



Impact statement 2014- 15

In 2014-15 Balby Central primary School focused the funds allocated to the school by the pupil premium grant to its 8 key ‘Gap Busters’. These were planned to close the attainment and achievement gap between the children eligible for free school meals and their peers. The gap busters were formulated through research into successful strategies and actions to close the gap or to stop the gap widening long before the end of each key stage.

A full break-down on the spending on each ‘Gap Buster’ is available from the school website.

A full analysis for individual actions in each of the ‘Gap Buster’ areas is available on request from the school.

Overview of the school

Total number of pupils on roll (January census - not including Nursery)	398
Number of pupils eligible for PPG	172 (42%)
Amount of PPG received per pupil	£1,300
Total amount of PPG received	£223,600
Total amount spent	£286,332
School recognises that many of its socially disadvantaged pupils may not be eligible for FSM and therefore subsidises the overspend from the whole school budget in order to meet the needs of all of our pupils.	

Attainment of disadvantaged children at Balby Central Primary School compared with similar and all students nationally and attainment gaps

	BCPS			Nationally		
	Disadvantaged pupils at BCPS	All pupils at BCPS	Attainment gap	Disadvantaged pupils	All pupils	Attainment gap
KS1 Reading APS	15.9	16.9	-1.0	15.2	16.6	-1.4
KS1 Writing APS	14.2	14.6	-0.4	14.0	15.3	-1.3
Ks1 Maths APS	16.8	16.7	+0.1	15.1	16.4	-1.3
Ks2 L4+ Reading	72%	80%	-8%	83%	89%	-5%
Ks2 L4+ Writing	72%	80%	-8%	79%	87%	-8%
Ks2 L4+ Maths	66%	78%	-12%	80%	87%	-7%
Ks2 L5+ Reading	13%	22%	-9%	34%	48%	-14%
Ks2 L5+ Writing	25%	38%	-13%	22%	36%	-14%
Ks2 L5+ Maths	16%	20%	-4%	28%	41%	-13%

Comment

This table shows that Ks1 pupils at Balby Central Primary outperformed all pupils nationally and BCPS attainment gap is smaller than the national attainment gap
At Ks2 BCPS attainment gap is less than the national attainment gap in all areas apart from L4+ reading and maths.

Trends over time - Closing the gap between disadvantaged and Non Disadvantaged

Indicator using RAISE online (Dfe data for 2015)	2013 Gap between PP and non PP	2014 Gap between PP and non PP	2015 Gap between PP and non PP	Comment
Ks1 overall APS	-0.3	-1.3	-0.7	Gap slightly widening over 3 years but decrease from 2014
KS1 reading APS	-0.3	-0.9	-1.7	Gap widening over 3 years - target area
KS1 writing APS	-0.7	-1.4	-0.7	Gap stable over 3 years, decreased from 2014
KS1 maths APS	-0.3	-1.6	-0.2	Gap decreasing over 3 years
Ks1 L2+ reading	6	2	-17	Gap widening over 3 years - target area
Ks1 L2+ writing	0	-1	-21	Gap widening over 3 years - target area
Ks1 L2+ maths	1	-4	8	Gap decreasing over 3 years
Ks1 L3+ reading	-15	-15	-2	Gap decreasing over 3 years
Ks1 L3+ writing	-8	-15	13	Gap decreasing over 3 years
Ks1 L3+ maths	1	-25	11	Gap decreasing over 3 years
KS2 L4+ overall	-27	-32	-29	Gap slightly widening over 3 years but decrease from 2014
KS2 L4+ Reading	-31	-21	-17	Gap decreasing over 3 years
KS2 L4+ Writing	-15	-7	-17	Gap widening over 3 years - target area
KS2 L4+ Maths	-16	-22	-27	Gap widening over 3 years - target area

KS2 L5+ overall	-4	-11	-2	Gap decreasing over 3 years
KS2 L5+ Reading	-4	-28	-19	Gap widening over 3 years - target area
KS2 L5+ Writing	-12	-21	-29	Gap widening over 3 years - target area
KS2 L5+ Maths	-19	-16	-9	Gap decreasing over 3 years

Impact of Spending 2014-15

Gap buster	Amount spent	Impact
1.Data tracking to identify gap	£14,338	<p>Training for HLTAs ensured they have a better understanding of how to move children on in their learning and how to plan activities that meet children's needs.</p> <p>Monitoring of standards ensured raised expectations across school.</p> <p>Reviewed procedures for assessment without levels for 2015-16 continues to ensure data is analysed for attainment and progress</p> <p>*See attainment and achievement above</p>
2.High profile of disadvantaged pupils	£1,800	<p>Staff training raised the profile of PP children in school, teachers more aware of achievement and progress as well as a greater awareness of the PP children in each class so support could be planned for.</p> <p>Gap which remain in attainment of PP children across school retains this as a key target</p>
3.Targeted support	£26,623 (£1,800 AfA)	<p>Intervention groups took place before, during and after school for targetted PP children, monitoring showed that due to the lack of engagement by some children and their parents this has had limited impact for identified children and needs to be reviewed for the next academic year.</p> <p>Lesson observations show an overall effective use of support staff which is impacting on learning</p>

		Children supported in behavioural and emotional needs through the inclusion team resulting in improved attitudes to learning
4. Effective teaching and learning	£1737	<p>Introduction of the learning to learn culture in school through the community of enquiry approach enabled children to be more adept at talking about, leading and understanding their learning.</p> <p>100% of stable teachers rated as teaching good or better in observations at end of the year</p> <p>All NQTs supported effectively and successfully passed NQT year to required standard</p> <p>Book scrutiny shows teacher response to marking is becoming more evaluative, helping children see the next steps in their learning</p> <p>Children responding to marking with more consistency (purple pens)</p> <p>Pupil interviews shows a positive response to marking system.</p>
5. Literacy and numeracy support (strong focus on basic skills)	£207,870	<p>*See attainment and achievement above</p> <p>Targeted children received reading support from teacher, all made progress through the RWI programme</p> <p>Improved focus in use of teaching assistants in lessons, beginning to show an impact on progress and attainment</p>
6. Minimise barriers to learning and achievement (Access to full range of educational experiences and engagement of parents and carers)	£19,728	<p>Parent sessions held throughout the year to share learning and engage parents in learning opportunities. Although there were a great deal of parents who took the opportunities to come into school this remains a focus area. Ave 45% of parents engaging in reading/ parent afternoons</p> <p>Chromebooks purchased and used for home loan scheme - 100% of children in trial believe it has helped them with their school work, 100% of parents who responded to the survey agreed that the chromebook had benefitted their child and resulted in more school work being completed at home</p> <p>Subsidy of visits enabled learning to be delivered in different contexts/ environments, increasing motivation for learning. Funds used for residential visits ensured children were able to access activities outside their normal experiences, improved independence and confidence was observed by all involved.</p>

		The introduction of the CPOMs system continues to improve reporting systems and ensures actions are implemented in a timely and effective manner
7.Good attendance	£7,206	Reward systems introduced and profile/ importance of good attendance raised in school. Attendance officer closely monitored attendance of classes and individuals across school, interventions in place where necessary. Attendance of disadvantaged pupils remains below that of other pupils, this continues to be a focus in school.
8.Resources and facilities that enables good learning	£5,230	Purchase of tablets for use across school has resulted in an increased use of ICT across the curriculum and improved attitudes to learning Observations show an increased amount of guided reading taking place in KS1 due to the purchase of new reading materials and good progress made through the RWI phonics scheme, particularly in reception.