

Pupil Premium Grant Expenditure

2019 – 2020 Review

OVERVIEW OF THE SCHOOL

| Number of Pupils and Pupil Premium Grant (PPG) Received 2019-2020 (April 2019 – March 2020) | | | |
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| Total number of Free School Meals pupils including Ever 6 | 58 | @ £1320.00 | £76,560.00 |
| Total number of Looked After Children, Children Adopted from Care, Post care or subject to Special Guardianship or child Arrangements Order | 3 | @ 2300.00 | £5,700.00 |
| Total Number of Service Children or Service Ever 6 | 4 | @ £300 | £12,00.00 |
| Total amount of PPG received | | | £84,460.00 |

Schools are funded April to April and funding is received based on pupil numbers on the January census 2019. Therefore this funding is allocated for the April 2019 to March 2020 period. Pupil numbers and eligibility fluctuate from year to year and term to term which makes it very difficult to allocate exact figures to individuals and groups. The above figures are for the 2019-20 financial year but the use of the funding covers the 2019-20 academic year.

Principles

Bedlington West End First School receives a Pupil Premium Grant (PPG) for each child who is currently entitled to receive Free School Meals or has been entitled over the last six years (known as Ever 6). We also receive a grant for any Looked After Children, children adopted from care, children post care or children subject to a Special Guardianship or child Arrangements Order. A smaller amount is allocated for children whose parents work in the Armed Forces or who have left the armed forces within the last 6 years (Ever 6). We are required to publish online information about how we have used this pupil premium.

- We ensure that teaching and learning opportunities meet the needs of all of our children.
- We ensure that appropriate provision is made for children who belong to disadvantaged groups, this includes ensuring that the academic and pastoral needs of socially disadvantaged pupils are adequately assessed and addressed. We do this by strategic overview and tracking undertaken by the Headteacher and Senior Leadership Team for both academic and pastoral care.

- In making provision for socially disadvantaged children we recognise that all pupils who are or have been eligible for the Pupil Premium Grant are not socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered to qualify for free school meals. We therefore reserve the right to support any child or group of children who the school has identified as being socially disadvantaged or vulnerable to academic failure alongside their disadvantaged peers.
- We ensure all work carried out through the Pupil Premium is aimed at accelerating progress and moving children forward to achieve at least age related expectations and to narrow the achievement and attainment gap (where it exists) between disadvantaged pupils and their non-disadvantaged peers.

Key Priorities

Our core aims are to:

- Improve and enhance the life chances of pupils eligible for pupil premium funding by delivering appropriately targeted support to ensure that they make good progress from their starting points and that they achieve in all areas to the best of their ability.
- Address inequalities in education for pupils from low-income families and those suffering disadvantage because of their current or previous life circumstances and, where necessary, narrow the attainment gap between these pupils and their non-disadvantaged peers.
- Address the health, well-being and social and emotional needs of those pupils eligible for the pupil premium funding for whom this support is appropriate.

Impact statement October 2020

As schools closed in March 2020 to all but key worker and vulnerable children and then were only open to certain year groups from 1st June, the pupil premium plan was unable to be carried out in the usual way.

Some of the pupils eligible for pupil premium support attended throughout the closure and partial opening period; some attended from 1st June onwards or for part of the summer term; some did not return until September 2020. Support was given on an individual basis to each pupil and pupil premium funding was used to ensure adequate staffing to give academic and social and emotional support, whether in school, via remote learning or via weekly contact from the Inclusion Mentor, Deputy Headteacher, SENCo or Parent Support Partner.

