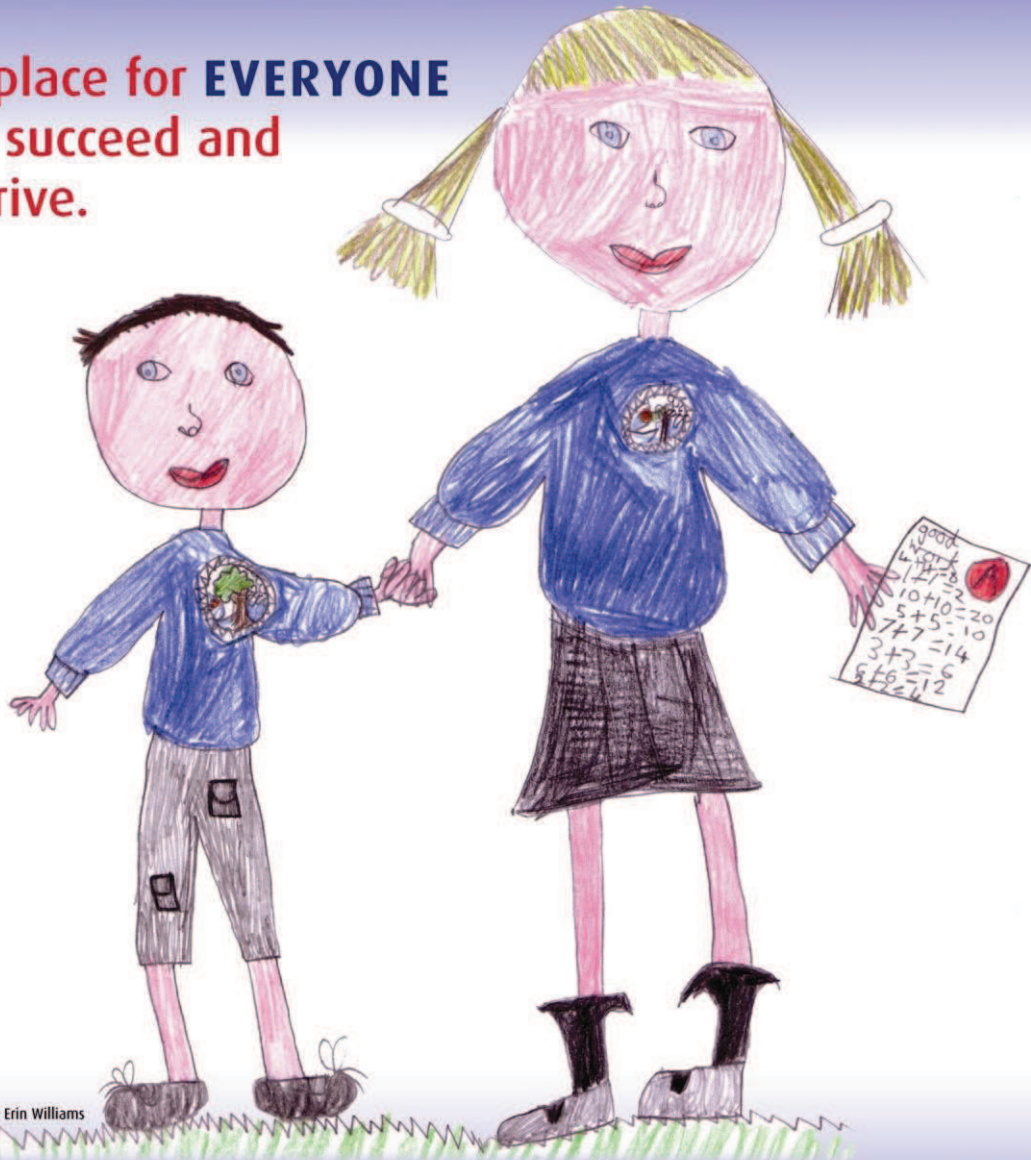




**Bevendean
Primary School**

A Vision For Our Children

**A place for EVERYONE
to succeed and
thrive.**



Drawing by Erin Williams

- Respect for the world and everyone in it • Yes I can!
- Love of learning • Adventurous spirit and enquiring mind
- A healthy mind and a healthy body • Confident and prepared for life

