

## **Pupil Premium Grant Expenditure**

### **2021 – 2022 Review**

#### **OVERVIEW OF THE SCHOOL**

<b>Number of Pupils and Pupil Premium Grant (PPG) Received 2019-2020 (April 2019 – March 2020)</b>			
Total number of Free School Meals pupils including Ever 6	55	@ £1,345.00	£73,975.00
Total number of Looked After Children, Children Adopted from Care, Post care or subject to Special Guardianship or child Arrangements Order	3.24	@ £2,345.00	£7,600.00
Total Number of Service Children or Service Ever 6	2	@ £310	£620.00
<b>Total amount of PPG received</b>			<b>£82,195.00</b>

Schools are funded April to April and funding is received based on pupil numbers on the January census 2021. Therefore this funding is allocated for the April 2021 to March 2022 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 2020-2021 financial year but the use of the funding covers the 2021-22 academic year.

Much of this year's plan remains the same as the previous year, which was curtailed by the pandemic. Where funding is allocated to support disadvantaged pupils to narrow the attainment gap on their peers and to make accelerated progress to achieve the best possible outcomes this takes into account the pupils' starting points on returning to full time education, but it must also be understood that there may be further significant disruption due to the ongoing pandemic.

Support for pupils' mental health and wellbeing is also likely to be impacted by their individual experiences, both during lockdown and as the pandemic continues. This means that this area of the plan will need to be very flexible to ensure appropriate support is available as it is needed.

#### **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.

Strategy	Planned Impact	Outcome
<b>Group and Individual Support Programmes:</b> 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:	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	The majority of disadvantaged pupils were on track to achieve at least expected progress from their starting points in March 2020.

<ul style="list-style-type: none"> <li>- Talkboost (early speech and communication)</li> <li>- Jolly Phonics</li> <li>- Letters and sounds</li> <li>- Read, Write inc (phonics)</li> <li>- Additional 1 to 1 reading</li> <li>- Literacy focus groups</li> <li>- Catch up Literacy</li> <li>- First Class @ Number</li> <li>- Teodorescu handwriting</li> <li>- Madeleine Portwood Motor Skills</li> <li>- Growth mindset programmes</li> </ul>	<p>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.</p> <p>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>Additional 1 to 1 reading during had a significant impact on the progress of individual pupils.</p> <p>Last academic year's assessments indicate that the majority of pupils have maintained their knowledge and understanding from the point of closure. Those pupils performing below age expectations have not made enough progress to narrow the gap on their peers.</p> <p>More work needs to be completed on this.</p>
<p><b>Poverty Proofing actions</b></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.</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 Robinwood and Edinburgh were subsidised to ensure children could go and enjoy the experience.</p>

<p><b>Nurture breakfast club</b></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>Pupils attended the breakfast club regularly ensuring they were ready for the day.</p>
<p><b>Targeted group work with Inclusion Mentor</b></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> <ul style="list-style-type: none"> <li>Friendship groups</li> <li>Craft activities</li> <li>Gardening</li> <li>Cooking</li> <li>Trips and visits</li> <li>Links with residential homes for the elderly</li> </ul>	<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>Several pupil premium children had regular sessions with the Inclusion Mentor. This was hugely beneficial for their mental health.</p>
<p><b>1 to 1 support from the Inclusion Mentor</b></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>The inclusion mentor provided one to one support to a small number of pupils.</p> <p>The majority of pupils go through their day at school in good mental health and physically well.</p>

<p><b>Parent Support Partner</b></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>Parent support partner worked closely with lots of families over the year and provided good support for them.</p>
<p><b>Parental engagement</b></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"> <li>• Social media platforms</li> <li>• Tapestry for Nursery and Reception</li> <li>• Class Dojo for KS1 &amp; KS2</li> </ul>	<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>Parents felt somewhat informed about school and their child.</p>