

The Belham Primary School



Pupil Premium Grant Expenditure Report 2019/20

2019/20

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|---|------------------|
| 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% |
| Total amount of pupil premium received | £41,800 |
| Pupil Premium Lead | Sharon Baxendale |

2020/21

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| Number of pupils on roll | 395 |
| No of pupils known to be eligible for Free School Meals | 42 |
| % of pupils known to be eligible for Free School Meals | 11% |
| Anticipated amount of pupil premium to be received | £46,005 |
| Pupil Premium Lead | Nancy Wayman |

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 2020-21:

- £1,345 for each eligible primary aged pupil.
- £2,345 for each Looked After Child.
- £310 for each child of a parent who is serving in HM Forces or is a child of someone who has retired on a pension from the Ministry of Defence.

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 Great Teacher Toolkit Evidence Review, The Sutton Trust, the Education Endowment Foundation and John Hattie are clear about which interventions have the most effect on pupil's learning.

- <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
- https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F

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.

Measuring the impact

The percentage of pupils in receipt of the grant at The Belham is small and it is not always possible to make statistically significant or accurate judgements. Additionally, there is a significant crossover

between pupils in receipt of the Pupil Premium grant and those who are also identified as having Special Educational Needs (noted by Ofsted in 2018).

In 2019-20 we planned to target support in the following ways:

1. Progress

- Targeted interventions were provided for those pupils not on track to meet National Expectations at the end of Key Stage 1 or who were not on track to make expected progress.
- Develop role of Senior Inclusion Assistant to triangulate learning, attendance and behaviour to inform the school's Early Help provision and develop greater parental engagement.
- Mentoring and target setting with children to ensure all pupils make similar progress.

In relation to the above points; as a Trauma Informed school we provide the children with the opportunity to develop a relationship with a trusted adult.

- All eligible children to receive copies of the Reading Passport scheme texts.

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.
- One free After School Club was offered to all children in receipt of the PP grant.
- School trips are offered to all eligible children at half the cost.
- Financial support provided to ensure that all pupils have correct uniform, P.E. kit and equipment for school trips.

However, due to COVID-19 pandemic, a number of other priorities arose and, in some cases, took over. We used the allocation to subsidise:

- Supermarket vouchers for families
- New devices for children to access home learning
- Phone calls for academic and moral support (Senior Inclusion Assistants crucial here)
- School places (instead of remote learning) where necessary

As a result, priorities for the next school year have been identified as follows in the School Development Plan for 2021- 22

Pupil Premium Extract from SDP 2021

Actions:

- NTP in maths and English for pupils in yrs 3-6.

- Deliver Nuffield early intervention programme for language support in R/Y1.
- Create position of Senior Leader responsible for progress and engagement of PP children and families.
- Wider staff ownership of knowledge of PP needs.
- Promote involvement of families in wider curriculum.
- Targeted termly meetings with formalised record keeping to support focused engagement and progress.

Attainment

There are no attainment and progress figures for the academic year 2019/20 due to the cancellation of all EYFS profile reporting, yr 1 phonics screening and KS1 and 2 tests as a result of the COVID-19 pandemic. However, we know from our in-year data that progress in our Pupil Premium group has slowed down.

Actions for 2020/21 and 2021/22

Building upon the work of the previous year, the current plan for raising attainment of children in receipt of the Pupil Premium grant is as follows:

| Action | Outcome | Anticipated Cost |
|---|--|---|
| To target families not engaging with the wider curriculum to ensure parity of opportunity for those children. | Music and family engagement research project: In year 3: one academic year of instrumental tuition in small group, loan of instrument and music books, free. Subsequently, half price tuition. | Over three years (beg. 2021 – end 2024) £5,562.50 |
| | In year 3: two after school clubs, free for one year (provided by class teachers). Subsequently, one club free. | 2022: £660 2023: £495 2024: £990 |
| | Coffee morning meetings for families after music assemblies. | £200 |
| | Subsidised school trips and residential journey (yr 5 or 6) | 2021: £1,777.50 (£395 full) 2022: £2,700 (£450 full) 2023: £1,500 (£500 full) |
| Target setting meetings with Class Teachers, termly. To include co-curricular and other non-academic targets. | Free Breakfast club to facilitate arriving at school on time. | £200 |

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| | Increased engagement and agency from children – clearer focus on what outcomes they want and how to achieve them. | |
| To ensure all children in receipt of Pupil Premium funding have correct uniform, P.E. kit and resources for school trips and journeys. | Offer uniform items and resources where we see a need. | £1,500 |
| Children in receipt of PP funding to make good progress in line with their peers. | Pupils to be given all the Reading Passport books for the year to ensure access to high quality texts. | £1,000 |
| | <u>HLTA – Inclusion Assistants</u> Triangulation of attendance, learning behaviour and Early Help provision to ensure support is well co-ordinated and can be successful. | £15,000 |
| Administrative Support for Inclusion/SENDCo Not sure about this?! Maybe make HLTA inclusion assistants £20<000 | | £5,000 |
| Active promotion of the PP offer to families | Create leaflet outlining details of our offer and pro-actively send to new families. | £50 |