



# Bevendean Primary School

Heath Hill Avenue, Brighton, BN2 4JP

T: 01273 681292

F: 01273 622334

E: admin@bevendean.brighton-hove.sch.uk

Headteacher: Martyn Giddens

A place for everyone to succeed and thrive

## Pupil Premium Spending at Bevendean Primary School September 2018 – July 2019 (April 2018 – March 2019 Budget)

As you are probably aware for the last 6 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

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.

### CONTEXT OF THE SCHOOL

At Bevendean Primary School we have an exceptional staff team of 14 class teachers, 21 non-teaching staff (7 Higher Level Teaching Assistants, 10 Individual Needs Assistants, 4 Teaching Assistants) and 2.5 learning mentors. The sense of care is palpable throughout the school and you can be sure that your child will be known as an individual and very well cared for. All our staff value friendliness, team-work, and support as some of their core values, and this shows through when you visit our school.

We currently have 340 pupils on roll. Many pupils come from disadvantaged economic backgrounds. The number of pupils taking up free school meals is 42.9%, which is dissimilar to the national average of 14.2% and the LA of 13.2%. 23.2% of our pupils require additional support for their Special Educational Needs (national 12.54% / LA 12.7%. 5.3% have an Education Health Care Plan which is considerably higher than the national average of 1.4% and the LA 1.6%. The school has an on-site Hearing Support Facility for 12 children. The school's deprivation indicator is above the national average.

Total number of pupils on roll (Reception – Year 6)	340 including Nursery
Total number of pupils eligible for PPG (Reception – Year 6)	146 (inc. Ever 6)
Percentage of pupils on roll eligible for PPG (Reception – Year 6)	146 / 340 = 42.9%
Amount received per pupil	219k / 160 = £1,320.00

**TOTAL PPG RECEIVED: £207,900**

Allocation	Amount	Intended Outcomes	Monitoring	Impact (July 2019)
1. Learning Mentors (2.5x FTE)	£57,512	Any change in a child's emotional state is going to have a positive impact on their educational progress.	➤ Senior Leaders to monitor impact of Learning Mentor programme through pupil conferencing, observations of children and exclusion	

			data (fixed term and internal) ➤ Boxhall Profiling	
2. School Attendance Liaison Officer  2a.	£8,244  £1,103	School attendance percentages will improve; Termly percentages more even; Improved educational outcomes for vulnerable pupils.	➤ Termly attendance data ➤ Governor visits / reports / scrutiny ➤ Meeting with parents / carers ➤ Weekly whole school and key stage assemblies	
3. Inclusion Manager Support – QFT / SEN (0.4)	£21,694	Support and guidance for teachers and support staff with Quality First Teaching (QFT Toolkit).	➤ Staff meeting ➤ Feedback from teachers and support staff ➤ IEP meetings / Annual Review meetings ➤ Pupil Voice	
4. Curriculum Support – QFT (0.4)	£26,154	Monitoring & support for teachers with curriculum development; Development of foundation subjects.	➤ Staff meeting ➤ Feedback from teachers and support staff ➤ IEP meetings / Annual Review meetings ➤ Pupil Voice ➤ SPA Visits ➤ Governor Visits ➤ Subject Lead allocation	
5. Gap-Analysis Interventions	£4,000	Children identified will make expected or accelerated progress throughout the school year.	➤ Periodic Data collection: Baseline, Autumn, Spring, Summer ➤ Reporting to Governors ➤ Monitoring of Data – attainment and progress ➤ Teachers’ planning / communication with support staff ➤ Target setting / monitoring of groups	
6. Live-Marking Interventions Support staff & Teachers)	£4,000  £10,337	Children identified will make expected or accelerated progress throughout the school year.	➤ Periodic Data collection: Baseline, Autumn, Spring, Summer ➤ Reporting to Governors ➤ Monitoring of Data – attainment and progress ➤ Teachers’ planning / communication with support staff ➤ Target setting / monitoring ➤ Pupil Progress Meetings ➤ Book scrutinies	
7. Subject Lead Time	£7,524	The provision and	➤ Subject Leads ‘Priority	

