



Pupil Premium Allocation at Bardsey Primary School 2018-19

Pupil Premium Impact and spend Summary Report

The Pupil Premium is funding that the school receives based on the number of children who are entitled to a free school meal (FSM). Historically, across the country many FSM children make slower progress and attain less well than non-FSM children. The purpose of the Pupil Premium money is to target support and strategies to narrow these attainment and progress gaps.

At Bardsey, we receive Pupil Premium for 6% of our pupils. This is below the national average for the “Ever 6”, the Government term for pupils eligible for this allocation.

The DfE states:

‘It is for the schools to decide how the Pupil Premium allocated to schools is spent, since they are best placed to assess what additional provisions should be made for the individual pupils within their responsibility.’

2015/16 Pupil Premium at our school

The school was allocated a total of £13 780.00

2016/17 Pupil Premium at our school

The school has been allocated £9 820.00

2017/18 Pupil Premium at our school

The school has been allocated £14 360.00

2018/19 Pupil Premium at our school

The school has been allocated £12 140.00 (11 pupils)

Main barriers to learning of the Pupil Premium children at Bardsey Primary School

- **One third of our PP children did not start their education at Bardsey and consequently did not have the benefit of consistency. It also meant those children had to develop relationships with their peers where those children starting with us in EYFS had already formed solid friendships and good social skills.**
- **For some of our PP children, they have delayed SEMH skills and attitudes which often have a negative impact to learning. We use our PP to support those children to help them develop those skills successfully.**
- **Three quarters of the children are also on either the CP register, SEN register or both and have outside agency involvement. The school has applied for additional top up funding for 2 children in order to resource their SEN requirements more effectively.**
- **Those children eligible for FSM due to financial strains could potentially miss out on the extracurricular activities that really enhance learning and help develop SEMH skills as well as providing a stimulating, inspiring and broad and balanced curriculum. PP funding is used to ensure those children do not miss out on those valuable experiences.**

Impact of the 2017/18 Action Plan

- 1. School to employ a company to help develop ‘A Journey Through Time’ project to enhance outdoor learning.**

All children in the school have worked to create our ‘Journey Through Time’ project. The impact for our PP children has mainly been in their social development and in the much more positive relationships they have with their peers. This has been especially important for those PP pupils as they also did not start with us in Reception and some had moved schools more than once.

2. Cover the cost of educational visits/residentials/curriculum support

100% children entitled to FSM attended the annual residential for Years 5 and 6. All children participated in educational visits and a whole school trip to Filey. All children interested in learning a musical instrument did so, some through a bursary and some supported by the school.

3. School to provide additional nurture support to vulnerable and SEND pupils even without additional top up funding

Nurture groups up and running across the school and support put in place from outside agencies to support the vulnerable PP children. SL/CP Team Members worked closely throughout the year to support 2 families, both financially and emotionally, going through very complex and highly stressful times.

4. Children across the school given the opportunity to move around more during lesson time using the standing desks.

The standing desks have been used by many children to enhance their learning experiences and to ensure they are more mobile throughout the day. Approximately half of the PP children have been seen regularly using the desks and there has been a noticeable change in their positive attitude to learning.

5. See 3

6. Transport provided to allow a family to a continuous education despite moving out of the area but no school place on offer in their new area.

One family with a child who was working towards in R, W, M was given daily support with transport to school where they otherwise would have remained at home. This would have had an even greater detrimental effect on their learning.

Key Actions for 2018/19

Key Action	Impact	Cost	Evidence Base
1. To develop the outdoor learning further, school to look into ways of being more pro-active in sustainability (growing own vegetables etc)	Teachers to begin to use the Journey Through Time area more effectively as a Learning Zone, encouraging highly creative thinking and teaching skills. We are planning to use this area as a stimulus for writing, also a focus on our SDP, to bring writing to be above LEA and national standards, especially for our PP children. Outdoor learning continues to be a focus on teacher appraisal to reflect the SDP.	£1 000	Photographs Pupil interviews/questionnaires Enhanced outdoor learning area. Staff meeting minutes Pupil progress meetings

2. Cover the cost of educational visits/residentials/curriculum support (staffing & supply taken on to ensure intervention groups in place/full time BSW in place/nurture groups in place, music lessons/resources)	PP children are fully integrated into school life	£10 000	Photographs of visits/residentials/extra curricular activities Letters to parents Parent Forum minutes Pupil Questionnaires Tracking/Pupil progress
3. Ensure some of the PP children have daily access to fresh milk throughout the year	PP children have access to healthy diet	£100	Milk bills
		Total £11 100	

To be reviewed in July 2019