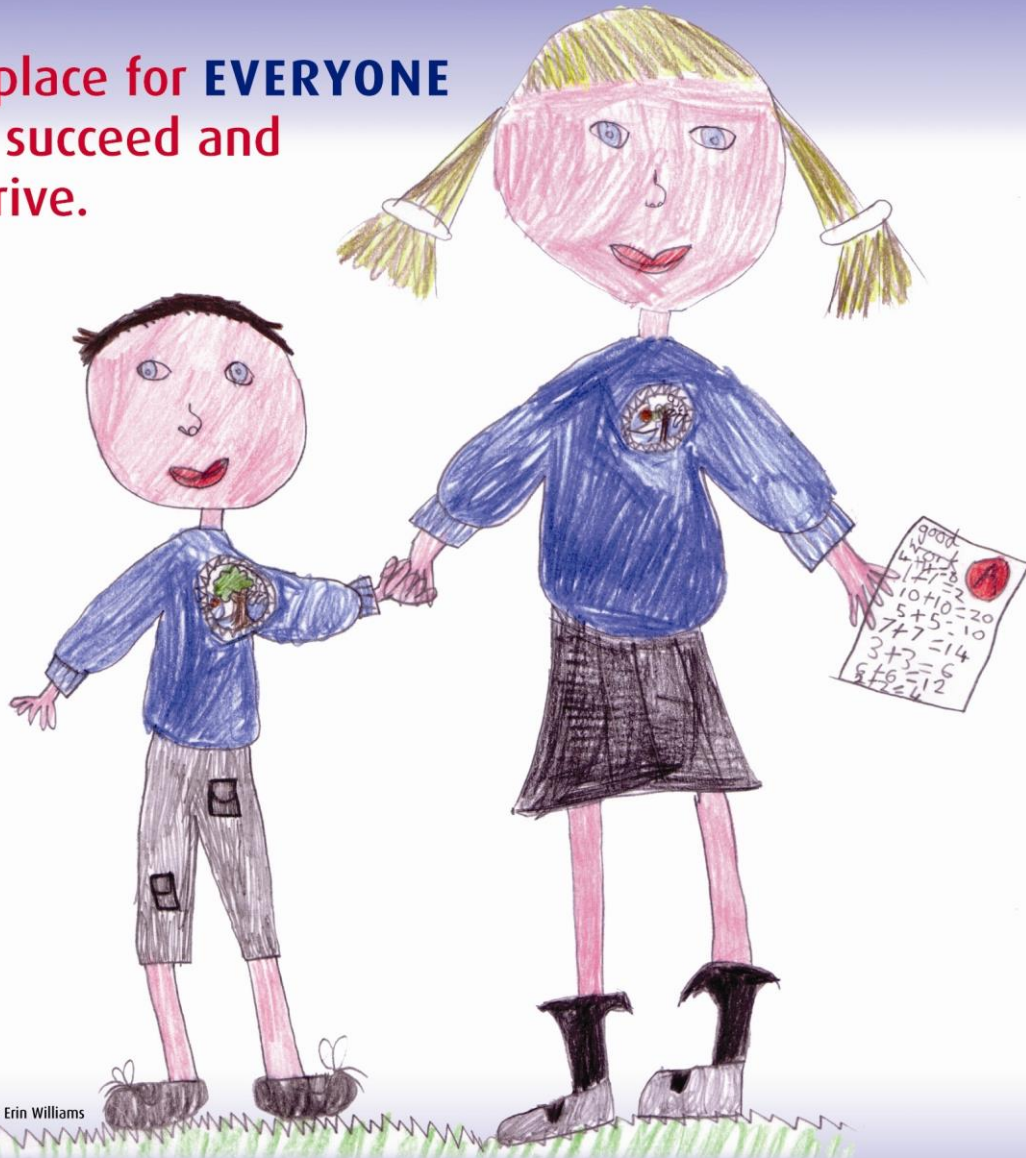




**Bevendean  
Primary School**

# 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

# BEVENDEAN PRIMARY SCHOOL

## PUPIL PREMIUM GRANT

As you are probably aware for the last 4 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 404 pupils on roll. Many pupils come from disadvantaged economic circumstances. The number of pupils taking up free school meals is 54.2%, which is above 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.

