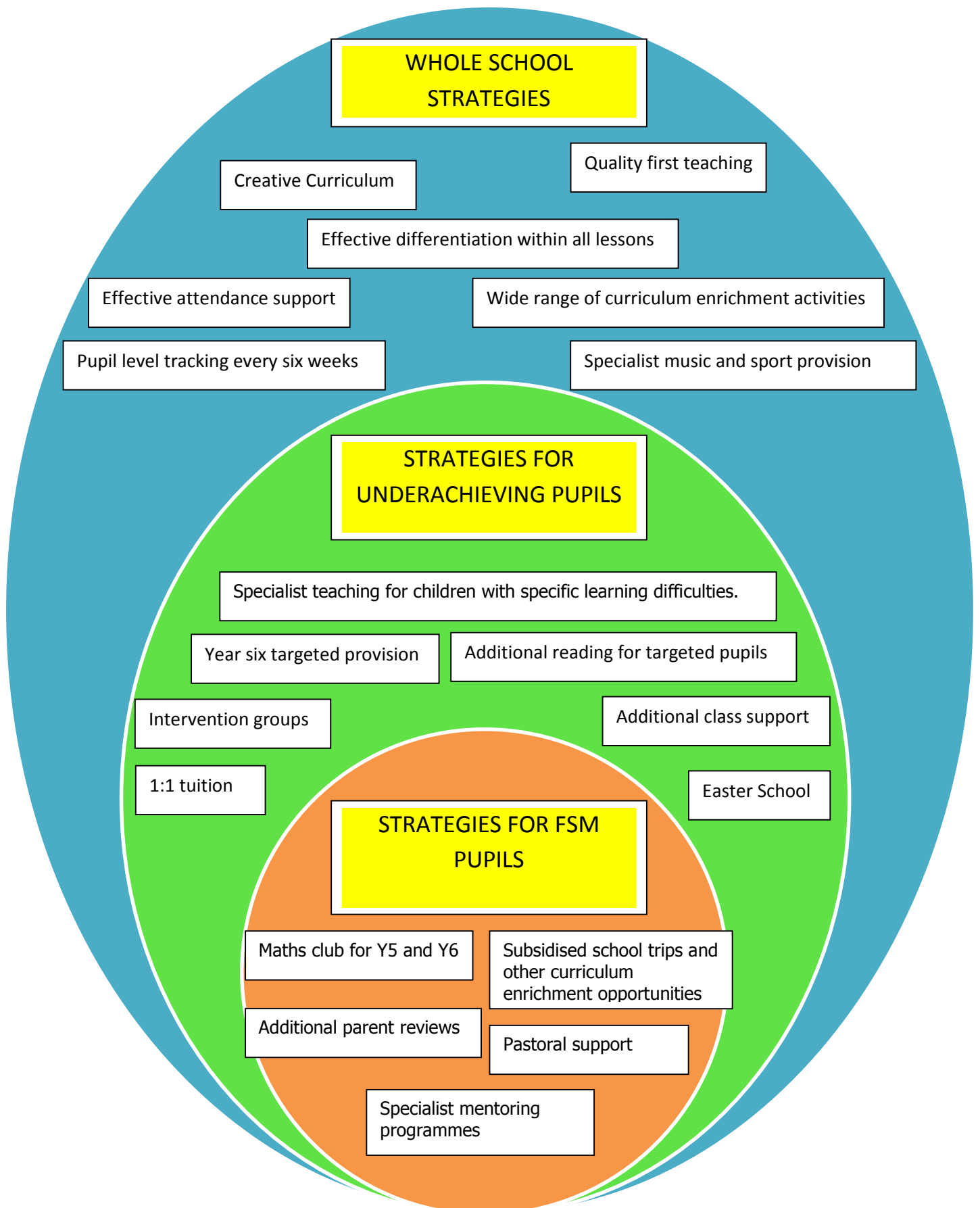
In 2011-12 the Government launched its Pupil Premium funding. This money was allocated to schools based on the numbers of pupils in the school eligible for Free School Meals (FSM). From 2012-13, the allocation has been extended to include all children who have been eligible for FSM within the last six years. **The Government ambition behind the allocation of this funding is to close the gap between the achievement of pupils eligible for pupil premium and those who are not.**