		development of the core and foundation subjects will ensure children benefit from a rich and deep curriculum.	Plans for 2018 – 2019 <ul style="list-style-type: none"> <li>➤ Monitoring by DHT</li> <li>➤ Reporting to Governors</li> <li>➤ Monitoring and review of curriculum</li> <li>➤ SPA / Governor Visits</li> <li>➤ Pupil Voice</li> </ul>	
8. SEN Support	£1,365	SEN pupils received targeted support will make expected progress over the course of the academic year.	<ul style="list-style-type: none"> <li>➤ Monitoring of pupils' progress periodically throughout the year: Autumn, Spring, Summer data</li> <li>➤ Live marking intervention monitoring</li> </ul>	
9. Social Skills & Lego Therapy Group Support	£6,620	Development in children's confidence and an increase in positive interactions with peer group.	<ul style="list-style-type: none"> <li>➤ Boxhall profile</li> <li>➤ Monitoring of groups via pupil progress meetings</li> </ul>	
10. Year Three – Teaching Assistant Support	£6,098	Children working in Year 3 will receive additional support in English & Maths and make expected or better progress during the year.	<ul style="list-style-type: none"> <li>➤ Periodic Data collection: Baseline, Autumn, Spring, Summer</li> <li>➤ Monitoring of Data – attainment and progress</li> <li>➤ Teachers' planning / communication with support staff</li> <li>➤ Target setting / monitoring</li> <li>➤ Pupil Progress Meetings</li> </ul>	
11. Teaching Assistant (EYFS) (0.5)	£10,606	Reception children will receive additional support in English & Maths and make expected or better progress during the year.	<ul style="list-style-type: none"> <li>➤ Periodic Data collection: Baseline, Autumn, Spring, Summer</li> <li>➤ Monitoring of Data – attainment and progress</li> <li>➤ Teachers' planning / communication with support staff</li> <li>➤ Target setting / monitoring</li> <li>➤ Pupil Progress Meetings</li> </ul>	
12. KS1 SEN Support / Live-Marking Interventions	£16,739	Children working in Year 1 will receive additional support in English & Maths and make expected or better progress during the year.	<ul style="list-style-type: none"> <li>➤ Periodic Data collection: Baseline, Autumn, Spring, Summer</li> <li>➤ Monitoring of Data – attainment and progress</li> <li>➤ Teachers' planning / communication with support staff</li> </ul>	

			<ul style="list-style-type: none"> <li>➤ Target setting / monitoring</li> <li>➤ Pupil Progress Meetings</li> </ul>	
13. Additional PP Expenditure	£4,000	All pupils to have access and participation in all school events and trips throughout the year.	<ul style="list-style-type: none"> <li>➤ Office / admin staff / Headteacher to monitor and liaise with parents and cares as required.</li> </ul>	
14. SEN Support: top-up funding support for SEN (EHCP) pupils for additional 1:1 support in the core and foundation subjects.	£21,904	Pupils with an EHCP will receive additional support in English & Maths and make expected or better progress during the year.	<ul style="list-style-type: none"> <li>➤ Periodic Data collection: Baseline, Autumn, Spring, Summer</li> <li>➤ Monitoring of Data – attainment and progress</li> <li>➤ Teachers’ planning / communication with support staff</li> <li>➤ Target setting / monitoring</li> <li>➤ Pupil Progress Meetings</li> </ul>	
<b>TOTAL</b>	<b>£207,900</b>			

## PUPIL PREMIUM GRANT REPORT Sept. 2017 – July 2018

This report is based on the children eligible for PPG as of the January 2017 Census.

For each eligible primary-aged pupil (YR – Y6), in the academic year Sept. 2017 – July 2018, we received £1,320.00 per pupil.

For the financial year 2017 - 2018 we will have received approximately **£216,800** by the end of the year.