Pupil Premium Grant Report
October 2014

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

As you are probably aware for the last 3 years the government has allocated additional funds (the Pupil Premium Grant – PPG) to schools to support the education of children in care (CiC), service children and those and who have been registered as eligible for free school meals (FSM) at any point in the last 6 years. Their reason for this is these children tend to do less well at school, be less likely to go on to higher education and are more likely to be unemployed as adults. While we know that this will definitely not be the case for all children on free school meals or in care, it is right that we recognise that these children can sometimes face greater challenges.

At Bevendean our school motto is:

A place for **everyone** to achieve and thrive

and we work really hard to help every child have high aspirations for what they can achieve and high hopes for their future. We believe we are getting there – the atmosphere throughout the school is one of focus, commitment to learning and one where children understand and relish the need for challenge. This is as true for our PP eligible children as for everyone else.

Our challenge is to harness this great behaviour for learning; and to provide great teaching and appropriate interventions, to ensure our eligible children do as well, firstly, as everyone else in the school and, secondly, as well as all children nationally. This will ensure they have the skills to go on and have great futures.

The data below show the interventions we have done this year and the impact they have had. National data show that the attainment of our eligible children is consistently better than for the same group nationally and that, over time, we are closing the gap between them and national attainment. However, we still have further to go. If we really want to achieve our aim of **everyone** ‘achieving’ we need to continue to develop our provision so that our eligible children do at least as well as all children nationally.

Our policy is available through the school or via the website. This report is to let parents and other interested parties know how we have spent the pupil premium funding allocated to our school. If anyone would like to discuss it further we would be very happy to do so.

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PUPIL PREMIUM GRANT REPORT *Sept. 2013 – July 2014*

This report is based on the children eligible for PPG as of **17 July 2013**

For each eligible primary-aged pupil (YR – Y6), in the academic year Sept. 2013 – July 2014, we received £636 for the autumn and spring terms and £433 for the summer term, equating to £1069 per pupil.

For the financial year 13/14 we received £162,963, by the end of the year, but the initial budget set was £153,900, with an additional £9,063 being given at the end of January 2014.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (YR – Y6)	363
Total number of pupils eligible for PPG (YR – Y6)	158
Percentage of pupils on roll (YR – Y6) eligible for PPG	43.5%
Amount of PPG received per pupil	£1069
Total PPG received	£162, 963 Fin Year 13/14

Objectives of PPG spending: 2013 - 2014
<ul style="list-style-type: none"> ◆ All pupils to make at least good progress over the year and during the period of the intervention. 3.5 represents good progress for the year and 1.2 represents good progress for an intervention. Anything above 4 (or 1.5 for an intervention) is accelerated progress ◆ Good progress will increase the percentage of children finishing each year where they should be. This is known as age related expectations (ARE) ◆ We want our work to close the gap between our eligible children and all children nationally <p>An overview of all interventions run is in the appendix to this report.</p>

Summary of spending	
Salaries	£153,728
Resources	£1,802
Training	£300
Total Expenditure	155,830
Total PPG funding received	£162.963
C/fwd to 14/15	£7,133

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

SCHOOL PROCEDURES

We have thought carefully about to use the Pupil Premium Grant funding effectively and below are some of the things we do to make sure this is the case. We ensure that:

- ◆ Progress grids are used to identify children who are falling behind
- ◆ Our school assessment systems are used to constantly review all children to help everyone stay on track
- ◆ We are flexible and proactive about how we allocate support – for example some children may get more than one intervention in a year
- ◆ We think carefully about the skills and experience of the intervention staff and match these to the needs and age of the children and to the subject area
- ◆ Partnerships with the class teachers are strong, helping to ensure children are able to transfer their learning in intervention sessions to work inside the classroom. Assessments are always made together
- ◆ The intervention team meets termly to review progress and decide what works best and discontinue any interventions that, for whatever reason, are not having the desired impact
- ◆ Intervention staff have well resourced, appropriate spaces in which to work
- ◆ We have effective systems for monitoring the impact of interventions, for identifying value for money and reporting to governors

We have focussed on intensive, early intervention. Over the 3 years of pupil premium funding this has contributed to the significant rise in standards by the end of KS1 ensuring that children are well prepared for KS2.

