



Black Firs Primary School

Longdown Road, Congleton, Cheshire CW12 4QJ

Tel: 01260 272935

Fax: 01260 277285

Web site: <http://www.black-firs.co.uk>

email: mcasserley@black-firs.co.uk

office@black-firs.co.uk

pta@black-firs.co.uk

The Pupil Premium at Black Firs Primary School

September 2019 – August 2020

It is a legal requirement that we publish details of our Pupil Premium allocation outlining the spending of this money and the impact of this spending on the educational attainment of those pupils in respect of whom funding was allocated.

Pupil Premium allocated: £13,500

How we plan to spend the money

The number of children eligible for pupil premium on the School role remains very small at 2.6%; the three-year trend, *now* identified as being ‘disadvantage’ children in School, is reducing. However, the School continues to grow and change; as a 3 to 11 school we have 345 children in School. We have four established teaching teams across School. Each team includes a teaching assistant tasked to support special educational needs & disability, SEND. We increased Staffing numbers in our larger teaching teams.

- In our four teams, the upper-junior team has three teachers and three teaching assistants plus two support assistants; the lower-junior team has three teachers and three teaching assistants plus two support assistants; the infant team has three teachers and three teaching assistants and an apprentice teaching assistant. Team-teaching allows us to keep teaching group sizes very small and therefore children receive more focussed & differentiated teaching. The early year’s team has three teachers and four teaching assistants plus an apprentice teaching assistant.
- All Teaching Assistants are trained in a variety of support roles such as Speech & Lang, Precision Teaching, Emotional Literacy Support Assistant, ELSA Training.
- Extra Teaching Assistant hours to work with targeted groups of children & individuals on intervention programmes, booster sessions and phonics programmes. Children are identified on Cohort Action Plans with appropriate support outlined. Some children have education, health & care, EHC, plans and receive targeted support too. It is difficult to publish specific support data without identifying individual’s as there is such small cohort of pupil premium children.
- Since our pupil premium children continue to make at least Good progress, Governors have begun to consider those families who are just about managing, JAM, financially. Over the last few years, with the increase again in the cost of the annual residential visit, Governors have agreed to use £10,000 of the pupil premium budget to reduce the annual residential visit for all KS2 children. PP children go free but this allows families who are JAMs, to take part in the Residential with all of their classmates.
- We are a member of Congleton educational Community Partnership, CeCP. Our annual membership fee gives us weekly access to visiting therapists offering Play Therapy and SWANs Therapy Services offering nurture, CAHMs and wellbeing support.

Other spending included:

- Subsidising costs for educational visits – day visits
- Subsidising costs for residential visits – Conway residential yr3-yr6 & Tattenhall yr2
- Subsidising costs School uniform and classroom equipment, wellies, football boots etc.
- Offering our PP children free music tuition if they want it
- All School clubs are free, so no impact for PP children
- A proportion of our CeCP membership

Impact on Children



The average progress of children who are in the ever6 cohort last year was 3.5 Average Points, APs, in reading; 3.8 APs in writing; 3.7 APs in maths. The KS2 combined reading, writing and maths percentage achieving expected standard was at national. The Standardised attainment of this group at KS2 was 100 in reading; 100 in maths; 99.3 Spelling, Punctuation & Grammar, SPaG. Progress and attainment for this cohort is at least Good across School.

We continually monitored and evaluated progress & attainment termly for this cohort against their peers.

Children identified as not making Good progress, are tracked on year group Cohort Action Plans.

Specific support and interventions are planned & delivered.

More evaluation, outlining impact of the Pupil Premium spending, is included in Headteacher's report to Governors and annual evaluation in September for School Curriculum Development Planning.

What is Pupil Premium

- The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. The Government has decided that eligibility for the Pupil Premium in 2012-13 will be extended to pupils who have been eligible for FSM at any point in the last 6 years called Ever6.
- The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for FSM and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it the most.
- Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low income families.
- Total funding through the Premium will increase from £625m in 2011-12 to £1.25Bn in 2012-13.
- The level of the premium in 2011-12 was £488 per pupil for pupils eligible for FSM and for pupils in care who have been continuously looked after for six months. It increased to £623 per pupil in 2012-13 and from April 2013 increased to £900. In April 2014, funding was increased to £1320 per eligible child and it has remained at this level since.
- Our focus for these pupils is to improve attainment, ensure challenging progress to close the gap and overcome disadvantage.
- We have used Professor Steve Higgins' (Durham University) 'What works in raising attainment and closing the gap: research evidence from the UK and abroad' as a basis for our work in this area and the decisions made in the allocation of the funds.

School level actions

- *Effective leadership*
- *A clear focus on improving learning*
- *Agreed structures and processes in School*
- *The importance of staff skills and professional development*
- *Making learning challenging*
- *Ensuring effective relationships for teaching & learning*
- *Building team partnerships around the School*

Class and teacher level actions

- *Using teaching strategies and developing pedagogy*
- *Building effective learning relationships*
- *Improving professional expertise, undertaking effective development and training*

Characteristics of effective teaching

- *Monitoring and feedback (target setting, use of data and classroom evidence)*
- *Teaching for learners' use of strategies*
- *Peer interaction and mutual support*
- *High quality relationships to enable learning*

Interventions and approaches

- *Explicit, direct teaching providing feedback to learners*
- *Collaborative and co-operative approaches*
- *Peer-tutoring*
- *Meta-cognitive approaches (planning, monitoring and reviewing one's own learning)*
- *One-to-one and small group tutoring*

Promising classroom strategies to 'close the gap'

- *Focus on improving teaching and learning processes and methods*
- *Collaborative and co-operative learning*
- *Peer involvement in learning (peer tutoring, team approaches)*
- *Meta-cognitive strategies, making learning explicit*
- *Specific subject strategies (e.g. phonics instruction in reading, computer assisted instruction in maths)*
- *Effective scaffolding practices by teachers*