

The Belham Primary School



Pupil Premium Grant Expenditure Report 2016/2017

2016/2017

Number of pupils on roll	150
No of pupils known to be eligible for Free School Meals	18
% of pupils known to be eligible for Free School Meals	12%
Total amount of pupil premium received	£27,275

2017/2018

Number of pupils on roll	231
No of pupils known to be eligible for Free School Meals	24
% of pupils known to be eligible for Free School Meals	10.4%
Anticipated amount of pupil premium to be received	£25-30,000

School Vision

'A school at the heart of the community, offering outstanding learning within a glittering curriculum where everyone matters'

What Is Pupil Premium And How Should It Be Spent?

The Pupil Premium Grant is additional funding given to schools and academies to:

- raise the attainment of disadvantaged pupils and close the gap between them and their peers.
- support children and young people with parents in the regular armed forces.

It was first introduced in April 2011. Schools and academies receive funding based on the number of pupils who have been eligible for free school meals at any point in the last 6 years (Ever6).

Funding Allocation for 2016-2017:

- £1,320 for each eligible primary aged pupil.
- £1,900 for each Looked After Child.
- £300 for each Service Child.

The Department for Education has clear expectations how the Pupil Premium Grant may be spent:

- for the purposes of the school, i.e. for the educational benefit of pupils registered at that school;
- for the benefit of pupils registered at other maintained schools or academies;

- on community facilities, e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2016; some or all of it may be carried forward to future financial years.

Main Barriers to Educational Achievement:

Three main categories of barriers to educational achievement, which Pupil Premium funding is designed to address, have been identified:

- Pupil attitudes
- School factors
- Home and personal circumstances

Pupil attitudes:

Low expectations of themselves lead to pupil frustration and poor achievement (Brophy, 1998). Children who are not achieving well at school come to believe that they cannot achieve, leading to the 'cycle of failure' syndrome.

School Factors:

Unconscious bias and assumptions for pupils from differing backgrounds to teachers can lead to differing expectations for achievement (Lumsden, 2000). The design of the school curriculum can also feed into the cycle of underachievement: if children perceive the curriculum as divorced from their own life and experiences they will find it more difficult to engage and achieve to their full capacity. The school curriculum needs to provide academic opportunities for all pupils, regardless of social and cultural background and individual circumstances. Together with these is the quality of teaching – the single most effective way of raising attainment is to have consistently outstanding teaching that pays attention to the needs of every child as an individual.

Home and personal circumstances:

High mobility in a family, a low level of parental education and family poverty all have a demonstrable effect on school achievement (Arroyo, Rhoad and Drew, 1999). Children who live with these situations are far more likely to become detached from the educational process, leading to low academic attainment.

Principles behind the use of Pupil Premium funding at The Belham:

Based on the research and factors outlined above, Pupil Premium funding is used to address the issues that these pupils face. At The Belham, we make use of evidenced best practice and interventions. Good practice in supporting the achievement of Pupil Premium children centres on Quality First teaching. Research from The Sutton Trust, the Education Endowment Foundation and John Hattie are clear about which interventions have the most effect on pupil's learning.

- <http://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit/>
- <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- <https://educationendowmentfoundation.org.uk/>

The Belham has an absolute commitment to providing Quality First teaching and learning in all classes and for all children. This is the guiding principle when allocating spending of Pupil Premium income. Therefore, The Belham's main expenditure will be on improving classroom practice through sustained professional development and training.

In 2016-17 we targeted support in two ways: (Please see extract from SDP below)

1. Progress

Targeted interventions were provided for those pupils not on track to meet National Expectations in end of Key Stage 1 or who were not on track to make expected progress.

- Reading support in all years
- Employment of teacher to focus on phonics and reading support – working 1:1 or in small groups

2. Participation in wider school opportunities

The school provides a rich and varied extended curriculum. We used Pupil Premium funds to ensure all pupils have access to the school's glittering curriculum.

- Subsidised lessons were provided for children to participate in musical instrument tuition, a very strong curriculum focus in the school. These children were able to engage in an area of additional learning that would be otherwise inaccessible.
- Free breakfast school and after school places were provided to pupils to facilitate improved attendance and punctuality at school.

Pupil Premium Extract from SDP 2016 onwards

Actions:

- ✓ Termly review of SEN provision and needs analysis
- ✓ Regular trips and visitors are embedded in school life.
- ✓ All staff receive training on the use of MIS Scholar pack in order to make formative assessment judgements and adjust teaching accordingly
- ✓ Pupil progress meetings once every half term

Outcomes:

- Transparent systems for recording, monitoring and reporting upon the progress of Pupil Premium pupils will be maintained termly by teachers
- All staff will know who Pupil Premium children are and be able to demonstrate progress in line with peers
- Records of participation in the wider school curriculum (sport, music tuition, after school clubs, school journeys) will reflect the same levels of participation by Pupil Premium pupils as for other pupils
- Pupil Premium children will have individual progress and target setting meetings with their class teacher

Measuring the impact

The percentage of pupils in receipt is small and not always possible to make statistically significant or accurate judgements.

EYFS 2016/17: Disadvantaged Pupils	
	Good level of development
Early Years Profile	33%

Phonics Screening 2016/17: Disadvantaged Pupils	
Phonics Screening Check	88.9%

	At expected standard
Reading	50%
Writing	50%
Maths	33.3%

Actions for 2017-18

Building upon the work of the previous year, the current plan for raising attainment of Pupil Premium children and narrowing the gap is as follows:

Action	Outcome
Establish system whereby all pupils in receipt of pupil premium received a free place each term at an after school club such as art, drama, tag rugby or ICT animation.	Data evidences pupil participation
Review current Pupil Profile systems	Transparent systems for recording, monitoring and reporting upon the progress of Pupil Premium pupils will be maintained termly by teachers All staff will know who Pupil Premium children are and be able to demonstrate progress in line with peers
Focus on how we can further meet the needs of the able disadvantaged	Best practice will be researched and there will be evidence of it's implementation
Conferencing for ALL pupils in receipt of Pupil Premium - 1:1 mentoring with Class Teacher working on metacognitive target setting and ambitious life goals	Children are reflective and able to identify their next step targets and the progress that they have made over the year
Consistent analysis of PP progress and effectiveness of interventions	Part of every Appraisal meeting PP children reviewed half termly at SLT All staff fully conversant with PP progress and next steps Add in to SDP
Release teaching staff to observe good practice	All teachers will have scheduled peer observations within school and follow up discussions to improve practice. Quality First teaching with effective personalised differentiation will be embedded across school
Monitoring/book scrutiny always includes PP children	Specific reflection upon progress that each PP child is making by SLT. Disseminated to appropriate teaching staff.
Provide in-situ social skills support - Additional staff facilitate healthy peer relationships	Children know who their friends are, how to resolve conflict and know which staff can provide enhanced support