

## Pupil Premium Statement

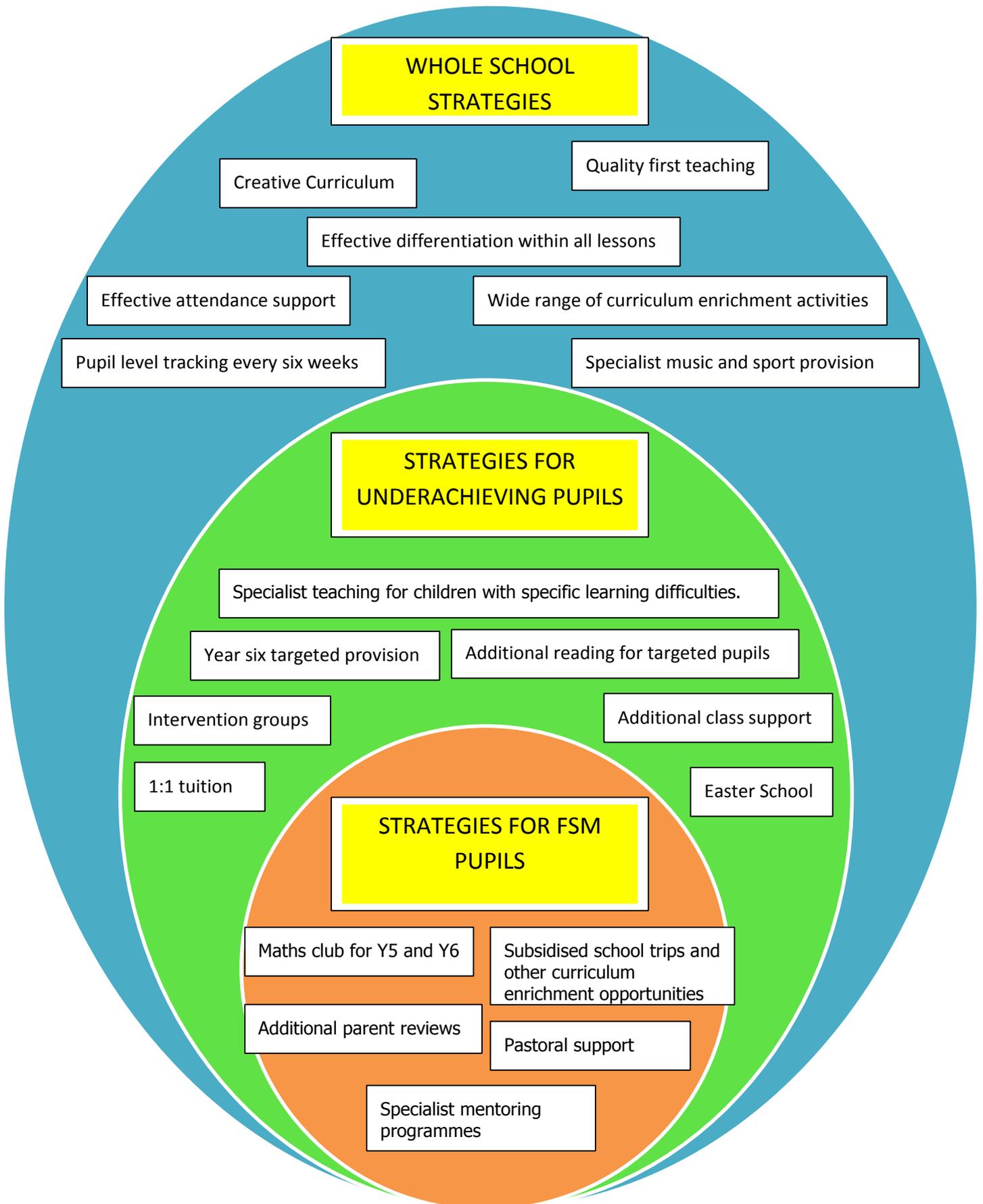
In 2011-12 the Government launched its Pupil Premium funding. This money was allocated to schools based on the numbers of pupils in the school eligible for Free School Meals (FSM). From 2012-13, the allocation has been extended to include all children who have been eligible for FSM within the last six 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.

<b>Our Whole School Responsibilities</b>
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

2015 -2016

### School Overview

Number of Pupils and Pupil Premium Grant Received	
Total number of pupils on roll	
Total number of pupils eligible for PPG	
Total amount of PPG received	

### Allocation of Pupil Premium Grant 2015-16

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.

KS1/2 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 2015-16

Due to the introduction of new standards in KS1 and KS2 comparisons with previous years data is not possible at this time.

- Other National refers to non-disadvantaged pupils nationally

End of KS2 – 10 out of 20 pupils were eligible for pupil premium in Y6

### Attainment

60% met the expected standard in reading	National all pupils (66%)	Other National (71%)
80% met the expected standard in writing	National all pupils (74%)	Other National (79%)
80% met the expected standard in maths	National all pupils (70%)	Other National (75%)
50% achieved combine RWM standard	National all pupils (53%)	Other National (60%)
70% met the expected standard in GPS	National all pupils (72%)	Other National (78%)

Average scaled score for those eligible for pupil premium:

Reading 102.3 National all pupils (102.6) Other National (103.8)

Maths 102.4 National all pupils (103.0) Other National (104.1)

GPS 102 National all pupils (104.0) Other National (105)

Foundation Stage – 6 pupils were eligible for pupil premium grant during YR

9/9 (100%) achieved or exceeded a GLD (good level of development) in all areas of the Early Years Foundation Stage curriculum. Other National (64%)

Y1 Phonics Screening check – 5 pupils were eligible for the pupil premium grant in Y1

3/5 (60%) met age related expectations in the phonics screening check  
Other National (83%)

End of KS1 – 10 pupils were eligible for pupil premium grant in Y2

70% met the expected standard in reading	National all pupils (74%)	Other National (78%)
70% met the expected standard in writing	National all pupils (65%)	Other National (70%)
70% met the expected standard in maths	National all pupils (73%)	Other National (77%)

30% met the greater depth standard in reading National all pupils (24%) Other National (27%)

30% met the greater depth standard in maths National all pupils (18%) Other National (20%)

22% met the greater depth standard in writing National all pupils (13%) Other National (16%)

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.**