MONITORING PROCEDURES DURING THE YEAR

Governors and the Pupil Premium Strategic Team monitor interventions during the year and at the end of year to ensure effectiveness and make changes to practice where necessary. As a result in 2014-15:

- ◆ Teacher interventions will not take place in the first term of Y1 as these children are very young and found it hard to work with an unknown adult so early on in their new class
- ◆ The percentage of learning mentor time specifically targeted at PP projects will be reduced. This is because we need our learning mentors to be able to respond to situations as they arise as well as working with targeted children
- ◆ Children with significant cognitive needs who have individual programmes and support and will no longer be included in PP TAs groups.
- ◆ Teacher intervention will be allocated to some children with special educational needs especially where their commitment to their own learning is having a negative impact on their progress
- ◆ Teacher interventions will be directed to support children moving to Y3 without having attained age related expectations
- ◆ Our paperwork has been updated to ensure staff clearly understand the barriers to successful learning for each child with whom they are working
- ◆ The focus on parental involvement and partnership has increased, recognising the vital part parents play in successful outcomes

ANALYSIS OF SCHOOL RESULTS

- ◆ 143 pupils were directly supported through PPG funding throughout the year, 62% of the school roll .This includes 13 identified as vulnerable by the school. Some pupils received up to 4 interventions.
- ◆ 21 children did not receive interventions, 7 because they left during the school year and the others because they were making really good progress.
- ◆ Assessment data for each intervention shows that, in the majority of cases, children in the intervention groups made accelerated progress. Those that did not have been adapted or discontinued.
- ◆ We are aware that we have not yet closed the gap completely as the national data show (see below). This is because:
 - In some cases the class as a whole made even more progress than children in intervention groups
 - Eligible children make progress in line with their peers throughout the school – they need to make more progress if we are to close the gap
 - Interventions had less of an impact on progress in writing than in other subjects

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THE IMPACT OF INTERVENTIONS ON ATTAINMENT AT THE END OF KS1 AND KS2

End of Year 2 Attainment by Average Point Score

At the end of Year 2 pupils' attainment in reading, writing and mathematics is assessed. The assessment takes the form of a sub-level analysis e.g. 1A, 2C, 2B etc which is then converted into a numerical value. This value is reported as an average point score (APS) for different groups of pupils. From this we can calculate the 'gap' between eligible children and their peers. The aim is for a difference of zero.

This year's Y2 cohort was 54, of which 24 received PPG. This equates to 44.4% of the cohort.

APS	Mathematics		Reading		Writing	
	School	National	School	National	School	National
PP eligible	15.1	15	14.6	15.0	13.8	13.7
Not PP eligible	16.9	16.7	16.7	17.0	15.1	15.6
"Gap"	-1.8	-1.7	-2.1	-2.0	-1.3	-1.9

End of Year 6 Attainment by Average Point Score

At the end of Year 6 pupils' attainment in mathematics, reading, writing, grammar, punctuation & spelling is assessed. The assessment takes the form of sub-levels or whole levels e.g. 3A, 4B, Level 5 etc which is again converted into a numerical figure.

This year's Y6 cohort was 56, of which 34 received PPG. This equates to 60.7% of the Y6 cohort. National data is for 2013.

APS	Reading, Writing & Maths		Mathematics		Reading		Writing		Grammar, Punctuation & Spelling	
	School	National	School	National	School	National	School	National	School	National
PP eligible	27.4	27.0	27.9	27.2	28.1	27.5	25.8	26.2	27.4	26.9
Not PP eligible	28.7	29.4	28.9	29.8	29.2	29.2	27.8	28.6	28.9	29.4
Difference	-1.3	-2.4	1	-2.6	-1.1	-1.7	-2	-2.4	-1.5	-2.5

End of Y6 attainment by levels (Level 4 or above)

The national standard is the percentage of pupils attaining Level 4 or above.

