



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 2017 – July 2018 (April 2017 – March 2018)

As you are probably aware for the last 5 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

Bevendean Primary School we have an exceptional staff team of 25 teachers, 25 teaching assistants, 2 learning mentors and a further 10 office, administration and site staff. 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 are a larger than average Primary School, with 355 pupils on roll. Many pupils come from disadvantaged economic circumstances. The number of pupils taking up free school meals is 47%, which is not dissimilar to the national average of 49.0%. 28.1% of our pupils require additional support for their Special Educational Needs. 3.9% have a Statement of Special Educational Needs or an Education Health Care Plan which is considerably higher than the national average.

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 (374 including N)		
Total number of pupils eligible for PPG (Reception – Year 6)		160 (inc. Ever 6)		
Percentage of pupils on roll eligible for PPG (Reception – Year 6)		160 / 340 = 47%		
Amount received per pupil		219k / 160 = £1,368.75		
TOTAL PPG RECEIVED:		£216,100		
Allocation	Amount	Intended Outcomes	Monitoring	Impact (July 2018)
1. Learning Mentors (3x FTE) * this is 3 x FTE	£58,500	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)	
2. ECAR - 1x 0.8 Teacher - 1x 0.8 BRP / FFT	£39,400 £12,500			
3. ECC - 1x 0.5 Teacher - 1x 1 st Class at Number Support	£26,000 £24,400	Expected or accelerated progress & attainment	<ul style="list-style-type: none"> ➤ ECC teacher monitoring data ➤ Pupil Progress meetings ➤ Teacher Appraisal ➤ Book scrutiny & observations 	
4. School Councillor Part JG £4,000 and part SM £3,700	£7,700	Children emotional well-being, self-esteem and confidence levels will improve; Positive impact on educational outcomes.	<ul style="list-style-type: none"> ➤ Pupil Progress Meetings – barriers to learning / outcomes ➤ Learning Mentor / Teacher observation in the classroom and playground. ➤ Discussions with parents / carers / Councillor 	
5. School Attendance Liaison Officer	£7,800	School attendance percentages will improve; Termly percentages more even; Improved educational outcomes for vulnerable pupils.	<ul style="list-style-type: none"> ➤ Termly attendance data ➤ Governor visits / reports / scrutiny ➤ Meeting with parents / carers 	
6. SEN Support (x3) - SB - JM	£10,000	SEND children to make at least expected progress in reading, writing and maths	<ul style="list-style-type: none"> ➤ Individual staff records / assessments / monitoring ➤ School teacher assessment data ➤ Pupil progress meetings 	
7. The Arts Teaching & Learning	£6,000	Provide children with opportunities to perform and develop greater levels of confidence.	<ul style="list-style-type: none"> ➤ Music 'Impact / Assessment Sheets' based on Boxall Profile / criteria. 	
8. HLTA	£6,000	Provide additional support / teaching for pupils, especially in year 2 / 6.	<ul style="list-style-type: none"> ➤ Teachers' Assessment Data - Autumn / Spring / Summer 	
9. 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"> ➤ Office / admin staff to monitor and liaise with parents and cares as required. 	
TOTAL	£202,300			

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 2017 – 2018	
Total number of pupils on roll (YR – Y6)	340
Total number of pupils eligible for PPG (YR – Y6)	160
Percentage of pupils on roll (YR – Y6) eligible for PPG	47%
Average amount of PPG received per pupil	£1,320.00
TOTAL PPG Received	£216,000
Objectives of Pupil Premium Grant Spending: 2017- 2018	
<ul style="list-style-type: none"> • A significant proportion of pupils to make expected, or accelerated progress over the academic year. • 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. • We want our work to diminish the difference between our eligible children and all children at Bevendean Primary School and those nationally. • To monitor the proportion of children attending our 'Gap Analysis' Interventions throughout the Year: Autumn Term; Spring Term; and Summer Term. 	
Financial Year	Amount of Pupil Premium Funding
2012 - 2013	
2013 - 2014	
2014 - 2015	£237,241
2015 - 2016	£228,360
2016 - 2017	£219,800
2017 - 2018	£216,000

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: 2017 - 2018 PUPIL PREMIUM GRANT PROVISION

- ECAR (Every Child a Reader) teaching support - allocation of support for pupils who meet the eligibility criteria. 0.8 Teaching provision for this.
- F.F.T. support for children in Key Stage 1 & 2 with their reading & writing. This is to support children who are working at slightly below age-related expectations with the aim of ensuring they make accelerated progress.
- ECC (Every Child Counts) teaching support - allocation of support for pupils in Key Stage 1 & 2.
- First Class at Number – Key Stage 1 – providing children who require an additional boost with their number skills.
- Success at Arithmetic – Year 5 - providing children who require an additional boost with their calculation skills.
- 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.
- School Counsellor - provides additional support for children 1 day a week.
- Additional support for Traveller children on a weekly basis e.g.
- Forest School Provision / Intervention; three afternoons 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.