

# The Belham Primary School

## Pupil Premium Grant Expenditure Report 2018/2019

### 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%
Amount of pupil premium received	£43,140

### 2019/2020

Number of pupils on roll	350
No of pupils known to be eligible for Free School Meals	26
% of pupils known to be eligible for Free School Meals	7.4%
Anticipated amount of pupil premium to be received	£38,450

#### 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 and 2019-2020:

- £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; 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.

## 2018 – 2019

In 2018-19 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 additional to focus on phonics and reading support – working 1:1 or in small groups
- Engagement in the Achievement for All project – focusing on developing relationships between parents and staff around creating shared targets for pupils.

### 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 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 2019 National Expected+	All pupils 2019 Belham Expected+	All pupils 2019 Pupil Premium National Expected+	All pupils 2019 Pupil Premium Belham Expected+
EYFS Profile	72%	82%	Not published	50% (1/2 children)
Phonics screening Yr 1	82%	95%	71%	100% (2/2 children)
KSI Reading	75%	90%	62%	50% (2/4 children)
KSI Writing	69%	82%	55%	0% (0/4 children)
KSI Maths	76%	88%	62%	50% (2/4 children)

## Progress

Progress 2018 -2019

	Yr 1 Average	Yr1 PP	Yr 2 Average	Yr2 PP	Yr 3 Average	Yr3 PP	Yr 4 Average	Yr 4 PP
Reading	6.04	7.0	6.25	5.0	5.23	5.53	4.59	1.43
Writing	5.96	6.5	5.07	6.0	5.97	5.78	4.84	3.0
Maths	5.93	6.0	6.47	6.0	6.05	6.12	5.34	4.0

## 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 2019-20 (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:

Continued Actions	Outcome	Anticipated spend
To facilitate participation in wider school opportunities Pupil Premium funds to be used to ensure all pupils have access to the school's glittering curriculum.	Subsidised lessons, equipment and books to be provided for children to participate in musical instrument tuition	£3,000
To target families not engaging with the wider curriculum to ensure parity of engagement with the wider curriculum.	Free breakfast school and after school places to be 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	£1,500

	per term and to subsidised school trips (including residential trips).	£5,000
To ensure all children in receipt of Pupil Premium have correct uniform and school equipment	Financial support to be provided for uniform, PE kit, ,equipment for school journey	£1,500

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 Y4/5 to have made good progress over two years</p>	<p>To develop the role of Senior Inclusion Assistant to triangulate learning, attendance and behaviour to inform the school's Early Help provision and develop greater parental engagement support in key stages of the school.</p> <p>Mentoring and setting individual targets with each PP child.</p>	£15,000
	<p>Taking part in two year Achievement for All programme.</p> <p>Agreed AFA focus -PP children and parents to be involved in structured conversation that result in agreed personal targets.</p> <p>These targets to be met (termly or yearly - target dependent)</p>	£6,000
	<p>Reading to be targeted in Year 5: Enhanced use of comprehension work and diagnostic testing - HLTA and SENDCO</p>	£2,000
	<p>All Pupil Premium children to be given their own copies of the Reading passport books to ensure access to high quality texts</p>	£1,000