



Bevendean Primary School

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A place for everyone to succeed and thrive

Pupil Premium Spending at Bevendean Primary School September 2019 – July 2020

(April 2019 – March 2020 Budget)

As you are probably aware for the last 6 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

At Bevendean Primary School we have an exceptional staff team of 16 class teachers, 23 non-teaching staff (9 Higher Level Teaching Assistants, 8 Individual Needs Assistants, 6 Teaching Assistants) and 2.5 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, team-work, and support as some of their core values, and this shows through when you visit our school.

We currently have 353 pupils on roll. Many pupils come from disadvantaged economic backgrounds. The number of pupils taking up free school meals is 52.7%, which is dissimilar to the **national average of 14.2% and the LA of 13.2%. 23.2%** of our pupils require additional support for their Special Educational Needs (**national 12.54% / LA 12.7%. 5.3%** have an Education Health Care Plan which is considerably higher than the national average of 1.4% and the LA 1.6%.

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)	353 including Nursery
Total number of pupils eligible for PPG (Reception – Year 6)	186 (inc. Ever 6)

Percentage of pupils on roll eligible for PPG (Reception – Year 6)					186 / 353 = 52.6%
Amount received per pupil					£1,320.00
TOTAL PPG RECEIVED:					£207,240
Allocation	Amount	Desired Outcome/s	Staff Lead	Milestones	Impact Statements (July 2020)
1. Learning Mentors (2.5x FTE)	£65,972	1. All children feel supported during their school day and are ready to engage with learning 2. Able to provide same day follow-up / support for children and their families 3. Being able to deescalate and prevent incidents from becoming a barrier to children's learning	ES / AV / FM / FP	<ul style="list-style-type: none"> - Early identification of P.P. Learning Mentor caseload (September) - 1:1 and small group work established early in the year - Termly reporting to the Headteacher of caseload - Supporting and embedding the work on Emotion Coaching and Attachment training - Communicate daily with parents / carers - Liaising with all staff regarding children requiring additional support 	
2. School Attendance Liaison Officer	£4,748	1. Being able to identify children and families with unsatisfactory attendance and punctuality 2. Reduce the number of school days missed from learning 3. Provide support and positive strategies for parents / carers	AV / KD	<ul style="list-style-type: none"> - Early identification of poor attendance / punctuality by weekly print outs - First day response for poor attendance - weekly & termly celebration - Regular meetings with parents / carers - Attendance Advisory letters sent out to all families with below 95% attendance 	
3. Inclusion Manager Support – QFT / SEN (0.5)	£25,808	1. Attachment aware strategies will be implemented across the school 2. Provision-maps will be further developed throughout the year 3. Parents and carers will be supported through the Primary School Family Coach	MC / ES / All staff	<ul style="list-style-type: none"> - Parent / carer workshops - Staff meetings / Twilight - School meetings / referrals for vulnerable children / families - Provision Maps up-to-date and completed 	

		parent workshops 4. Whole school staff development and support on emotion coaching and attachment training		<ul style="list-style-type: none"> - Resource packs for teachers on attachment needs & support - End of Autumn / Spring Term analysis of referrals - AV and MC completion of Attachment Lead Training 	
4. Curriculum Support – QFT (0.4)	£27,416	1. Development and implementation of a broad and balanced curriculum that engages all children 2. Through effective monitoring, ensuring that pupil premium children receive appropriate and targeted interventions of support		<ul style="list-style-type: none"> - Creation of a topic and curriculum map outlining progression of programmes of study - Monitoring of periodic data for P.P. children - Monitoring of class teacher assessment sheets to ensure P.P. children receive regular targeted support - Monitoring of pupil books (English & Maths) and drop-ins / observations / learning walks to ensure P.P. children are well supported 	
5. Pupil Premium Lead Support	£5,738	1. The school has a clear overview of the support that Pupil Premium receive over an academic year 2. Identify and fill gaps in our Pupil Premium provision 3. School staff are well supported in delivering quality first teaching for P.P. children		<ul style="list-style-type: none"> - Autumn, Spring & Summer A3 Intervention Record sheets to be updated and completed - Analysis of A3 Intervention Record Sheets - Reporting to Governors - Formal & informal conversations / feedback with class teachers / support staff 	
6. Interventions: Just Right; Lego Therapy; Social Skills; Social Stories; Comic Strip Conversations (0.4)	£7,349	1. Interventions implemented for pupils with additional needs. 2. Baseline and summative assessments will show progress of pupils. 3. Group targets will be set and reviewed as appropriate.	MC/LS/ All teachers	<ul style="list-style-type: none"> - Pupils identified with class teachers - Baseline assessments completed - Group targets set and planned for - Summative assessments completed - Data analysed and next steps identified 	
	£6,460	1. The school will continue to work		- Analysis of 2018 – 2019 data	

7. Gap-Analysis Interventions		<p>towards diminishing the difference for our disadvantaged pupils.</p> <p>2. Maintained or increased levels of attainment & progress in reading, writing and maths.</p> <p>3. To ensure that greater-depth P.P. children receive gap-analysis interventions</p>		<p>(baseline) to</p> <ul style="list-style-type: none"> - 2x English and Maths interventions (8.30am – 8.55am) per week - Teachers planning interventions; implemented by support staff - SLT monitoring daily interventions and long-term impact - Termly analysis of school data (Autumn, Spring, Summer) 	
8. Key Stage 2 Intervention Support (Year 4 – 6)	£31,648	<p>1. To raise current attainment and progress percentages for children in Year 4, 5 & 6</p> <p>2. To develop and improve the learning behaviour for pupils in Year 4, 5 & 6</p> <p>3. To develop the emotional resilience for pupils in upper Key Stage 2</p>		<ul style="list-style-type: none"> - Identify pupils (Autumn 2019) who did not make expected progress throughout 2018 – 2019 - Plan and implement targeted support through interventions and quality first teaching - Implementation of emotion coaching and attachment strategies for selected pupils in Year 4, 5 & 6 (developing learning behaviour & attitudes) 	
9. Teaching Assistant (EYFS) (0.4)	£11,046	<p>1. To improve outcomes for selected pupils receiving additional targeted support</p> <p>2. To develop and improve the learning behaviour for pupils receiving targeted support</p>		<ul style="list-style-type: none"> - Selection of pupils to receive additional targeted support – discussions with class teacher / mentors / inclusion manager / use of data - Development of bespoke programmes of support and interventions - Termly monitoring of targeted support 	
10. SEN Support: top-up funding support for SEN (EHCP) pupils for additional 1:1 support in the core and foundation subjects.	£21,055	<p>1. Additional support for pupils with an EHCP</p> <p>2. Pupils will make expected or better progress in English and maths during the year.</p> <p>3. Pupils will make progress towards the</p>		<ul style="list-style-type: none"> - Periodic Data collection: Baseline, Autumn, Spring, Summer - Monitoring of Data – attainment and progress - Teachers' planning / communication with support staff 	

		targets on their EHCPs		<ul style="list-style-type: none">- Target setting / monitoring- Pupil Progress Meetings- Annual review meetings	
TOTAL	£207,240				



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PUPIL PREMIUM GRANT REPORT September 2019 – July 2020

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: 2018 - 2019 PUPIL PREMIUM GRANT PROVISION

- 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.
- Additional support for Traveller children on a weekly basis e.g.
- Forest School Provision / Intervention; one afternoon 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.