



# Bevendean Primary School and Nursery

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Headteacher: Mr. M Giddens

Deputy Headteacher: Mr. M Dally

Assistant Headteacher: Miss. S Miller

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A place for everyone to succeed and thrive

## Pupil Premium Spending at Bevendean Primary School and Nursery September 2021 – July 2022

(April 2021 – March 2022 Budget)

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.

### CONTEXT OF THE SCHOOL

At Bevendean Primary School we have an exceptional staff team of 16 class teachers, 20 non-teaching staff and 3 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, teamwork, and support as some of their core values, and this shows through when you visit our school.

We currently have 330 pupils on roll. Many pupils come from disadvantaged economic backgrounds. The number of pupils taking up free school meals is 48%, which is significantly higher than the national average. The school has an on-site Hearing Support Facility for 12 children, with 2 (FTE) teachers of the deaf and an additional 9 Individual Needs Assistants.

Total number of pupils on roll (Reception – Year 6)	326 including Nursery
Total number of pupils eligible for PPG (Reception – Year 6)	156 (inc. Ever 6)
Percentage of pupils on roll eligible for PPG (Reception – Year 6)	$156 / 326 = 48.1\%$
Amount received per pupil	£1,345.00

**TOTAL PPG RECEIVED: £209,820**

Allocation	Amount	Desired Outcome/s	Milestones	Impact Statements (July 2021)
1. Learning Mentors (3 FTE)	£70,021	<ol style="list-style-type: none"> <li>All children feel supported &amp; have at least one trusted adult they feel safe they can talk to during their school day.</li> <li>Children's emotional well-being is such that they are able to engage with their learning.</li> <li>The school is able to provide same day follow-up / support for children and their families</li> <li>Learning Mentors are available to prevent and deescalate incidents that might otherwise become barrier to children's learning</li> </ol>	<ul style="list-style-type: none"> <li>- Analysis of Mental Health and Well-Being data within ScholarPack</li> <li>- Early identification of Learning Mentor caseload (September – Baseline Mental Health and Well-Being Data)</li> <li>- 1:1 and small group work established early in the year</li> <li>- Half-termly reporting to the Headteacher of caseload</li> <li>- Supporting and embedding the work on Emotion Coaching, Attachment and Just Right</li> <li>- Communicate daily with parents / carers</li> <li>- Liaising with all staff regarding children requiring additional support</li> </ul>	
2. E.W.O (Education Welfare Officer)	£3,465	<ol style="list-style-type: none"> <li>Early identification and follow-up to identify children and families with unsatisfactory attendance and punctuality</li> <li>Reduction in the number of school days missed from learning</li> <li>Provide support and positive strategies for parents / carers</li> </ol>	<ul style="list-style-type: none"> <li>- Early identification of poor attendance / punctuality by weekly print outs</li> <li>- First day response for poor attendance</li> <li>- weekly &amp; termly celebration</li> <li>- Regular meetings with parents / carers</li> <li>- Attendance Advisory letters sent out to all families with below 95% attendance</li> </ul>	
3. Attendance Admin Support	£4,390	<ol style="list-style-type: none"> <li>Local and National guidance on school attendance matters are fully implemented and embedded throughout the school year</li> </ol>	<ul style="list-style-type: none"> <li>- Early identification of poor attendance / punctuality by weekly print outs</li> <li>- First day response for poor attendance</li> <li>- weekly &amp; termly celebration</li> <li>- Regular meetings with parents / carers</li> <li>- Attendance Advisory letters sent out to all families with below 95% attendance</li> </ul>	
4. Inclusion / SEN Support (0.4)	£22,870	<ol style="list-style-type: none"> <li>Attachment aware strategies will be implemented across the school</li> <li>Provision-maps will be further developed throughout the year</li> </ol>	<ul style="list-style-type: none"> <li>- Parent / carer workshops</li> <li>- Staff meetings / Twilight</li> <li>- School meetings / referrals for vulnerable children / families</li> </ul>	

		<p>3. Parents and carers will be supported through the Primary School Family Coach &amp; parent workshops</p> <p>4. Whole school staff development and support on emotion coaching and attachment training</p>	<ul style="list-style-type: none"> <li>- Provision Maps up-to-date and completed</li> <li>- Resource packs for teachers on attachment needs &amp; support</li> <li>- End of Autumn / Spring Term analysis of referrals</li> <li>- AV and MC completion of Attachment Lead Training</li> </ul>	
5. Reading Recovery (ECAR)	£25,325	<p>1. Children across all Key Stages who require additional reading support to be able receive a short burst intervention</p> <p>2. Additional advise &amp; support will be offered to parents / carers</p>	<ul style="list-style-type: none"> <li>- Early identification of pupils requiring additional support (Autumn 2020)</li> <li>- Conversations and early liaison with Class Teachers regarding children of concern</li> <li>- Tracking and monitoring systems established by EC</li> <li>- Early communication and contact with parents / carers</li> <li>- Criteria of support established (Autumn 2020)</li> </ul>	
6. Curriculum and Behaviour Support & Development – Quality First Teaching (0.2)	£15,363	<p>1. Development and implementation of a broad and balanced curriculum that engages all children</p> <p>2. Through effective monitoring, ensuring that pupil premium children receive appropriate and targeted interventions of support</p> <p>3. Behaviour systems fully embedded and effective</p>	<ul style="list-style-type: none"> <li>- Creation of a topic and curriculum map outlining progression of programmes of study</li> <li>- Monitoring of periodic data for P.P. children</li> <li>- Monitoring of class teacher assessment sheets to ensure P.P. children receive regular targeted support</li> <li>- Monitoring of pupil books (English &amp; Maths) and drop-ins / observations / learning walks to ensure P.P. children are well supported</li> <li>- Updating Behaviour policy</li> <li>- Supporting staff throughout the year with advice and guidance</li> <li>- Staff training to ensure all staff have adequate subject knowledge to teach the curriculum effectively</li> <li>- Enhancement of the curriculum through trips, visits and workshops</li> <li>- Celebration of the curriculum (both as a Year group and for parents) through 'Fantastic</li> </ul>	

