



Bewdley Primary School

2016 – 2017

Pupil Premium Report

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Pupil Premium Plan

What is the Pupil Premium?

Pupil Premium is the name given to additional funding allocated to schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is generally allocated to pupils who are known to be eligible for Free School Meals (FSM) now or within the last 6 years, to children in the looked-after care system and to the children of service families.

What is Pupil Premium Plus?

This is available to pupils from, reception age to Years 11 in state funded schools who are:

- in the local authority care in England,
- have been adopted from care in England and Wales.
- left care under Special Guardianship Order
- left care under a Child Care Arrangements Order

During 2014 - 2015 all state primary schools received £1,300 for each pupil eligible for FSM now or within the last 6 years, £1,900 for each looked after child and £300 for service children.

In 2015 - 2016 this has changed to £1,320 for each pupil eligible for FSM, now or within the last 6 years, £1,900 for each looked after child (Pupil Premium Plus) and £300 for service children.

How much is the Pupil Premium?

Bewdley Primary's Pupil Premium Grant for 2016-17 has been approximately **£95000**. We have 80 children on our Pupil Premium register which is 26% of the school population.

Schools are free to spend the Pupil Premium as they see fit in order to make most efficient use of the money, including for joint activities involving non-Pupil Premium pupils. However, schools will be held accountable for how they have used the additional funding to support pupils from low income families and are required to show that they are using the funding to "close the gap" between those eligible for Pupil Premium and their peers.

Pupil Premium Plan

This Plan outlines the strategies used in school to raise the attainment of FSM and LAC groups. It provides:

- a rationale for each strategy, mostly based on the Sutton Trust 'Teaching & Learning Toolkit', which looks at the research evidence for the effectiveness of a range of interventions
- an outline of the organisation of each intervention
- an estimate of cost of each intervention to aid planning and review.

At Bewdley Primary School we believe until a child's basic needs have been met and their self esteem and confidence have grown, they will not be able to access their full academic potential. Our passionate aim is to tackle this vulnerability and impact positively on each and every child that we teach. We want to enrich their lives fully, supporting not only their academic development but their social and personal development also. We aim to do this by offering a diverse range of opportunities to children in addition to a rich and creative curriculum. We use our Pupil Premium funding to contribute to our vision for Supporting The Whole Child; addressing Well-being, Academic Support and Engagement/Enrichment.

2016 - 2017 - How we spent the Pupil Premium Fund

Description	Amount	Impact	Continuing 2017 - 18
<p>Early Intervention and Nursery Provision Early years or early childhood interventions are approaches which aim to ensure that young children have educationally based pre-school or nursery experiences which prepare for school and academic success, usually through additional nursery or pre-school provision. Many of the researched programmes and approaches focus on disadvantaged children. Some also offer parental support.</p> <ul style="list-style-type: none"> • High quality provision is essential with well-qualified and well trained staff. • Such provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning. • Extended attendance (1 year+) and starting early (e.g. 3 years) is more likely to have an impact. • Disadvantaged children benefit from good quality programmes, especially where these include a mixture of children from different social backgrounds, and a strong educational component. 	<p>Additional free sessions are offered to eligible families on top of the 15 hours provided universally. The additional hours will be up to a further 15 hours. These additional hours can be further 3-hour nursery sessions or nursery wrap-around care before and after school times.</p> <p>The cost of each additional session is £10 and each hour of wrap-a-round care is £3.50 A family accessing all 15 hours additional early intervention will cost £2000 pa</p> <p>Additional EYPP income = £4400 Actual Spend on additional hours/free meals =£7807 Difference =£3407 Costs are approximately £3407 pa</p>	<p>Overall the evidence suggests that early years and pre-school intervention is beneficial with above average levels of impact (a typical impact of six additional months progress). There is some international evidence that these programmes need to be for whole day (rather than half-day – though the UK’s EPPE study did not find a difference here) and of longer duration (up to a year or more) rather than for shorter periods of time. In most studies, the impact tends to wear off over time, though impact tends to be more durable on attitudes to school than measures of attainment.</p>	<p>Continue where appropriate but EYPP means that less of the funding will need to be taken from the school PP funding</p>

