

Blue Coat CE Junior School PPG Impact Statement 2017-18

1. Summary information						
School	Blue Coat CE Junior School					
Academic Year	2018-19	Total PP budget	£193,020	Date of most recent PP Review	Sept 2018	
Total number of pupils	359	Number of pupils eligible for PP	144 (40%)	Number of PP pupils identified as SEND 73 (50%)		
2. Current attainment						
Yr 6 2017-18 Context 33 PPG 1 LAC = 35 26% (9) of PPG pupils are SEND 54% (19) of PPG pupils are EAL				<i>Pupils eligible for PP BCJ</i>	<i>Pupils not eligible for PP (SCH)</i>	<i>Pupils not eligible for PP (NA BENCHMARK)</i>
% attaining EXS						
Reading				57%	65%	80%
Writing				77%	69%	83%
Maths				63%	67%	81%
% attaining GDS						
Reading				9%	24%	33%
Writing				3%	27%	24%
Maths				6%	22%	28%
Average Score						
Reading				101.3	104.0	106.1
Maths				101.2	102.7	105.4
Progress Scores 2018		Reading	Writing	Maths		
Disadvantaged Pupils		-1.76	-0.81	-1.35		
NA for Non-Disadvantaged		0.31	0.24	0.31		

Prior Attainment of Disadvantaged Pupils – 3 YR Trend

2016 – Non Dis 16.24 / Dis 14.85 = - 1.39

2017 – Non Dis 16.25 / Dis 15.03 = - 1.22

2018 – Non Dis 15.24 / Dis 14.67 = - 0.57 (This Cohort had lower KS1 attainment than the previous years)

Y5 % working at age related + expectations (as measured in the school). 31 PPG + 1 LAC = 32 TOTAL**41% (13)** disadvantaged pupils are EAL **22% (7)** disadvantaged pupils are SEND

READING – 50% (15) 1 pupil GDS

25 out of 32 pupils made expected progress from KS1 = 78%

WRITING – 56% (17) 1 pupil GDS

27 out of 32 pupils made expected progress from KS1 = 84%

MATHS- 47% (13) 2 pupils GDS

23 out of 32 pupils made expected progress from KS1 = 71%

Y4 % working at age related + expectations (as measured in the school). 35 PPG PUPILS**40% (14)** disadvantaged pupils are EAL **20% (7)** disadvantaged pupils are SEND

READING - 66% (23) Inc 4 pupils GDS

29 out of 35 pupils made expected progress from KS1 = 82%

WRITING - 71% (25) Inc 6 pupils GDS

26 out of 35 pupils made expected progress from KS1 = 74%

MATHS - 66% (23) Inc 5 pupils GDS

30 out of 35 pupils made expected progress from KS1 = 86%

Y3 % working at age related + expectations (as measured in the school). 41 PPG

READING - 73% (30) Inc 7 pupils GDS

39 out of 41 pupils made expected progress from KS1 = 93%

WRITING - 66% (27) Inc 7 pupils GDS

34 out of 41 pupils made expected progress from KS1 = 82%

MATHS - 68% (28) Inc 8 pupils GDS

38 out of 41 pupils made expected progress from KS1 = 93%

3. Barriers to future attainment (for pupils eligible for PP)**Academic barriers** (issues to be addressed in school, such as poor oral language skills)**A.** Consistently high % of pupils with EAL – Well above the NA (2017-18 BCJ = 46.5 NA = 20.7 BJC + 25.8%)**B.** Consistently high % of pupils from Ethnic Minority Groups – Well above the NA (2017-18 BCJ = 41.3 NA = 24.3 BJC + 17%)**C.** Extremely low bench mark (see KS1 data)**Additional barriers** (including issues which also require action outside school, such as low attendance rates)