The loss of formal education during the closure period has had a significant impact on pupils' academic and social progress and the long term impact is yet to be fully understood. Our intended outcomes therefore cannot be accurately assessed. It is reasonable to assume that pupils who were on track to achieve the expected outcomes at the time of school closure in March would have done so, given the planned support from the pupil premium funding.

| Strategy | Planned Impact | Outcome |
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| <p>Group and Individual Support Programmes:</p> <p>We will use the Pupil Premium Grant to staff and deliver whole school, group and individual programmes to meet pupils' needs in each phase, including:</p> <ul style="list-style-type: none"> - Talkboost (early speech and communication) - Jolly Phonics - Letters and sounds - Read, Write inc (phonics) - Additional 1 to 1 reading - Literacy focus groups - Catch up Literacy - First Class @ Number - Teodorescu handwriting - Madeleine Portwood Motor Skills - Growth mindset programmes | <p>Disadvantaged pupils will make at least expected progress from their starting points in line with their peers and the attainment and achievement gap between disadvantaged pupils and their non-disadvantaged peers will narrow.</p> <p>In Nursery pupils from disadvantaged groups will acquire appropriate skills in the prime areas of learning to allow them to access the Reception curriculum and will go on to make at least expected progress from their starting points across the EYFS enabling the majority to achieve a 'good level of development' against the EYFS profile.</p> <p>We will support disadvantaged pupils to acquire the phonic skills and understanding to enable them to make good progress and achieve the 'required standard' in the Year 1 Phonic Screen. For those who do not, additional support will be provided to allow them to be successful when retaking the screen in Year 2.</p> <p>At the end of Key Stage 1 and Key Stage 2 the attainment gap between disadvantaged and non-disadvantaged pupils will begin to close.</p> | <p>The majority of disadvantaged pupils were on track to achieve at least expected progress from their starting points in March 2020.</p> <p>Additional 1 to 1 reading during partial closure had a significant impact on the progress of individual pupils.</p> <p>Nursery pupils attending during closure made good progress with the prime areas of learning ensuring they were school ready in September 2020. Pupils at home were well supported via remote learning and parental engagement was initially good.</p> <p>Although the majority of pupils, including those supported by the pupil premium, were on track to make at least expected progress from their starting points at the time of school closure in March, it is not possible to know what impact the additional support would have had in enabling those children to close the gap on their peers.</p> <p>Current assessments indicate that the majority of pupils have maintained their knowledge and understanding from the point of closure. A small cohort (those who attended during closure and some who had significant parental support for remote learning) have made some progress towards their targets, but they have not yet reached the expected standard for their age and stage of development. Those pupils performing below age expectations have not made enough progress during closure to narrow the gap on their peers.</p> |

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| <p>Poverty Proofing actions</p> <p>In line with the findings of our Poverty Proofing audit (February 2018) we will undertake a number of actions aimed at reducing the impact of the cost of the school day on all families and specifically those in challenging financial circumstances. Pupils premium funding will be used specifically in the following ways:</p> <p>Pupils will continue to be supported to participate in music tuition, including brass mini-band, guitar, violin, keyboard and recorder.</p> <p>Pupils will be supported to access various enrichment activities, such as trips and extra-curricular activities as appropriate and available, e.g. theatre visits</p> <p>Disadvantaged pupils in Year 4 will be supported to attend the Residential visit to Robinwood.</p> <p>We will subsidise some trips and visits to keep the costs manageable for all families, e.g. paying for workshops at Woodhorn colliery and Beamish museums, capping the cost of all trips and visits except the Year 4 residential to £10.</p> | <p>Pupils will not experience any inequality of provision because of their economic standing. Pupil premium pupils will have access to the same provision of enrichment activities as their peers and will share the same educational, social and emotional benefits. The cost of the activities of the school day will not be a reason for any child to feel disadvantaged or to not attend.</p> | <p>Pupils eligible for free school meals were provided with hampers and free school meal vouchers during closure.</p> <p>Prior to closure 9 disadvantaged pupils were supported to participate in music tuition during the Autumn term and 10 pupils during the Spring term.</p> <p>Disadvantaged pupils in all year groups were supported to access trips and visits.</p> <p>Visits to Woodhorn Colliery Museum, Cragside House and the Lifeboat Station were subsidised to ensure no visit cost more than £10.</p> |
| <p>Nurture breakfast club</p> <p>Disadvantaged pupils will be provided with a healthy and nourishing breakfast in a social environment with the Inclusion Mentor and HLTA</p> | <p>Pupils will have a positive start to the school day and will be ready for learning</p> <p>Children will develop positive relationships with support from the Inclusion Mentor and HLTA</p> <p>Attendance and punctuality for targeted pupils will improve. Disadvantaged pupils will start the school day with a nutritious breakfast.</p> | <p>Prior to closure 11 disadvantaged pupils attended nurture breakfast club, ensuring they had a healthy breakfast and were ready for the school day. Pupils were also supported at this time to develop their social and emotional skills and understanding.</p> |