# BEVENDEAN PRIMARY SCHOOL

## PUPIL PREMIUM GRANT

### PUPIL PREMIUM GRANT REPORT Sept. 2015 – July 2016

This report is based on the children eligible for PPG as of the January 2015 Census.

For each eligible primary-aged pupil (YR – Y6), in the academic year Sept. 2015 – July 2016, we received £1320 per pupil.

For the financial year 2015 - 2016 we will have received **£212,520.00** by the end of the year. This amount was for the majority, received as a lump sum at the start of the year.

PUPIL PREMIUM GRANT - School Context 2015 – 2016	
Total number of pupils on roll (YR – Y6)	359
Total number of pupils eligible for PPG (YR – Y6)	173
Percentage of pupils on roll (YR – Y6) eligible for PPG	48.2%
Average amount of PPG received per pupil	£1,320.00
<b>TOTAL PPG Received</b>	<b>£228,360.00</b>

#### Objectives of Pupil Premium Grant Spending: 2015 - 2016

- All pupils to make expected progress over the year and during the period of the intervention.
- 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 close the gap between our eligible children and all children at Bevendean Primary School and those nationally.

#### PUPIL PREMIUM GRANT Summary of Expenditure

September - December 2015	January - April 2016	March - July 2016
<ul style="list-style-type: none"> <li>➤ £54,600 (Salaries)</li> <li>➤ £13,500 (ECAR)</li> <li>➤ £55.00 (Resources)</li> </ul> <p><b>Total: £73,555.00</b></p> <p><small>* Summary of Term 1 &amp; 2 spending</small></p>	<ul style="list-style-type: none"> <li>➤ Salaries £55,000 (see breakdown of Intervention Report)</li> <li>➤ ECAR £13,500</li> <li>➤ Resources £55.00</li> </ul> <p><b>Total: £68,555.00</b></p> <p><small>* Summary of Term 3 &amp; 4 spending</small></p>	<p><small>* Summary of Term 5 &amp; 6 spending</small></p>

Summary of Spending		Financial Year	Amount of Pupil Premium Funding
Salaries	227,171	<b>2012 - 2013</b>	
Resources	£1,238	<b>2013 - 2014</b>	
Training (including team teaching costs)	£3467	<b>2014 - 2015</b>	<b>£237,241.00</b>
<b>Total Expenditure</b>	<b>£234,035</b>	<b>2015 - 2016</b>	<b>£228,360.00</b>
<b>Total PPG funding received</b>	<b>£237,241</b>	<b>2016 - 2017</b>	<b>£237,860.00</b>
<b>C/fwd to FYR 15/16</b>	<b>£3,206</b>	<b>2017 - 2018</b>	

## **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.*

## **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 2015-16 academic year:

- Continue to improve how we engage parents in all interventions (possibly using the Ecar model).
- Improve systems for tracking and reporting on progress and allocation of spending.
- 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 the traveller children. Carefully monitor the attendance, progress, and attainment for traveller children, in light of the current situation.
- 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 PP children with SEN.

# BEVENDEAN PRIMARY SCHOOL

## PUPIL PREMIUM GRANT

### 2015 - 2016 PUPIL PREMIUM GRANT PROVISION

- ECAR x2 (Every Child a Reader) teaching support - allocation of support for pupils who meet the eligibility criteria.
- Timetabled Learning Mentor Support - support monitored and allocated termly.
- On-going Learning Mentor Support - this is non-timetabled support for pupils that require additional support as and when needed.
- Direct small group learning support in English and Maths.
- Vulnerable Pupil Register (V.P.R) - children who are on this register are monitored and supported as and when required.
- Volunteer Reading programme - additional 1:1 reading for children in Key Stage 1 and 2.
- SEN Support - there are 6 staff who provide additional support for children either 1:1 or in small groups. These are monitored termly.
- Teaching Assistant Support - pupils may be supported in small groups or 1:1 as part of their regular classroom programme.
- Assembly Interventions - Classroom teaching assistants and teachers support children in small groups or 1:1 throughout the week.
- School Counsellor - provides additional support for children 1 day a week.
- Additional support for Traveller children on a weekly basis.
- An additional teaching in the Launch Pad.