D.	<p>Attendance – BCJ buys back a significant amount of support to address attendance issues (see attendance file)</p> <p>Safe Guarding – BCJ has a rising trend of safeguarding issues that have a significant impact on outcomes for children.</p> <p>Deprivation- The BCJ community has high deprivation and multiple complex social challenges – BCJ deprivation index 0. 33 % - NA deprivation index – 0.21 (-0.12)</p> <p>SEND Support</p>	
4. Intended outcomes		Success criteria
A.	<p><i>To increase the rate of progress for disadvantaged pupils and to increase the % of pupils attaining at EXS+ & GDS across RWM.</i></p> <p>Continued EAL intervention and support – Leading Aspect Award for EAL- Wellcom – Support from Rushall</p> <p>Intervention groups x 1 hr per day established in each year group for Reading & Maths</p> <p>Maths additional teacher Yr6 / Yr5 to focus on mastery</p>	<p>Continued accelerated progress for EAL pupils,</p> <p>Bell scores tracking for EAL to evidence impact on language acquisition.</p> <p>Increase % of pupils making accelerated progress across RWM</p>
B.	<p><i>Continue to buy in additional support for attendance, deprivation and SEND including specialist support such as speech and language.</i></p> <p>To further develop before and after school provision and increase the number of places available.</p>	<p>Diminish the gap between BCJ and NA across the core subjects.</p> <p>Continue to improve attendance</p> <p>Increase % of SEND pupils making accelerated progress across RWM</p>
C.	<p><i>To increase the range and access to a variety of educational experiences this will enhance learning across the curriculum.</i></p> <p>Extra – curricular clubs (sport, art, drama, homework)</p> <p>Residential Trips/Curriculum enhancement trips.</p> <p>Music peripatetic services for identified pupils.</p>	<p>All children have access to a broad range of opportunities to shine and achieve.</p> <p>Increase the number of pupils accessing clubs.</p>
D.	<p><i>Intervention groups are established, well resourced and effective</i></p>	<p>To increase the rate of progress for disadvantaged pupils and to increase the % of pupils attaining at EXS+ & GDS across RWM.</p>

5. Planned expenditure

Academic year 2018-19

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you	Cost
Improve attainment across the core subjects RWM	To increase the % of pupils attaining EXS+ & GDS	See data above. We need to diminish the gap between disadvantaged pupils and the NA Benchmark	To provide focused intervention and booster support for pupils across each year group. To track and monitor progress each half term. Ensure CPD for all staff reflects the needs of the cohorts.	Year Leaders	Each half term.	Yr6 - £20,742 Y5- £20,347 Y4- £20,347 Yr3- £17,457 Success C £20,032
To ensure barriers such as EAL, SEND & Deprivation are targeted and pupils make good or better progress.	To increase the % of pupils making good or better progress across each year group.	See data above.	To provide focused intervention and booster support for pupils across each year group. To track and monitor progress each half term. Ensure CPD for all staff reflects the needs of the cohorts and barriers our pupils. To work with other professionals and specialist support such as speech and language.	Year Leaders Senco Learning Mentors	Each half term.	£2,200 – Send Support Rushall £ 1,150 – SALT £1000 Ed Psych
EWO intervention and support	To ensure that attendance of disadvantaged pupils is challenged to address access to learning.	To ensure the school's attendance and persistent absence results are maintained below that of NA.	To ensure that the current trend for good or better attendance of disadvantaged pupils is monitored and tracked robustly. To work in partnership with EWO services and engage in half termly review meetings.	FLT	Each Half Term	£1,695

To provide Nurture provision for pupils PSHE support and support with mental health and well-being of children	To ensure vulnerable pupils have access to specialist nurture provision to address arrange of complex emotional issues and enhance mental well-being	To help pupils develop a range of strategies when dealing with a diverse range of PSHE issues and ensure they are safe and are ready to learn.	Learning walks, Inclusion meetings and reviews every two weeks, book looks and analysis of attainment and progress data.	Inclusion Team FLT	Each Half Term	£30,175
To continue to subsidise extra-curricular activities for disadvantaged pupils. To ensure a broad range of curriculum activities are available to all pupils equally and develop a wide range of talents and skills.	To enable all disadvantaged pupils have equal access to clubs, trips, events and visiting specialists.	No disadvantaged pupil will need to miss any opportunity to experience extra-curricular activities or events that will enrich and broaden their enjoyment of school.		FLT	Termly	£10,000 Clubs/Trips £5000 Swimming £8,000 Music
To ensure that appropriate equipment is made readily available to all pupils including technology, musical instruments and a variety of art equipment.	Improve the numbers of pupils accessing specialist equipment to support their learning, talents & skills.	An audit of school resources indicates that specialist equipment including technology needs developing.	The creative curriculum and delivery of specialist lessons will continue to be given high priority. Learning walks, book looks & participation in community events and celebrations will evidence a deep and enriched curriculum.	FLT	Termly (EHT report to Govs)	£20,000 IT
Total budgeted cost						£ 178,145