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| <p>Targeted group work with Inclusion Mentor</p> <p>Groups of pupils with social, emotional and behavioural needs will be supported to manage their own feelings and behaviours, to co-operate and collaborate with others, to solve problems and find solutions to conflicts and to develop their communication skills through targeted group activities throughout the school year. These may include:</p> <p>Friendship groups Craft activities Gardening Cooking Trips and visits Links with residential homes for the elderly</p> | <p>Targeted pupils will develop strategies to manage their own feelings and behaviour and to communicate effectively and find solutions to conflicts. They will learn to empathise with and value the needs and views of others. Pupils will be able to manage their feelings and relationships with peers more effectively.</p> | <p>Prior to lockdown 27 disadvantaged pupils accessed group support from the Inclusion Mentor.</p> <p>During lockdown the Inclusion Mentor kept in regular contact with families requiring support emotionally and socially, signposting them to other services when required, including the parent support partner, food banks and health services.</p> <p>The majority of impacted pupils returned to school in good mental health and physically well.</p> |
| <p>1 to 1 support from the Inclusion Mentor</p> <p>Individual pupils will access 1 to 1 support for emotional and social needs on a regular basis, dependent on need. This may take place in a dedicated nurture area, in the classroom or in the playground.</p> | <p>Pupils will develop self-esteem, confidence and emotional literacy. They will have coping strategies for dealing with challenging issues in the classroom and the playground, leading to fewer incidences of inappropriate behaviour.</p> | <p>Prior to lockdown 13 disadvantaged pupils accessed individual support from the Inclusion Mentor.</p> <p>During lockdown the Inclusion Mentor kept in regular contact with families requiring support emotionally and socially, signposting them to other services when required.</p> <p>She provided one to one support to a small number of pupils who were attending school as required.</p> <p>The majority of impacted pupils returned to school in good mental health and physically well.</p> |
| <p>Parent Support Partner</p> <p>The school will continue to contract an independent Parent Support Partner to work with children and families for half a day each week. Her role encompasses individual casework with families, group work with parents and pupils and engagement of parents in school life through provision of half termly parent and child workshops.</p> | <p>Parental engagement with school and pupil learning will increase and relationships will continue to be strong and have a positive impact on outcomes for pupils.</p> <p>Individual families will be supported to ensure pupils are able to successfully and happily access education and other provisions.</p> <p>Pupils will make good or better progress from their starting points.</p> <p>Attendance and punctuality for targeted pupils will improve.</p> | <p>Prior to closure 11 families accessed support from the parent support partner.</p> <p>During closure the parent support partner continued to support these families with regular phone contact, home visits and support to access other services, including food banks.</p> <p>The majority of impacted pupils returned to school in good mental health and physically well.</p> |

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| <p>Parental engagement</p> <p>Strategies to support and engage parents of disadvantaged pupils (if required) will be developed. These may include:</p> <ul style="list-style-type: none"> • Parent and child learning • Cook with your kid • Adult learning opportunities • Social media platforms | <p>Those disadvantaged pupils for whom this support is required will feel supported in their learning at home and school.</p> <p>'Hard to reach' parents will feel more comfortable supporting their child and engaging with the school.</p> | <p>Prior to closure parents were encouraged to engage with their child's education through school visits and parent and child activities.</p> <p>During closure parents were encouraged to engage in their child's learning through remote learning packs, contact with teachers via email and text messages and Facebook.</p> <p>Parental feedback suggested that for some parents lockdown enabled them to engage more proactively in their child's learning and to spend more quality time with their children, engaging in physical activities, games, cooking and other family activities suggested by school.</p> |
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