

# **Belgrave Primary School**

## **Pupil Premium Report September 2016.**

The primary aim of the school is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to children's individual starting points.

The pupil premium funding is provided to schools in addition to main school funding. It is allocated to:

- children who are currently eligible for free school meals ('FSM') or have been eligible at any point in the last 6 years ('FSM –Ever 6');
- children of service families/ Ever 5;
- each pupil who has been 'Looked After' (in care) for at least 1 day ('Pupil Premium Plus'). This is accounted for separately and is submitted to the LA termly.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils who attract pupil premium funding. The school is obliged to publish this information on its website.

Our key objective in using the Pupil Premium Grant is to address any gaps between vulnerable pupil groups. This may be through targeted interventions, extra adult support in class or social and emotional support. We recognise however, that not all children in receipt of Pupil Premium funding are in need of focussed academic support. When this is the case we consider the child's interests and learning profile and select opportunities that will support them in achieving their potential and aspirations. This may also include the use the money to provide curriculum enrichment opportunities, some of which will also benefit other children within the school. The challenges are varied and there is no "one size fits all". Our policy for Pupil Premium states that each pupil in receipt of the grant will have a significant proportion of the costs of residential educational visit funded. We consider that the range of activities that are provided in our educational visit programme has a lasting impact on pupils' achievements. The grant also funds music tuition and the hire of the instrument for pupils in Year 5 and 6 in receipt of the grant.

This document contains the following information:

- summary of Pupil Premium spending for 2015-16;
- summary of impact of this spending;
- summary of Pupil Premium funding and proposed spending for 2016-17.

## Pupil Premium Spending 2015 – 2016

Children in receipt of Pupil Premium funding:

- 7 x Ever6 = £9 240
- 2 x Services = £600
- 2 x Post-LAC = £3800
- Total = £13 640

The table below shows how the money has been spent and *approximate* costings:

| Spending                | Details   | Cost              |
|-------------------------|---|-------------------|
| Time to Talk            | R and Y1 - social skills/ speaking and listening skills | £1,365.00         |
| Phonics Sessions        | R and Y2  | £1,950.00         |
| TA support time         | KS1 and 2, support in and outside lessons.              | £4,750.00         |
| Social Skills           | Y4  | £500.00           |
| Dep. Head time          | 1:1 with Y4 child                                       | £585.00           |
| Residentials            | KS2; parents pay deposit only.                          | £346.00           |
| Music Tuition           | Y5  | £131.00           |
| Creative Play equipment | R - focus on social play, sometimes supported by TA.    | £357.00           |
| Gripping Yarns          | 'Standing By' - anti-bullying drama session; KS2.       | £225.00           |
| Active Learn            | Online reading support; available at home; KS1.         | £40.00            |
| Clicker 7               | Child friendly writing tool; develops literacy skills.  | £2,490.00         |
| ELSA                    | TA - focus on Y4 children.                              | £600.00           |
| <b>Total</b>            |   | <b>£13,339.00</b> |

## **Impact of Pupil Premium Spending Sept 2015-2016.**

Due to the small number of children in receipt of funding here at Belgrave, information about children's attainment has not been broken down into separate year groups in order to maintain anonymity.

| Attainment | FSM  | All children                       |
|------------|--|------------------------------------|
| Maths      | 82% at expected or above.<br>27% at greater depth.         | 81% at<br><br>21% at greater depth |
| Writing    | 64% at expected or above.<br>27% at greater depth.         | 76% at<br><br>14% at greater depth |
| Reading    | 64% at expected or greater depth.<br>36% at greater depth. | 85% at<br><br>37% at greater depth |

NB: the number of children in receipt of Pupil Premium funding is so small, that these figures are not necessarily indicative of wider trends. The school is committed to closely monitoring the progress of all children on roll and providing support as needed.

