



## Pupil Premium Grant Report 2017 -18

Pupil premium is additional funding to help schools close the achievement gap between the most disadvantaged children in the country and their peers and is calculated based upon an entitlement to Free School Meals (FSM) at any point within the last six years and for Service children (where parents are currently in the armed forces). Schools also receive an allocation for Looked after Children (LAC).

It is for schools to decide how best to use pupil premium in order to help close the attainment gap between disadvantaged children and their peers by raising their achievements.

School considers the vulnerabilities of all FSM and LAC children by regularly identifying, assessing and monitoring children through a range of strategies to identify gaps in their learning, implement strategies for improvement and measure the additional provision in terms of pupil achievement and cost effectiveness by measuring the progress pupils make. There is a regular, systematic whole school tracking of pupils' progress by the leadership team through pupil progress meetings, the recording of data from termly summative assessments, SEN, EAL, behaviour and attendance issues and any other issues identified via the parent Support Advisor (PSA). The Governing body also evaluate the impact after receiving a report on pupil progress and pupil premium spending through their termly meetings.

The following report gives a brief overview of the pupil premium spending at Bewley Primary School. Some elements of funding have been used to maintain existing provision and also put new elements into place.



## ACADEMIC YEAR 2017 – 2018

**Total Pupil Premium Grant (PPG) received - £144,620.00**

**Actual Expenditure 2017-2018 - £151,250 (predicted)**

Project	Cost (£) FSM	Objective	Impact/Outcomes
<b><u>Before/After School Activities</u></b>			
Change for Life	£700	<b>To offer clubs to the children in order for them to benefit through the opportunity to work in teams and increase their confidence through participation. To offer clubs to those children who are achieving academically in order to give more out of school opportunities.</b> <b>To offer children rewards for achievements at end of Key Stage SATS</b>	Working together, self-confidence, Development of skills/social participation, making healthy lifestyle choices. Rise in progress, children ready for leaning Musical experiences Improvement in self-confidence, social interaction
Running Club	£1000		
Multisport	£500		
Choir	£900		
Dance theatre	£600		
Street Dance	£500		
Lego Club	£1000		
Breakfast club	£1000		
Ukulele Club	£500		
School trips (bowling, end of year prom )	£670		
Project	Cost (£) FSM	Objective	Impact/Outcomes
<b><u>Extra-Curricular Support</u></b>			
Robinwood Residential	£1080.00	<b>To provide the children with the opportunities to participate in outdoor activities, team building and out of the ordinary experiences disadvantaged would not ordinarily have access to.</b>	Learning outside the class room gave children a wide variety of opportunities to enrich their development impacting on their social and emotional well-being.
Booster Classes Year 6	£3600	<b>To improve children's confidence and self-esteem to participate in the end of year tests.</b>	Children were confident and had a positive approach to their end of Key Stage SATS
School Trips ( cost of coaches and entrance to various events e.g. choir performances, theatre, science workshops)	£3500	<b>To improve attendance and punctuality at school and put new learning into a context in order to improve achievement.</b>	Improved attendance and children were able to talk confidently about their new learning experiences

Project	Cost (£) FSM	Objective	Impact/Outcomes
<p><b><u>Equipment to Support Learning</u></b></p> <p>PE Kits, Uniform, shoes Laptops for pupils, ipads</p>	£4500	<p><b>To ensure children came to school appropriately dressed and parents were able to approach the school if they required further support in this area.</b></p> <p><b>To increase the number of ipads and laptops available across the school</b></p>	<p>Children's participation and confidence increased with a positive attitude towards school. Children's participation increased in the use of new technology.</p> <p>Relationships with parents improved.</p>
Project	Cost (£) FSM	Objective	Impact/Outcomes
<p><b><u>Service/Item that Supports Learning</u></b></p> <p>Assessment – Management Time – Pupil Review Meetings - Pupil Premium Champion to monitor impacts of interventions</p> <p><b>Support Staff for Children in most need</b></p>	<p>Met out of school budget</p> <p>£47,000</p>	<p><b>To continue to identify the progress of vulnerable children in order for them to make maximum progress and close the gaps in attainment across all Key Stages.</b></p> <p><b>To further strengthen teaching assistant support across the school, particularly for the younger children</b></p>	<p>Progress of disadvantaged children is carefully monitored with measurable outcomes to ensure that the intervention is fulfilling the needs of the child.</p> <p>Teaching Assistant support for the younger children was increased to ensure more effective early intervention.</p> <p>1:1 support is given to underachieving, disadvantaged children in Maths 2 times weekly.</p> <p>Extra support given to Year 2 in order to maintain no gaps at the end of KS1 in CRWM between disadvantaged and non-disadvantaged children</p>

<p><b>Pobble Writing Platform</b></p>	<p>£3200</p>	<p><b>Consolidate progress made in raising profile of writing across the school and develop self and peer assessment</b></p>	<p>Increase in attainment of writing. Continue to reduce the gap between disadvantaged and non-disadvantaged children. All children reaching the standard in writing at the end of KS2 increased from 82% in 2017 to 90% in 2018. 16% of all pupils attained greater depth at KS2 ( Disadvantaged 21% Non- disadvantaged 14%). Non disadvantaged children continued to make good progress in writing 81% attaining national standard in 2018 compared to 73% in 2017. Non- disadvantaged children did not perform well and the gap in attainment increased from 2017 to 2018. However, this is cohort specific as several children have been identified as having multiple vulnerabilities</p>
<p><b>Educational Psychologist Speech and Language HLTA Counselling Service Speech &amp; Language</b></p>	<p>£36,000</p>	<p><b>To maintain our support for improving children’s mental health, and our commitment to additional support from the Educational Psychological Service and the Speech and Language Service</b></p>	<p>Children’s needs are met by providing additional support and counselling for children. This has improved children’s everyday speech and language skills and their emotional well-being.</p>
<p><b>0.5 Deputy Head teacher responsibilities</b></p>	<p>£20,000</p>	<p><b>To provide direct teaching support by an experienced member of the on a small group basis for Pupil Premium Children.</b></p>	<p>To further reduce the gaps at the end of key 2 stage CRWM between disadvantaged and non- disadvantaged children. Gaps as judged by end of KS2 2018 SATs for CRWM reduced from -29% to -15%</p>
<p><b>Parent Support Advisor</b></p>	<p>£21,000 + oncosts from school budget</p>	<p><b>To work with hard to reach families, develop nurture groups, run TAC/TAF meetings, improve attendance across school. To maintain good attendance records, provide advice to parents and signpost parents to appropriate agencies.</b></p>	<p>Attendance is above LA at 96.3 % and children are arriving at school ready to learn. Advice and support for parents is readily available and positive relationships are being built. Attendance continues to be 96.3% which is just above the LA average.(95.85)</p>

<p><b>Singapore Maths</b></p>	<p>£3,000</p>	<p><b>To continue with CPD for staff in order to improve the teaching and learning in maths by developing pupils' independence and motivation; using tasks and resources to challenge the more able children with a specific focus on disadvantaged children</b></p>	<p>More children to be assessed at working in greater depth at the end of KS 1 and 2; children develop a greater resilience in their approaches to mathematics; supports pupils to make a successful transition between primary and secondary school.</p> <p>At KS2 all children working at greater depth increased from 2017 by 1% from 18% to 19%</p> <p>The number of disadvantaged pupils working at greater depth increased from 18% in 2017 to 3% in 2018.</p> <p>At KS 1 all children working at greater depth increased from 26% in 2017 to 31% in 2018.</p> <p>The number of disadvantaged pupils working at greater depth in maths increased from 19% in 2017 to 25% in 2018.</p>
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