Level 4+	Reading, Writing & Maths		Mathematics		Reading		Writing		Grammar, Punctuation & Spelling	
	School	National	School	National	School	National	School	National	School	National
PP eligible	68%	67%	94%	78%	91%	82%	71%	76%	74%	66%
Not PP eligible	91%	83%	95%	90%	100%	92%	91%	89%	86%	81%
Difference	-23	-16	-1	-12	-9	-10	-20	-13	-12	-15

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Expected Progress (end of Y2 to end of Y6)

Pupils' progress from Year 2 to Year 6 is also calculated with the aim that all children make at least expected progress.

Expected progress	Mathematics		Reading		Writing	
	School	National	School	National	School	National
PP eligible	100%	85%	97%	88%	94%	90%
Not PP eligible	100%	91%	100%	92%	100%	94%
Difference	0	-6	-3	-4	-6	-4

More than expected progress	Mathematics		Reading		Writing	
	School	National	School	National	School	National
PP eligible	18%	Not available	44%	Not available	32%	Not available
Not PP eligible	25%	38%	45%	34%	35%	34%
Difference	-7		-1		-3	

CONCLUSION

This report shows that we can be confident that:

- ✦ Our provision has enabled eligible children to make more progress than children nationally and children in the school
- ✦ The money allocated to support eligible children is being spent for the benefit of the children it is designed to support
- ✦ The impact is being carefully monitored and adaptations made when appropriate

It also shows that attainment of eligible children is not in line with that of all children nationally. This needs to be the absolute focus of our work this year.

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Record of PPG spending by item/project 2013 - 2014				
Intervention	Cost* (pro-rata)	Objectives All interventions ran for approximately 12 weeks unless stated otherwise.	Targets All interventions aim for 1.5 progress during the period of the intervention and to close the gap between current attainment and attainment expected for their age.	Outcomes
Every Child a Reader (ECaR) 2 teachers	£49,203 (3 terms)	To accelerate progress of lowest attaining children in reading through individual support over 20 weeks.	Increased confidence to read independently. Parent partnerships strengthened. Pupil progress is at least +4 APS. Children to reach ARE.	14 children completed the programme this year. They made accelerated progress in reading during the period of the intervention (5.1). 62% reached ARE. They made accelerated progress in writing during the period of intervention (4.3). 45% reached ARE.
EYFS/ KS1 learning mentor	£12,642 (3 terms)	To support children in developing effective learning behaviours.	Improved attitudes to learning and increased self-esteem leads to improved levels of progress.	15 Children supported in KS1. They made accelerated progress in: ♦ reading(1.9) with 70% reaching ARE ♦ writing (1.9) with 50% reaching ARE They made good progress in: ♦ maths (1.4) with 90% reaching ARE 6 children supported in the EYFS. 33% of them achieved 'expected' at the end of Reception. This work has continued into the new school year.
KS2 learning mentor	£12,077 (3 terms)	To support children in developing effective learning behaviours.	Improved attitudes to learning and increased self-esteem leads to improved levels of progress.	16 Children supported in KS2. They made accelerated progress in: ♦ reading (1.6) with 63% reaching ARE. They made good progress in: ♦ maths (1.2) with 77% reaching ARE. They made expected progress in: ♦ writing (1.1) with 43% reaching ARE.
2 teachers for children with dyslexic difficulties	£28,961 (3 terms)	To provide highly personalised 1-1 teaching to help children overcome barriers associated with dyslexia. For the majority of children this intervention runs for the year.	Y6 children attain level 4 in reading and writing. Pupil progress is at least 3.5.	12 Children supported. They made accelerated progress in reading (5.7) and in writing (4.3). In Y6 children 100% of children attained L4+ in reading and 40% in writing
Specialist higher level teaching assistant for children with special educational needs in Y1 and Y2	£21,825 (3 terms)	To provide intensive, early support for children with special educational needs in reading, writing and maths.	Pupil progress of at least 3	4 children supported in Y1. Progress in this intervention was slow (1.3 progress in reading, 0.9 in writing and 2.8 in maths over the year.) 10 children in Y2 supported in flexible groupings over the year, In reading 55% reached ARE but none did in writing and maths although many did make significant gains from their starting points In 2014-15 we have made some changes to our provision for SEN children.

