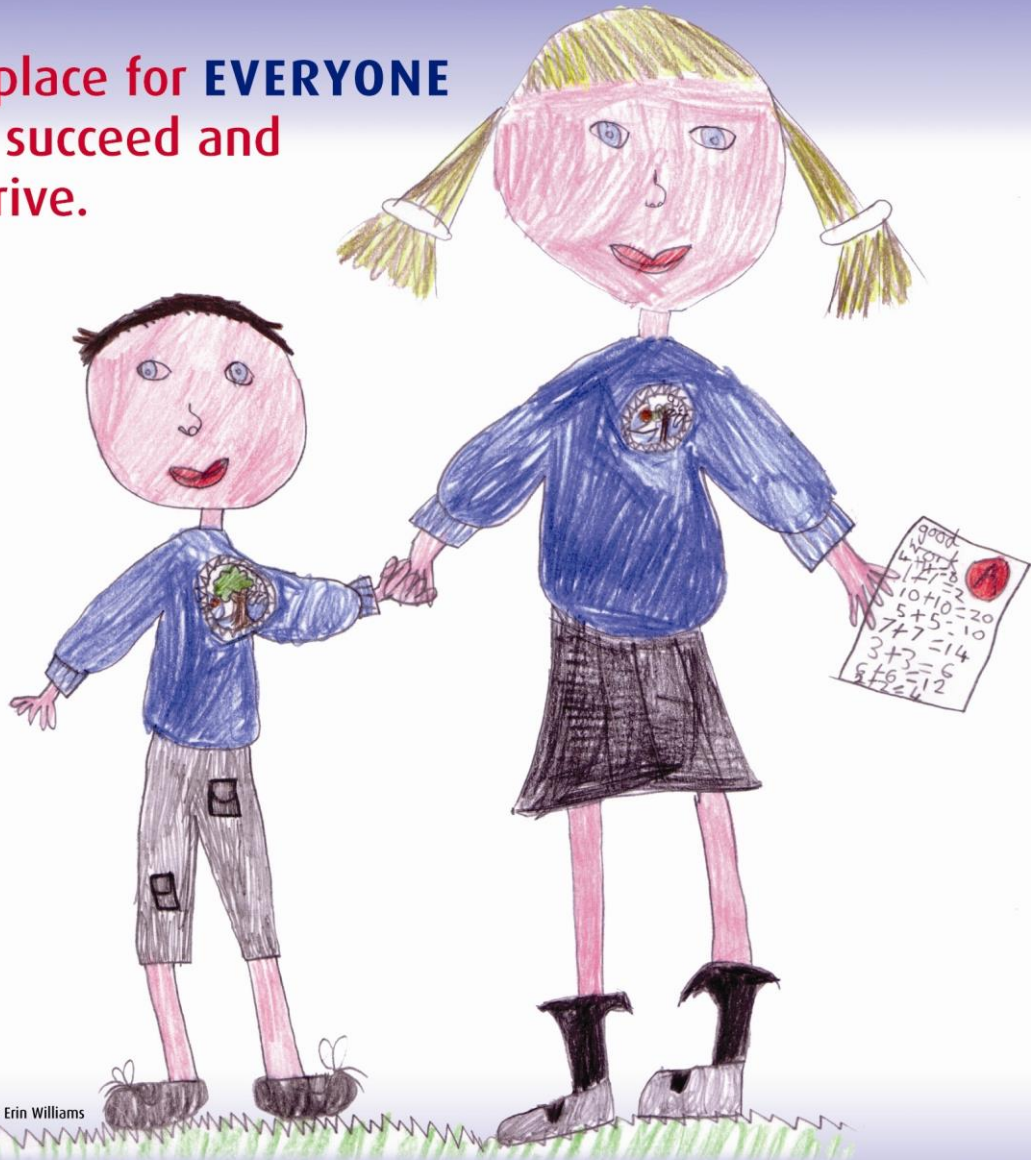




**Bevendean
Primary School**

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

and 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.