### SUMMARY OF KS1 AND KS2 CLOSING THE GAP DATA 2011 - 2015

#### Key Stage 1:

- There has been significant progress since 2011 with reading having the greatest impact (closing the gap): Reading: 3.5; Writing: 2.6; and Maths 2.7.
- There is still a gap between the disadvantaged children at Bevendean Primary School compared with all others nationally, but the trend is that this has closed over time, and has been maintained over the past 5 years.
- The gap is lowest in Maths, and Reading and Writing.
- Levels of attainment are slightly above Year 2 ARE in Reading and Maths; Writing is below ARE by 0.9 (APS).
- Significant progress has been made in Writing for disadvantaged children, with 3.6 APS improvement in the past 5 years.
- Progress for disadvantaged children in Maths since 2011 is 3.5 APS; and in Reading, 4.4 APS.

#### Key Stage 2:

- The gap for disadvantaged children in reading has fluctuated slightly over the past 5 years and remained at 0.8 APS in 2015.
- The gap has increased slightly in writing in 2015 by 1.5 since 2011.
- In maths, the gap has remained much the same, at about 1.7 APS.
- Levels of attainment for disadvantaged pupils are above national averages in Reading and Maths (28.8 APS) and 1.0 below 4B (APS 27) in writing.

### ANALYSIS OF SCHOOL RESULTS 2015 - 2016

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# BEVENDEAN PRIMARY SCHOOL

## PUPIL PREMIUM GRANT

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

End of Year 2 Attainment by Average Point Score: July 2015 (RAISEonline Data)

Pages 6 & 7 are a summary of school data from 2011 through to 2015 for disadvantaged pupils against sub-levels and APS (Average Point Score). From September 2015, with the removal of levels, the school will continue to monitor progress and attainment for disadvantaged pupils using a different system.

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 56, of which 34 received Pupil Premium Grant.

1.1: Percentage of Pupils Attainment by Subject (table displays the cumulative distribution of the levels)

	Reading			Writing			Maths		
	L2+	L2B+	L3+	L2+	L2B+	L3+	L2+	L2B+	L3+
<b>School</b>	88%	77%	36%	88%	66%	14%	91%	79%	29%
<b>National</b>	90%	82%	32%	88%	72%	18%	93%	82%	26%
<b>Difference</b>	<b>-3%</b>	<b>-5%</b>	<b>4%</b>	<b>0%</b>	<b>-6%</b>	<b>-3%</b>	<b>-2%</b>	<b>-3%</b>	<b>3%</b>

1.2: Year 2 Attainment by Average Point Score

	Reading					Writing					Maths				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
<b>School</b>	14.7	15.0	15.6	15.8	16.4	13.9	13.7	14.4	14.5	14.9	15.0	15.3	15.9	16.1	16.3
<b>National</b>	15.8	16.0	16.3	16.5	16.6	14.4	14.7	14.9	15.1	15.3	15.0	15.3	15.9	16.1	16.3
<b>Difference</b>	<b>-1.1</b>	<b>-1.0</b>	<b>-0.7</b>	<b>-0.7</b>	<b>-0.2</b>	<b>-0.5</b>	<b>-0.1</b>	<b>-0.5</b>	<b>-0.6</b>	<b>-0.4</b>	<b>-0.7</b>	<b>-0.6</b>	<b>-0.2</b>	<b>-0.1</b>	<b>-0.1</b>
<b>DA pupils</b>	11.2	13.0	15.2	14.6	15.6	10.5	12.5	14.2	13.8	14.1	12.3	13.8	15.4	15.1	15.8
<b>National</b>	15.8	16.0	16.3	16.5	16.6	14.4	14.7	14.9	15.1	15.3	15.7	15.9	16.1	16.2	16.4
<b>Difference</b>	<b>-4.6</b>	<b>-3.0</b>	<b>-1.1</b>	<b>-1.9</b>	<b>-1.0</b>	<b>-3.9</b>	<b>-2.2</b>	<b>-0.7</b>	<b>-1.3</b>	<b>-1.2</b>	<b>-3.4</b>	<b>-2.1</b>	<b>-0.7</b>	<b>-1.1</b>	<b>-0.6</b>