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Small group writing booster sessions for children identified as falling behind (Y1)	£2,250 (1 term)	3 sessions per week for 7 weeks aimed at accelerating progress in writing	To provide targeted teaching to develop pupil confidence and enthusiasm about writing thus accelerating progress.	This intervention was not successful at the time although may have had an impact on the accelerated progress children made over the year (5.6) with 80% at 1c in July.
Small group writing booster sessions for children identified as falling behind (Y2)	£2250 (1 term)	To accelerate progress of identified children through 3 sessions a week of targeted teaching for 12 weeks.	To provide targeted teaching to develop pupil confidence and enthusiasm about writing thus accelerating progress.	5 children supported. They made accelerated progress (1.6). 80% reached ARE by end of the year.
Small group writing booster sessions for children identified as falling behind (Y4)	£3,500 (1 term)	To accelerate progress of identified children through daily sessions a week of targeted teaching for 12 weeks.	To provide targeted teaching to identify gaps in calculation. Progress of at least 1.3 during intervention	5 children supported They made good progress (1.2) They were not at ARE by the end of the year.
Small group maths booster sessions for children identified as falling behind (Y4)	£3,500 (1 term)	To accelerate progress of identified children through daily sessions a week of targeted teaching for 12 weeks.	To provide targeted teaching to develop pupil confidence and enthusiasm about writing thus accelerating progress.	6 children supported. They made accelerated progress (1.7). 100% reached ARE by end of the year
Small group maths booster sessions for children identified as falling behind (Y2)	£4,500 (1 term)	To accelerate progress of children at 1a and 2c through 3 sessions a week of targeted teaching for 12 weeks.	Progress of at least 1.3 during intervention. 100% of children to meet target grade of 2c or 2b	1a group. 4 children supported. Accelerated progress (4), 100% met target grade and 50% at ARE by the end of the year. 2c group. 6 children supported. Accelerated progress made (2.4), 100% at ARE by the end of the year with 50% at higher levels.
Small group reading and writing booster sessions for high / middle attaining pupils Y5	£1,860	3 sessions per week focused on developing higher level writing skills.	Progress of at least 1.3 during intervention. 100% of children to attain at least the higher level for Y5 in reading and 50% in writing	6 pupils supported. Accelerated progress (reading 2.3, writing 2.3). 100% reached L4c+ in reading, 33% in writing
Small group writing booster sessions for lower attaining pupils Y5	£1,860	3 sessions per week focused on developing writing skills.	Progress of at least 1.3 during intervention. Children to be brought back on track.	5 pupils supported. Accelerated progress (reading 2.8, writing 2.8). 60% brought back on track.
Enabling the Launch Pad (Hearing Support Facility) to increase hours for the second teacher of the deaf	£6780 (3 terms)	6 of the children in the LP are entitled to PP. This contribution from the school paid for an additional morning from a teacher of the deaf.	At least good progress for all children in the Launch Pad from their starting point.	100% of children made good or accelerated progress.
Additional teachers to support Y6	£2,520 (1 term)	Booster sessions from class teachers focussing on: L5 maths L5 writing L4 spelling, punctuation and grammar	Increase percentages of eligible children attaining for L5 in maths and writing and L4 in spelling, grammar and punctuation	12.5% attained L5 in writing. This represents an improvement from last year but is less than their peers. 16.7% attained L5 in maths which is a decrease from last year. 75% attained L4 in the spelling and grammar test which is a significant increase from the last year and is in line with their peers.