The data below show the interventions we have done this year and the impact they have had. *National data show that the attainment of our eligible children is consistently better than for the same group nationally and that, over time, we are closing the gap between them and national attainment. However, we still have further to go. If we really want to achieve our aim of **everyone** ‘achieving’ we need to continue to develop our provision so that our eligible children do at least as well as all children nationally – check this with national data, may need rewriting.*

Our policy is available through the school or via the website. This report is to let parents and other interested parties know how we have spent the pupil premium funding allocated to our school. If anyone would like to discuss it further we would be very happy to do so.

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

PUPIL PREMIUM GRANT REPORT *Sept. 2014 – July 2015*

This report is based on the children eligible for PPG as of the January 2014 Census

For each eligible primary-aged pupil (YR – Y6), in the academic year Sept. 2014 – July 2015, we received initially £1300 per pupil which was increased to £1320 per pupil later in the year.

For the financial year 14/15 we received £237,241 by the end of the year, but we received £229,800 initially, followed by an additional £7,441 in the latter part of the year, as late as 2nd April 2015!.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (YR – Y6)	357
Total number of pupils eligible for PPG (YR – Y6)	171
Percentage of pupils on roll (YR – Y6) eligible for PPG	47.8%
Average amount of PPG received per pupil	£1,387
TOTAL PPG Received	£237,241

Objectives of PPG spending: 2014 - 2015
<ul style="list-style-type: none"> ◆ All pupils to make at least good progress over the year and during the period of the intervention. 3.5 represents good progress for the year and 1.2 represents good progress for an intervention. Anything above 4 (or 1.5 for an intervention) is accelerated progress ◆ Good progress will increase the percentage of children finishing each year where they should be. This is known as age related expectations (ARE) ◆ We want our work to close the gap between our eligible children and all children nationally

Summary of spending	
Salaries	227,171
Resources	£1,238
Training (including team teaching costs)	£3467
Total Expenditure	234,035
Total PPG funding received	237,241
C/fwd to FYR 15/16	3,206

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

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:

- ◆ Progress grids are used to identify children who are falling behind
- ◆ Our school assessment systems are used to constantly review all children to help everyone stay on track
- ◆ 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 and experience of the intervention staff and 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. Assessments 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 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. As a result of the changes we made at the end of the 2013-14 cycle the following improvements were seen in 2014-15:

- ◆ Progress during interventions in Y1 was good as we did not do these in the first term
- ◆ Parental involvement increased as they were invited in the watch intervention sessions
- ◆ Children in care or with special guardianship orders received intensive 1-1 sessions for 3 blocks of 4 weeks. Some children in care also received weekly tutoring
- ◆ Traveller children were helped to make good progress through the employment of a teacher to work in 4 week blocks with them
- ◆ Vulnerable children were better supported throughout the school as 50% of learning mentor time was allocated to them
- ◆ Attainment in the EYFS improved as children were well supported by an additional teacher from their very early days in school
- ◆ Progress and attainment in Y2 was good for PP children with SEN
- ◆ Overall PP children made more progress than in the previous year and their progress was better than that of their peers in the vast majority of classes and subjects thus helping us to close the gap

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 – these are time consuming and a bit 'clunky' at present
- ◆ Prioritise the current Y4 who received less intervention time than other classes
- ◆ Consider the balance of in/out of class support for the traveller children
- ◆ Ensure children maintain the gains they made during their intervention programmes
- ◆ Continue to look at how we can accelerate progress for PP children with SEN

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

ANALYSIS OF SCHOOL RESULTS

- ◆ 127 pupils were directly supported through PPG funding throughout the year. Some pupils received up to 3 interventions.
- ◆ 43 children did not receive interventions through pupil premium funding; 12 because they left during the school year, 24 because they were making really good progress and 5 more because they were supported purely through the school SEN funding. These numbers do not add up to those at the beginning of this report because children on role in September 2014 were different from those recorded in the January 2014 census
- ◆ Assessment data for each intervention shows that, in the majority of cases, children in the intervention groups made accelerated progress. Those that did not have been adapted or discontinued.
- ◆ The gap closed significantly at KS1
- ◆ *We are aware that we have not yet closed the gap completely as the national data show (see below). This is because:*
 - *Gains were not always maintained*
 - *The very clear link between children with SEN who are also eligible for pupil premium*
 - *The number of SEN children with a very high level of need sometimes impacted on by children in the Launch pad and the traveller children*
- ◆ *Check this with raise*