			<p>Finishes’.</p> <ul style="list-style-type: none"> <li>- Reporting to Governors to update them on developments in the curriculum.</li> <li>- Audit resources and update to ensure that all Curriculum areas can be taught effectively.</li> </ul>	
7. Interventions: Year 1 - 6				
- Lego Therapy	£962	1. Lego-based therapy is an evidence based approach that aims to develop social communication skills in children, such as sharing, turn-taking, following rules, using names and problem-solving		
- Social Skills	£1,150	2. To develop children’s social communication skills as appropriate.		
- Fine Motor Skills (Busy Hands)	£835	3. To develop children’s fine motor skills to support handwriting, use of resources, etc.		
- Gross Motor Skills	£126	4. To improve children’s precision with balance, hand eye coordination, strength, bilateral skills, etc.		
- Forest School	£624	5. To increase children's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment		
- Speech & Language	£3,169	6. To develop children’s speech sounds and language skills as assessed.		
- Phonics	£380	7. To develop children’s phonic knowledge and use to be in line with age related expectations.		
- Reading				
- Year 2	£4,901			
- Year 3	£1,912			
- Year 4	£1,950			
- Year 5 & 6	£1,659	8. 1:1 reading intervention to focus on children’s specific targets e.g. linked to decoding and comprehension.		
- Early Writing (Year 1)	£313	9. Focused intervention to develop children’s mark making and early writing skills.		
- Talk Boost (Key Stage 1)	£577	10. Talk Boost is a targeted and evidenced based intervention, which supports language delayed children in KS1 to make significant progress with their language and communication skills.		
<b>Year 1 – 6 Total:</b>	<b>£18,558</b>			
8. Interventions: (E.Y.F.S)		1. To develop children’s speech sounds and		
			- Identification and selection of pupils to	

- Speech & Language	£4,511	language skills as assessed.	receive additional targeted support	
- Early Curriculum	£1,881	2. Focused intervention to develop children's recognition of letters and numbers as well as early phonic awareness.	- discussions with class teachers / mentors / inclusion manager	
- Fine Motor	£784	3. To develop children's fine motor skills to support handwriting, use of resources, etc.	- Analysis and use of collected data from a range of sources e.g. progression tools, strength and difficulty questionnaires, sensory profiling, etc.	
- Gross Motor	£346	4. To improve children's precision with balance, hand eye coordination, strength, bilateral skills, etc.	- Liaising with parent/carers, school staff and external agencies	
- Social Skills	£618	5. To develop children's social communication skills as appropriate.	- Planning and resourcing for all sessions	
- Early Talk Boost	£1,646	6. Talk Boost is a targeted and evidenced based intervention, which supports language delayed children in Early Years Foundation Stage to make significant progress with their language and communication skills.	- Regular monitoring of targeted support	
- Lego	£986	7. Lego-based therapy is an evidence based approach that aims to develop social communication skills in children, such as sharing, turn-taking, following rules, using names and problem-solving		
- Nurture	£956	8. To assess learning and social and emotional needs and provide support needed to remove these as barriers to learning.		
<b>E.Y.F.S Total:</b>	<b>£11,728</b>			
9. Intervention Resources	£1,500	1. A wide and varied range of interventions can be offered and implemented successfully due to being appropriately resourced 2. Children will make expected progress throughout the year in the core subjects	- Audit of current school resources - Purchase orders completed as and when required. - Monitoring and evaluation of interventions (SEN Reviews) to ensure resources are being used	
10. Key Stage 1 Additional TA Support	£11,366	1. Children across all Key Stages will have access to additional support.	- Identification and selection of pupils to receive additional targeted support	
11. Key Stage 2 Additional TA Support	£11,366	2. The school has appropriate capacity to cover staff absences	- discussions with class teachers / mentors / inclusion manager	
12. EYFS Additional TA Support	£11,366	3. A broad and varied range of interventions can be made available across all three Key Stages	- Analysis and use of data from 2020 – 2021 for planning	

		4. The lesson cycle can be fully implemented e.g. pre-teaching, bespoke support, live-marking etc. in English and Maths	<ul style="list-style-type: none"> <li>- Analysis of 2021 – 2022 to develop and evaluate programmes of support</li> <li>- Development of bespoke programmes of support and interventions</li> <li>- Termly monitoring of targeted support</li> </ul>	
13. Additional Pupil Premium Expenditure	£4,000	1. 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> <li>- All school events to have a section reminding parents / carers to contact the school regarding trips / events</li> </ul>	
<b>TOTAL</b>	<b>£209,820</b>			





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## PUPIL PREMIUM GRANT REPORT September 2021 – July 2022

### 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.
- Up-to-date S.E.N Provision Maps and the mapping of all interventions ensures that children are appropriately matched to the intervention they require to support their learning.
- The intervention team meets regularly 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.

### 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
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- December - April
- April - July

To continue to improve outcomes for eligible children we need to consider the following in the 2021 -2022 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.
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