<p>Initiate Achievement for All in Early Years</p>	<p>Achievement For All set up costs = £1500 + £400 release time for staff Early Years Support = £5307</p>		
<p>Focused Teaching Assistant (TA) support</p> <p>A teaching assistant (TA) is someone who supports a teacher in the classroom. Their duties tend to be working with small groups of children who need extra support in an area of the curriculum such as literacy or numeracy. They are also often responsible for hearing children read, and helping teachers' with organisation, resources and display tasks.</p> <p>Teaching assistants undoubtedly contribute to the effective management and organisation of a school. The likely best ways for them to be used in schools to support learning are:</p> <ul style="list-style-type: none"> • Identify activities where TAs can support learning, rather than simply manage tasks. • Provide support and training for TAs so that they understand how to be effective, e.g. by allowing time for teachers and teaching assistants to talk before and after lessons. • Ensure that teachers do not reduce their support or input to the pupils supported by TAs. • Evaluate the impact of different aspects of TAs' work. 	<p>TAs support in all classes for the morning session and in Reception classes for the whole school day. The total cost of TA support in 2016 -2017 was £291091</p> <p>TA support for PP Pupils based on 26% of TA costs = £64040 Resources for specific interventions = £2000 £66040</p>	<p>Most studies have consistently found pupils' perceptions and attitudes to learning are positively affected by the use of TA support. There are also positive effects in terms of teacher morale and reduced stress when working with a TA. Comparisons with qualified teachers suggest they are consistently less effective in terms of raising attainment (achieving about half the gains), however there is some evidence of greater impact when TAs are given a particular pedagogical role or responsibility for delivering specific interventions. Here the effect appears to be greater, particularly with training and support.</p>	<p>Continue to allocate TA hours to interventions and support for PP pupils as appropriate</p>

<ul style="list-style-type: none"> • Ensure that TAs are focused on learning as opposed to ensuring that pupils finish their work. <p>TAs support individual learning through working with groups as part of literacy and numeracy lessons, Morning Groups focusing on specific skills and FLI (Focused Learning Initiative) – working 1-to-1 with a child 3 to 5 times a week on specific targets, precision teach, specific intervention groups – maths/reading/writing</p>			
<p>Wider participation in school This is where an individual pupil is supported to participate fully in the broader spectrum of school activities including extra-curricular clubs (sports, music, art...), peripatetic tuition for music, residential opportunities (Manor Adventure in Y4 and Oaklands Adventure in Y6) and additional school activities (sports festivals, musical performances, small group tasks, school uniform contribution Wider participation in school does not have a high direct impact on academic attainment but does have a positive impact on attitude and attendance as a result of:</p> <ul style="list-style-type: none"> • Improved well-being, attitude to school and self-esteem would be significant positive effects of wider participation. • Increased confidence to engage in social situations would be a significant effect • An appreciation of wider opportunities for activities in sports, arts and outdoor adventure 	<p>PP funding provides free or subsidised peripatetic music tuition and residential courses. After School Activities (where a cost is applied). Average contribution £1.50 per child per session 190 sessions x £1.50 = £285 Music tuition costs on average £4.30 per lesson, £43 per term, For PP pupils to access music tuition would cost £430 Residential courses cost £140 for a 2 night stay at Manor Adventure and £320 for a 4 night stay at the Oaklands centre in Snowdonia. pupils Oaklands = £2773 (two third subsidy)</p>	<p>Evidence indicates engaging in sports is a means to increase educational engagement and attainment. Being involved in extra-curricular sporting activities may increase attendance and retention. Participation – both in terms of performance and creation – in artistic and creative activities, including dance, drama, music, painting, sculpture tends to have low impact on academic learning, though greater effects have been identified for learners of primary school age in terms of impact on cognitive tests. Wider benefits on attitudes and well-being have also consistently been reported.</p>	<p>Continue with wider participation support apart from reading books. This money is being used to supplement school books for Accelerated reader programme so that all PP pupils will have access to wider range within school. Additionally, pupils will be able to select books for purchase.</p>