THE INTERVENTIONS

During the year we ran used pupil premium funding to fund the following support:

- ◆ Two Ecar (Every Child a Reader) teacher
- ◆ Two teachers to provide intensive literacy support for children with dyslexic type difficulties
- ◆ 6 different learning mentor groups for children in KS1 and 2
- ◆ Extension groups for able writers in Y6, Y5 and Y2
- ◆ Additional teaching support in Reception for high achieving children and those in danger of not meeting the early learning goals
- ◆ Three 4 week blocks of support for traveller children
- ◆ Three 4 week blocks of support for children in care or with special guardianship orders
- ◆ Booster groups for children in Y6
- ◆ Tutoring for children in care
- ◆ L6 coaching groups in maths and English
- ◆ Teacher led reading, writing and maths groups for children in Y1, Y2 and Y4
- ◆ Teacher input for SEN children in Y2
- ◆ An additional teaching day in the Launch Pad
- ◆ Gross motor skill groups

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

End of Year 2 Attainment by Average Point Score

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 PPG.

APS	Mathematics		Reading		Writing	
	School	National	School	National	School	National
PP eligible	15.8	15.1	15.6	15.2	14.1	14.0
Not PP eligible	17.0	16.9	17.4	17.1	16.0	15.8
"Gap"	-1.2	-1.8	-1.8	-1.9	-1.9	-1.8

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 PPG.

APS	Reading, Writing & Maths		Mathematics		Reading		Writing		Grammar, Punctuation & Spelling	
	School	National	School	National	School	National	School	National	School	National
PP eligible	28.1	27.2	28.8	27.3	28.8	27.6	26.0	26.6	28.6	27.5
Not PP eligible	30.9	29.5	32.1	29.8	30.8	29.6	28.8	28.9	32.1	29.9
Difference	-2.8	-2.3	-3.3	-2.5	-2.0	-2.0	-2.8	-2.3	-3.5	-2.4

End of Y6 attainment by levels (Level 4 or above)

The national standard is the percentage of pupils attaining Level 4 or above.

Level 4+	Reading, Writing & Maths		Mathematics		Reading		Writing		Grammar, Punctuation & Spelling	
	School	National	School	National	School	National	School	National	School	National
PP eligible	74%	79%	78%	78%	91%	83%	74%	79%	78%	71%
Not PP eligible	89%	85%	96%	80%	83%	92%	93%	90%	93%	84%
Difference	-15%	-6%	-18%	-2%	8%	-9%	-19%	-11%	-15%	-13%

Expected Progress (end of Y2 to end of Y6)

Pupils' progress from Year 2 to Year 6 is also calculated with the aim that all children make at least expected progress. * Not PP eligible = all others

Expected progress	Mathematics		Reading		Writing	
	School	National	School	National	School	National
PP eligible	95%	86%	95%	88%	95%	92%
Not PP eligible	100%	91%	96%	92%	96%	95%
Difference	5%	5%	1%	4%	1%	3%

More than expected progress	Mathematics		Reading		Writing	
	School	National	School	National	School	National
PP eligible	50%	n/a	67%	n/a	33%	n/a
Not PP eligible	70%	37%	52%	33%	26%	33%
Difference	20%	n/a	15%	n/a	7%	n/a

CONCLUSION

BEVENDEAN PRIMARY SCHOOL

PUPIL PREMIUM GRANT

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
- ◆ Overall end of year attainment in KS2 at or exceeds Brighton and Hove.
- ◆ The school is continuing to close the gap for P.P. children in both Key Stage 1 & 2, with the gap not exceed one year (in KS2) and less in KS1.
- ◆ * Still awaiting end of year data for KS1 – KS2 progress for pupil premium pupils (October 2015)

It also shows that attainment of eligible children is not in line with that of all children nationally. This needs to be the absolute focus of our work this year.