NB: The 'difference' being the gap between disadvantaged children, and all other children nationally.

# BEVENDEAN PRIMARY SCHOOL

## PUPIL PREMIUM GRANT

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 55 of which 19 received Pupil Premium Grant.

2.1: Percentage of Pupils Attainment by Subject (table displays the cumulative distribution of the levels)

	Reading			Writing (TA)			Maths			G.P.S		
	L4+	L4B+	L5+	L4+	L4B+	L5+	L4+	L4B+	L5+	L4+	L4B+	L5+
<b>School</b>	94%	88%	58%	84%		30%	88%	82%	60%	86%	82%	68%
<b>National</b>	89%	80%	48%	87%		36%	87%	77%	41%	80%	73%	55%
<b>Difference</b>	<b>5%</b>	<b>8%</b>	<b>10%</b>	<b>-3%</b>		<b>-6%</b>	<b>1%</b>	<b>5%</b>	<b>19%</b>	<b>6%</b>	<b>9%</b>	<b>13%</b>

2.2: Year 6 Attainment by Average Point Score

	Reading					Writing (TA)					Maths					G.P.S				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
<b>School</b>	27.9	28.2	28.2	28.5	29.9	25.3	25.8	25.4	26.6	27.5	27.7	28.3	28.7	28.3	30.6			26.2	28.0	30.4
<b>National</b>	28.1	28.8	28.5	29.0	29.0	26.4	27.3	27.8	27.9	28.2	27.6	28.4	28.7	29.0	29.0			28.0	28.6	29.1
<b>Difference</b>	<b>-0.2</b>	<b>-0.6</b>	<b>-0.3</b>	<b>-0.5</b>	<b>0.9</b>	<b>-1.1</b>	<b>-1.5</b>	<b>-2.1</b>	<b>-1.3</b>	<b>-0.7</b>	<b>0.1</b>	<b>-0.1</b>	<b>0.0</b>	<b>-0.7</b>	<b>1.6</b>			<b>-1.8</b>	<b>-0.6</b>	<b>1.3</b>
<b>DA pupils</b>	27.8	27.6	28.0	28.1	28.8	25.4	25.5	24.9	25.8	26.0	27.0	27.6	28.0	27.9	28.8			25.1	27.4	28.6
<b>National</b>	28.1	28.8	28.5	29.0	29.0	26.4	27.3	27.5	27.9	28.2	27.6	28.4	28.7	29.0	29.0			28.0	28.6	29.1
<b>Difference</b>	<b>-0.3</b>	<b>-1.2</b>	<b>-0.5</b>	<b>-0.9</b>	<b>-0.2</b>	<b>-1.0</b>	<b>-1.8</b>	<b>-2.6</b>	<b>-2.1</b>	<b>-2.2</b>	<b>-0.6</b>	<b>-0.8</b>	<b>-0.7</b>	<b>-1.1</b>	<b>-0.2</b>			<b>-2.9</b>	<b>-1.2</b>	<b>-0.5</b>

# BEVENDEAN PRIMARY SCHOOL

## PUPIL PREMIUM GRANT

NB: The 'difference' being the gap between disadvantaged children, and all other children nationally.

### CONCLUSION

This report shows that we can be confident that:

- 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.