PUPIL PREMIUM GRANT - School Context 2018 – 2019	
Total number of pupils on roll (YR – Y6)	340
Total number of pupils eligible for PPG (YR – Y6)	146
Percentage of pupils on roll (YR – Y6) eligible for PPG	42.9%
Average amount of PPG received per pupil	£1,320.00
<b>TOTAL PPG Received</b>	<b>£207,900</b>
Objectives of Pupil Premium Grant Spending: 2017- 2018	
<ul style="list-style-type: none"> <li>A significant proportion of pupils to make expected, or accelerated progress over the academic year.</li> <li>Expected progress will increase the percentage of children finishing each year where they should be (ARE = x.3) or the equivalent based on their specific starting point.</li> <li>We want our work to diminish the difference between our eligible children and all children at Bevendean Primary School and those nationally.</li> <li>To monitor the proportion of children attending our 'Gap Analysis' Interventions throughout the Year: Autumn Term; Spring Term; and Summer Term.</li> </ul>	
Financial Year	Amount of Pupil Premium Funding
<b>2012 - 2013</b>	
<b>2013 - 2014</b>	
<b>2014 - 2015</b>	<b>£237,241</b>
<b>2015 - 2016</b>	<b>£228,360</b>
<b>2016 - 2017</b>	<b>£219,800</b>
<b>2017 - 2018</b>	<b>£216,000</b>
<b>2018 – 2019</b>	<b>£207,900</b>

### Section 1: 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:

- Electronic school assessment systems are used to record and monitor all children's progress and attainment.
- Staff are fully aware about the range of needs of pupils in their class, specifically, those pupils who are eligible for the Pupil Premium grant.

- Succinct time frames are followed for the reporting and recording of pupil data:
  - Autumn 1: Collection of baseline data
  - Autumn 2: Assessment collection (and setting of End of Year Targets)
  - Spring 1: Pupil Progress Meetings with teachers
  - Spring 2: Assessment collection (and review of End of Year Targets)
  - Summer 1: Pupils Progress Meetings with teachers
  - Summer 2: Collection of end of year pupil data for all pupils.
  
- 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, experience of the intervention staff, 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. Assessment judgements 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 4 years of pupil premium funding this has contributed to the significant rise in standards by the end of KS1 *and children leaving in line with national attainment by the end of KS2 check on raise.*

## **Section 2: MONITORING AND REPORTING 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. There will be three periodic points for reporting and monitoring the allocation and provision of the Pupil Premium Grant:

- September - December
- December - April
- April - July

To continue to improve outcomes for eligible children we need to consider the following in the 2017 - 2018 academic year:

- Continue to improve how we engage parents in all interventions.
- Continue to monitor and improve systems for tracking and reporting on progress and attainment of our disadvantaged children.
- Carefully consider how pupils, who are not receiving direct support through an intervention, are being supported through Quality First Teaching.
- Consider the balance of in / out of class support for all children especially the traveller children.
- Carefully monitor the attendance, progress, and attainment for traveller children; develop and maintain links with parents / carers.
- Ensure children maintain the gains they made during their intervention programmes through Quality First Teaching.
- Continue to look at how we can accelerate progress for Pupil Progress children with SEN.

### Section 3: 2018 - 2019 PUPIL PREMIUM GRANT PROVISION

- Timetabled Learning Mentor Support - support monitored and allocated termly. The Senior Learning Mentor and her team complete termly assessments using the Boxall profile. This may take the form of: Social Skills Group, Nurture Group, Friendship Group
- On-going Learning Mentor Support - this is non-timetabled support for pupils that require additional support as and when needed e.g. Behaviour / Social / Online Safety etc.
- Learning Mentors also offer support to parents / carers on a daily / weekly basis. This support is all documented on CPOMS.
- Direct small group learning support in English and Maths by either the class teacher or teaching assistant (INA / HLTA) as part of our Quality First Teaching. .
- Vulnerable Pupil Register (V.P.R) - children who are on this register are monitored and supported as and when required through a range of provision.
- Volunteer Reading programme - additional 1:1 reading for children in Key Stage 1 and 2.
- SEN Support - children are supported in class alongside the class teacher / HLTA in either 1:1 or in small groups e.g. Speech & Language. These are monitored termly by teacher assessments.
- Teaching Assistant Support - pupils may be supported in small groups or 1:1 as part of their regular classroom programme of Quality First Teaching or similar e.g. Lego Therapy, Cooking Group, Speech & Language Groups
- Live-Marking Interventions - Classroom teaching assistants and teachers support children in small groups or 1:1 throughout the week for English and Maths.
- Additional support for Traveller children on a weekly basis e.g.
- Forest School Provision / Intervention; one afternoon per week for Key Stage 1 & 2 children.
- Lunch Bunch: Monday - Friday lunchtime provision
- Attendance Liaison Officer - attendance at weekly Key Stage assemblies, disseminating whole school expectations of good attendance and punctuality.

\* See pages 1 – 2 on the breakdown of this spending throughout the academic year.