

The Belham Primary School

Pupil Premium Grant Expenditure Report 2017/2018

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%
Amount of pupil premium received	£27,126

2018/2019

Number of pupils on roll	289
No of pupils known to be eligible for Free School Meals	21
% of pupils known to be eligible for Free School Meals	7.2%
Anticipated amount of pupil premium to be received	£46,590

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 2018-2019:

- £1,320 for each eligible primary aged pupil.
- £2,300 for each Looked After 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.

2017 – 2018

In 2017-18 we targeted support in two ways:

1. Progress/Readiness to Learn

Targeted interventions were provided for those pupils not on track to meet National Expectations at 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
- Engagement in Challenge the Gap project focusing on developing “readiness to learn” behaviours

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.
- All pupils in receipt of pupil premium entitled to one free after school club per term and to subsidised school trips.

Measuring the impact

The percentage of pupils in receipt is small and it is not always possible to make statistically significant or accurate judgements. Additionally, there is a significant crossover between pupils at the Belham in receipt of Pupil Premium who are also identified as having Special Educational Needs (noted by Ofsted 2018),

Attainment

Assessment	All pupils 2018 National Expected+	All pupils 2018 Belham Expected+	All pupils 2018 Pupil Premium National Expected+	All pupils 2018 Pupil Premium Belham Expected+	All pupils 2018 National Greater Depth	All pupils 2018 Belham Greater Depth	All pupils 2018 Pupil Premium National Greater Depth	All pupils 2018 Pupil Premium Belham Greater Depth
EYFS Profile	70%	87%	Not published	0% (0/2)	n/a	n/a	n/a	n/a
Phonics screening Yr 1	81%	90%	Not published	67% (2/3)	n/a	n/a	n/a	n/a
KSI Reading	75%	93%	60%	88% (8/9)	26%	37%	Not published	22% (2/9)
KSI Writing	70%	83%	53%	56% (5/9)	16%	22%	Not published	0
KSI Maths	75%	90%	61%	56% (5/9)	22%	27%	Not published	22% (2/9)

Progress

Progress 2017 -2018

	Yr 1 Average	Yr1 PP	Yr 2 Average	Yr2 PP	Yr 3 Average	Yr3 PP
Reading	5.71	5.33	6.25	6.78	6.34	5.57
Writing	5.78	5.0	6.08	6.11	7.15	6.0
Maths	5.69	5.66	5.84	5.33	7.02	7.07

Ofsted 2018

- *Pupils who have SEN and/or disabilities, or those who are eligible for pupil premium funding make similar progress from their starting points as their classmates.*
- *Pupils who have SEN and/or disabilities make good progress from their different starting points because they receive appropriate, effective support in their learning.*
- *The school's early help system is highly effective, and has helped to improve the lives of pupils and families in the school.*
- *Pupil premium funding is well used to support the achievement of disadvantaged pupils.*
- *Pupils who have special educational needs and/or disabilities are supported well and make good progress.*

(Ofsted September 2018).

Actions for 2018-19 (taken from The School Development Plan)

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	Anticipated spend
<p>Pupil premium group to make at least good progress in line with their peers</p> <p>Children who have made the least progress in Y3/4 to have made accelerated progress over two years so that they have made the same good progress as their peers.</p>	<p>Focus HLTA support in key stages of the school.</p> <p>Mentoring/head first/individual target setting working with PP children.</p> <p>PP children and parents to be involved in structured conversation that result in agreed personal targets.</p> <p>Taking part in two year Achievement for All programme with SB as lead across two schools.</p> <p>Review inclusion systems and from that doing focused TA training using teaching material from the Bubble CPD platform.</p> <p>Conduct a full needs analysis which will feed into action plans.</p> <p>Develop two key middle leaders through coaching so that they can lead on inclusion in their areas. (KG/CV)</p>	<p>£15,000</p> <p>£6,000</p>

	Refine data analysis so we can more easily identify children who have made 'good' progress but not made 6 points of progress.	
Review support that is given to PPM/vulnerable children in school and after school clubs under the glittering curriculum heading.	<p>Collect pupil and parent voice of the more vulnerable groups, particularly re factors around motivation and pupil premium spend.</p> <p>Engage with parents through meetings and information session, ensuring they have the relevant information.</p> <p>Offer PP pupils subsidised music tuition, one free club per term and subsidised school trips</p> <p>Access to BASC to increase attendance</p> <p>AHTs and Learning Mentor to run a reading clubs for PP children.</p> <p>KG/NW organise Arts activities including whole school/year projects</p> <p>Children in receipt of Pupil Premium to be invited to before school sports clubs.</p> <p>Financial support to be provided for uniform and equipment</p>	<p>£2,000</p> <p>£8,000</p> <p>£1,000</p> <p>£4,000</p> <p>£1,500</p>