What worked well 2015-16:

- Individual tracking for each Pupil in receipt of Pupil Premium which is added to termly.
- Pupil Premium Co-ordinator to share whole school view of progress with staff and governors termly.
- Dedicated governor has had close links with co-ordinator throughout the year.
- Teaching assistant time allocated to specific Pupil Premium children – both in class support and additional 1:1 or small group sessions. EG: Maths support in Y2 enabled child to reach expected levels.
- Time To Talk in R (enabled pupil to reach expected levels in Listening and Attention).
- Daily small group phonics sessions in Year 1 and 2 - supported child with re-take of phonics test (passed 37/40).
- Social groups with nurture focus lead by TA. Established programme run by the school which is highly valued by the pupils. Focus led and activities planned to create environment for reflection i.e. sewing, cooking, books, box about themselves etc.
- Pupil participation in marking and self –assessment. Important to have one to one and small group time to review learning and listening to pupils concerns and achievements.
- Clicker 7 purchased to support writing – particularly effective for less able learners.
- Funding of curricular enrichment activities such as Residentials and Music tuition give children opportunities to access a broad and balanced curriculum
- Creative play equipment purchased in infants to support children with emotional needs.
- Active Learn – phonics reading scheme accessed by parents at home; has encouraged focussed learning links with home.
- ELSA (Emotional and Social Support Assistant) KS2 – Teaching Assistant trained who provides weekly sessions to support children with specific emotional needs.

## **Proposed Pupil Premium Spending For 2016-17.**

### **A breakdown of children in receipt of Pupil Premium Funding at Belgrave Primary School:**

| Type of funding | Funds   |
|-----------------|---------|
| 2 post-LAC      | £3 800  |
| 7 Ever 6        | £9 240  |
| 2 service child | £600    |
| Total           | £13 640 |

NB: The amount of money the school will receive this academic year will not necessarily tally with this amount as funding is calculated on children on roll during the last academic year.

### **Barriers to educational achievement amongst Pupil Premium children:**

There can be a wide range of barriers preventing any child from making adequate progress and the picture can often be a complex one that needs careful picking apart before actions are taken. Belgrave Primary School is committed to identifying the barriers for any child in this school. Below are some of the barriers we have identified for the children in receipt of Pupil Premium funding:

- Social and emotional issues leading to inability to focus fully on studies and difficulty relating to peers and adults in school;
- Dyslexic tendencies with reading and writing – extra time needed to support child to make progress;
- Engagement with the writing process – children need to be engaged and enthused to write – theme weeks and bringing authors into school raises profile of writing within school;
- Child unwilling to engage with school activities at home – support needed to encourage child to do this and to show parents ways they can support at home;
- Struggling with acquisition of phonics knowledge – extra sessions needed to ensure they pass Y1 test. If they do not meet this milestone, then extra support remains in place to ensure that phonic skills are supported systematically in Y2.
- Application of skills and the persistence to take on challenges
- Gaps in Maths and English skills (Rising Stars and NFER tests and teacher assessment used to identify aspects that need to be a focus in “booster/misconception” sessions.
- English when it is an additional language;
- Lack of confidence can affect learning – extra-curricular activities used to build children’s confidence and ensure a broad and balanced curriculum.

**Below are some of the ways in which Pupil Premium (PP) funding will be used this academic year to enable children in receipt of PP funding to reach their full potential at Belgrave:**

- Y5 – Booster sessions run by class teacher – 1hr/week.
- Dedicated Teaching Assistant (TA) support – both in class support and extra sessions in afternoons and assembly times.
  - EG: KS2 child receiving TA support x1/week in daily maths lesson
  - 1:1 session with TA in assembly time every week focussing on reading and phonics.
- KS1: Time To Talk – sessions with TA focussing on speaking and listening skills and social interaction; x2/ week for 30 mins.
- KS2: Social Skills sessions with ELSA (Emotional Literacy Support Assistant) x1/ week, 30 minutes.
- We recognise that not all children in receipt of Pupil Premium funding are in need of focussed academic support. We therefore also use the money to provide curriculum enrichment opportunities, some of which will also benefit other children within school. These include:
  - Residential trips. For residential, parents are asked to pay the deposit to secure the place, then the balance will be paid by the school.
  - Music tuition cost in Upper KS2 to be paid for through PP funding.
  - School Health week/ Whole School writing project: money will be used to buy in resources and visitors.
  - Whole school theme week – focus on writing; use PP funding to buy in author/ resources etc...

**How we will monitor and review impact:**

- termly progress and review meetings with head and class teacher;
- termly meetings between Pupil Premium Coordinator and head;
- termly meetings between Pupil Premium Coordinator and governor;
- meetings with other school within EIP to share practice and reflect on impact
  - 27<sup>th</sup> October 2016
  - 25<sup>th</sup> May 2017