At The Bluecoat School we are committed to meeting the social, pastoral and academic needs of all pupils within our school. The Pupil Premium funding enables us to meet any additional needs of children who may be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil Premium funding will be allocated to classes, groups or individuals based on their specific identified needs.

The leadership of the school is responsible for determining how pupil premium funding will be allocated and for reviewing the effectiveness of the spending decisions to ensure maximum impact on closing the achievement gap for eligible pupils. However all staff and Governors at The Bluecoat School are committed to ensuring the best possible outcomes for disadvantaged pupils and take joint responsibility for closing the achievement gap.

Our Whole School Responsibilities
Our senior leadership team track the attainment and achievement of pupils eligible for pupil premium in depth. Individuals and groups of pupils at risk of underachievement are identified and appropriate interventions and support are put in place. The leadership team decide spending priorities and review the progress and achievement of eligible pupils regularly and provide regular updates for Governors on the impact of the use of pupil premium.
Our subject leaders take responsibility for the achievement and attainment of pupils eligible for pupil premium in their subjects and contribute to planning and implementing appropriate intervention and support. They ensure their strategic improvement plans prioritise actions that will impact on closing the achievement gap throughout the school.
Our class teachers know who their eligible pupils are and focus relentlessly on ensuring daily quality teaching and exciting curriculum provision to motivate and improve the attainment and achievement of children eligible for pupil premium.
All staff supporting teaching and learning are committed to closing the achievement gap for eligible pupils.
Our Governors regularly review the allocation of pupil premium spending and the impact on the achievement of eligible pupils. They are responsible for ensuring the publication of an annual report detailing for parents how pupil premium has been used and the impact of the spending on closing the gap.

Pupil Premium Provision within the Whole School Framework



The Bluecoat School

Pupil Premium Report

2014 -2015

School Overview

Number of Pupils and Pupil Premium Grant Received	
Total number of pupils on roll	163
Total number of pupils eligible for PPG	81
Total amount of PPG received	£105,300

Allocation of Pupil Premium Grant 2014-15

Creative curriculum including outdoor adventure learning and other memorable experiences.
1:1 personalised tuition for pupils who needed additional individual support with phonics, mathematics, reading and writing.
A range of teacher led intervention for small groups who need personalised learning in phonics, mathematics, reading and writing.
Enrichment of the curriculum by supporting the costs of school trips and other creative learning opportunities to engage pupil learning.
KS2 class size management.
Specialist phonics intervention.
Specialist teaching for pupils with identified specific learning difficulties.
Peer tutoring (learners working together in pairs or small groups).
Actively involving parents in supporting their children's learning at school.
Interactive approaches to developing reading comprehension with structured questioning.
Learning to learn strategies – supporting learners to think about effective learning behaviours.
Clear feedback to learners about their learning goals leading to improvement in their outcomes. Clear feedback redirects or refocuses the learner on what they need to do next to achieve their goal.
Early years intervention. Outstanding Foundation Stage flexible provision, including disadvantaged 2 year old provision, leading to preparation for school and academic success.
Digital technology – collaborative use of technology including the provision of effective feedback and open ended learning.