	<p>10 pupils Manor = 10 x 100 = £1000 (two third subsidy) Additional visits and trips for 80 pupils = 80 x 20 = £1600 School uniform contribution 80 x £45 = £3600</p> <p>Supporting wider participation is £9688 pa</p>		
<p>Family Support The 'Thrive' Approach</p> <p>The Thrive Approach is an integrated approach drawing on the latest research; its strength is that it is systematic, dynamic and relevant; effectively responding to a child's emotional situation in a way that supports their emotional and social development. This is particularly important for our more vulnerable pupils, including LAC and those eligible for FSM.</p>	<p>Thrive Training 2 x members of staff: £400 5 days teacher cover: £1000 1 day per week HLTA Thrive sessions = £4374</p> <p>Thrive consultancy is £5774</p>	<p>Pupils engaging in more learning opportunities. Able to moderate emotions more effectively Fixed term exclusions for Thrive pupils decreased throughout the year Episodes of Positive handling decreased considerably throughout the year Parents/Carers of children involved talk positively about the emotional impact of pupils.</p>	<p>Continue to widen Thrive methods being used across the school through staff training Ensure that specific pupils continue to have Thrive sessions on a weekly basis</p>
<p>Specialist support/training for individual children who have SEND</p> <p>This includes 1:1 support and programmes such as Smart Moves, Jimbo Phonics</p>	<p>Additional TA support Time not provided by notional SEN or top up funding £1000</p> <p>Additional resources or delivery of programmes/Training £500</p>	<p>Pupils engaging in more learning opportunities. Able to moderate emotions more effectively Fixed term exclusions decreased throughout the year Episodes of Positive Handling decreased considerably throughout the year</p>	<p>Continue to develop bank of resources and expertise across school</p>

	Specialist Support total £ 1500		
Forest School Research now backs up what forest school practitioners have known all along – that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	Forest School sessions 26% of total Forest School Leader cost = £1013	Positive feedback and engagement from the pupils taking part. Broadening of experiences and supporting the wider curriculum. Improved attendance for some pupils	Continue to provide weekly sessions for pupils in Reception, key Stage 1 and LKS2 additional sessions as appropriate for pupils in Key Stage 2
Breakfast Children are provided with toast when they arrive at school which encourages children to get to school in time for the start of the school day, promotes a social environment and provides breakfast for children who have not eaten at home	£40 per week x 39 weeks £1560	Some positive feedback from pupils and a calm and purposeful start to the day Punctuality has not improved further and therefore we feel that the cost is not having the desired impact	NOT CONTINUING
Further support with wrap around care To enable parent/s to deal with other issues including training/employment/family demands and prevent stressful situations	5 x children x 5 sessions per week x 39 weeks x £9.50 = £9263	Parents have expressed gratitude for the support. It has enabled some to work which has in itself provided opportunities for their children outside of the school day. For some children it has enabled a consistent start and end to the day, improved punctuality Pupils have expressed pleasure in attending Wrap Around	Continue when appropriate
Transport support A taxi is provided for children whose parents cannot get the children to school on time	£575	Improved attendance for targeted families. Improved progress for these pupils. Gradually this has initiative has tailed off as parents/carers have taken responsibility to bring children in on time	Develop use of a walking bus so that we can target pupils whose attendance/punctuality is a cause for concern

Pupil Premium Report 2016 - 2017

This report compares the progress/attainment made at the end of each key stage by the children eligible for Pupil Premium additional funding (July 2016 data)

Pupil Premium 2016-2017	On entry to Year 2 2016	On exit from Year 2 2017	% Difference	On entry to KS2 2016	On exit from KS2 2017	% Difference
Reading	13 pupils (of which are 38% SEND)			12 pupils (of which are 42% SEND)		
% of these pupils not at age related expectations	73%	38%	35%	33%	33%	0%
% of these pupils achieving or exceeding age related expectations (% of all pupils)		62% (82%)	-20%		67% (67%)	0%
Writing	13 pupils (of which are 38% SEND)			12 pupils (of which are 42% SEND)		
% of these pupils not at age related expectations	91%	62%	29%	33%	33%	0%
% of these pupils achieving or exceeding age related expectations (% of all pupils)		38% (63%)	-25%		67% (79%)	12%
Maths	13 pupils (of which are 38% SEND)			12 pupils (of which are 42% SEND)		
% of these pupils not at age related expectations	64%	38%	26%	33%	25%	8%
% of these pupils achieving or exceeding age related expectations (% of all pupils)		62% (73%)	-11%		75% (72%)	3%



Positive impact



Neutral impact



Negative impact

How are we planning to use the Pupil Premium funds in 2017 – 18?

In addition to last year’s interventions and support, we are providing the following:

Reduce class sizes in a number of year groups
Develop Walking Bus to support attendance and punctuality
Continue with Achievement for All Project in Early Years
Reading resources / Books for Accelerated Reader Scheme

Reporting

The school is responsible for reporting how the Pupil Premium is spent each school year and how effective it has been. The reporting needs to be done via the school website for each academic year.

Effectiveness is based on progress compared with similar children nationally as reported in Raise On-line for KS1 & KS2 assessments annually in October and on the gap between these groups of children and the average for each cohort across the school.

How the school use PP and the effectiveness of the use will form part of the evaluation of how effective the school is in meeting the needs of its pupils and be reported by OFSTED in their inspection of the school.