Impact Statement 2014-15

End of KS2 – 15 pupils were eligible for pupil premium grant during Y6

- 14/15 (93%) made at least 2 levels progress and 5/15 (36%) making 3 levels progress in maths with 80% of PP pupils attaining L4 or above and 33% attaining L5
2 pupils receiving PP achieved L6 on the KS2 Maths test.
- 14/15 (93%) made at least 2 levels progress in writing with 2/15 (14%) making 3 levels of progress in writing with 87% attaining L4 or above and 20% attaining L5
- 14/15 (93%) made at least 2 levels progress in reading with 3/15 (20%) making 3 levels progress in reading with 87% attaining L4 or above and 20% attaining L5
- 73% of children receiving PP achieved a L4 at GPS with 42% achieving L5
- The gap between the attainment of pupils receiving PP (excepting 1 mobile pupil with a statement) and that of other pupils in the school and nationally has continued to narrow in most subjects with the attainment of both groups of pupils having increased since the last inspection.

APS gap between attainment of disadvantaged pupils and other pupils nationally				
All Subjects 2014	Maths 2014	Reading 2014	Writing 2014	GAPS 2014
3.6 APS	3.8 APS	5.2 APS	2.1 APS	5.9
All Subjects 2015	Maths 2015	Reading 2015	Writing 2015	GAPS 2015
0.8 APS	0.5 APS	2.1 APS	0.9 APS	0.4 APS

APS gap between attainment of disadvantaged pupils and other pupils in school				
All Subjects 2014	Maths 2014	Reading 2014	Writing 2014	GAPS 2014
1.6 APS	1.9 APS	2.5 APS	0.5 APS	1.8 APS
All Subjects 2015	Maths 2015	Reading 2015	Writing 2015	GAPS 2015
0.8 APS	0.1 APS	2.2 APS	2.4 APS	1.8 APS

Foundation Stage – 4 pupils were eligible for pupil premium grant during YR

- 3/4 (75%) achieved or exceeded a GLD (good level of development) in all areas of the Early Years Foundation Stage curriculum

Y1 Phonics Screening check – 6 pupils were eligible for the pupil premium grant in Y1

- 6/6 (100%) met age related expectations in the phonics screening check

End of KS1 – 11 pupils were eligible for pupil premium grant in Y2

- 8/11 (73%) achieved L2b or above in reading with 4 children (36%) achieving L3
- 7/11 (64%) achieved L2b or above in writing with 4 children (36%) achieving L3
- 8/11 (73%) achieved L2b or above in maths with 3 children (27%) achieving L3

Over the last 3 years the gap in attainment between children receiving PP and the other pupils in school has narrowed rapidly.

2013 - APS gap between attainment of pupils eligible for pupil premium and those in school who are not – all subjects	2014 - APS gap between attainment of pupils eligible for pupil premium and those in school who are not – all subjects	2015 - APS gap between attainment of pupils eligible for pupil premium and those in school who are not – all subjects
2 APS	1.4 APS	0.1 APS

The gap between the attainment of disadvantaged pupils at KS1 and other pupils nationally has also narrowed significantly since 2013 in all NC core subjects

APS gap between attainment of disadvantaged pupils and other pupils nationally		
Maths 2013	Reading 2013	Writing 2013
2.5	2.8	2.7
Maths 2014	Reading 2014	Writing 2014
1.7	1.7	0.9
Maths 2015	Reading 2015	Writing 2015
1.3	0.2	+0.3

The Headteacher and senior leadership team are continually reviewing the success and impact of the use of the pupil premium grant to close the achievement gap for eligible pupils. The leadership team are examining and using respected evidence of high impact strategies using sources such as the recently published EFF Toolkit – Sutton Trust Research and other Government evidence establishing successful approaches to effective use of pupil premium grant in closing the achievement gap to inform future decisions and practice at The Bluecoat School.

The introduction of our new creative curriculum from September 2014 enabled all pupils to have opportunities to learn in exciting, challenging and motivational ways outside of the classroom and in addition to the traditional school environment. We believe that the emphasis on experiential learning in our new curriculum give all of our pupils a whole education which develops their skills and personal qualities as well as improving their educational attainment in core subjects. In particular, we believe that our approach to wider curriculum provision greatly benefits our disadvantaged pupils and impacts significantly on further narrowing the gap between their attainment and achievement and that of other pupils.