



## **Review of Pupil Premium Grant Expenditure 2016-17**

### **OVERVIEW OF THE SCHOOL**

<b>Number of Pupils and Pupil Premium Grant (PPG) Received 2016-2017</b>			
Total number of pupils on roll	251		
Total number of Free School Meals pupils eligible for Pupil Premium including Ever 6	56	@ £1320.00	£73,920.00
Total number of Looked After Children, Children Adopted from Care or subject to Special Guardianship eligible for Pupil Premium	2	@ 1900.00	£3800.00
Total Number of Service Children eligible for Pupil Premium	3	@ £300	£900.00
<b>Total amount of PPG received</b>			<b>£78,620.00</b>

### **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 or children subject to a Special Guardianship Order. A smaller amount is allocated for children whose parents work in the Armed Forces. We are now 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 allocate pupil premium funding to support any child or group of children which the school has identified as being socially disadvantaged or vulnerable to academic failure.
- We ensure that teaching and learning opportunities meet the needs of all of our children.

- 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:

- Raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with non-pupil premium peers.
- Address inequalities in education for pupils from low-income families and narrow the attainment gap and progress between these pupils and their non-disadvantaged peers.
- Address the social and emotional needs of those pupils eligible for the pupil premium funding for whom this support is appropriate.

## Curriculum Focus of PPG Spending 2016-2017

Strategy	Impact
<p><b>Group and Individual Support Programmes:</b></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"> <li>- Talkboost (early speech and communication)</li> <li>- Jolly Phonics</li> <li>- Letters and sounds</li> <li>- Read, Write inc (phonics)</li> <li>- Toe by Toe (phonics)</li> <li>- Additional reading</li> <li>- Literacy focus groups</li> <li>- Catch up Literacy</li> <li>- First Class @ Number</li> <li>- Talk for number</li> <li>- Talk for Writing</li> <li>- Write away together</li> <li>- Teodorescu handwriting</li> <li>- Madeleine Portwood Motor Skills</li> <li>- Growth mindset programmes</li> </ul>	<p><b>Group and Individual Support Programmes:</b></p> <p>In Early Years Foundation Stage pupils from disadvantaged groups made progress in line with and sometimes better than their peers in personal, social and emotional development, understanding the world and expressive arts and media. Despite the fact that only 55% achieved a good level of development at the end of EYFS, the vast majority of disadvantaged pupils (between 66% and 100%) made good progress from their starting points across the EYFS curriculum.</p> <p>87.5% of disadvantaged pupils achieved the expected standard in the phonic screen in Year 1, more than nationally and in school in 2016. Of those pupils retaking the screen in Year 2 55% achieve the standard. This lower figure is a result of the majority of pupils having achieved the standard the previous year and therefore those who did not achieve it were considerably behind their peers. The vast majority of these pupils made good progress with phonics throughout the year despite not achieving the standard. One child was disapplied.</p> <p>End of KS1 attainment for disadvantaged pupils:  Reading 69% expected+, 25% greater depth  Writing 56% expected+, 6% greater depth  Maths 75% expected+, 6% greater depth</p> <p>At 'expected+' disadvantaged pupils out performed national disadvantaged figures for 2016 and percentages were better than overall national figures in maths. There was still an attainment gap between disadvantaged and non-disadvantaged pupils in school, although all disadvantaged pupils made at least expected progress from their starting points.</p> <p>Pupils accessing interventions, particularly First class at number and Catch up literacy in KS2, made accelerated</p>

	<p>progress in maths and reading from their starting points, narrowing the gap on their peers. The number of disadvantaged pupils accessing interventions are as follows:</p> <p><b>EYFS</b>  Talk boost – 2  IT kit individual programmes – 1  Number work – 1  Motor control – 2  Personal, social and emotional – 1  Early literacy – 3</p> <p><b>Key Stage 1</b>  Literacy support – 16  Phonics – 9  Handwriting – 3  Maths – 11  Additional 1 to 1 reading – 7</p> <p><b>Key Stage 2</b>  Literacy support – 12  Handwriting – 8  Phonics and spelling – 4  Read, Write Inc – 3  Additional 1 to 1 reading - 16  First Class @ Number – 3  Catch up Literacy – 4  Write away together - 2</p>
<p><b>Access to Enrichment Activities</b></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>7 disadvantaged pupils participated in extra curricular music tuition.</p> <p>All pupils attended at least one theatre trip and two or more other educational visits which supported their learning in the curriculum. Disadvantaged pupils were supported by funding from the PPG as required and therefore had access to experiences which they may not encounter in their daily lives.</p> <p>Pupils in Key Stages 1 and 2 took part in E-safety drama workshops, supporting them to develop safe online practices.</p> <p>17 disadvantaged pupils attended the Year 4 residential which developed self-esteem and confidence, independence, team work, resilience and determination.</p>
<p><b>Key Stage 1 Nurture Groups</b></p> <p>The groups provide real life learning experiences including access to out of school trips and visits. All activities support classroom learning in Literacy and Numeracy alongside social, emotional and behavioural skills.</p> <p><b>Key Stage 2 Nurture Programme</b></p> <p>This group focuses on developing social and behavioural skills and emotional literacy for pupils in Years 3 and 4. Activities will include circle time, gardening projects, cookery and visits as appropriate etc.</p>	<p>4 disadvantaged pupils attended the KS1 nurture group and 4 disadvantaged pupils attended the KS2 nurture group. Pupil and parent feedback states that the children found the nurture group enjoyable and exciting, for some it was their favourite part of the week. Pupils developed coping strategies for their social and emotional needs and increased their self-esteem and self-confidence, enabling them to manage their feelings and behaviours in the classroom and around the school. The vast majority of disadvantaged pupils made good progress academically as a result of this programme, alongside other support provided.</p>
<p><b>Year 3 craft and friendship group</b></p> <p>This group supports pupils with social</p>	<p>Pupils involved in this group developed coping strategies for managing friendships and for understanding the feelings of</p>

and emotional needs to develop robust relationships and understand the feelings of others. It supports pupils in emotionally challenging circumstances to share their feelings and discuss them in a nurturing environment.	others. Fewer friendship issues arose between the targeted pupils as a result.
<b>1 to 1 support from Inclusion Mentor</b> Individual pupils will access 1 to 1 support for emotional and social needs from the Inclusion Mentor.	6 disadvantaged pupils accessed 1 to 1 support from the Inclusion Mentor during the academic year. Pupils accessing 1 to 1 support from the Inclusion Mentor were provided with support to manage their feelings, develop self-confidence and self-esteem and a safe place to talk about their worries and concerns. The pupils responded very positively to this support and were comfortable sharing their feelings in a safe environment. The main benefit to the children was that they felt valued and listened to and many of them still regularly access this support both formally and informally. For some it is a highlight of their week and they regularly ask when they will be able to talk to Mrs. McFall.
<b>Use of multi-sensory room</b> Small groups of pupils with specific behavioural needs or conditions will attend Cleaswell Hill Special School to access the multi-sensory room. Funding will cover staffing and transport.	6 disadvantaged pupils accessed this provision in 2016-17. Those who did benefitted in a range of ways; some enjoyed the calming atmosphere and felt relaxed and secure; others felt stimulated and energised. Access to this provision has allowed some of the pupils with challenging behaviours to be appropriately supported, enabling them to better manage their feelings and behaviours in school.
<b>Parent Support Partner</b> 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.	9 disadvantaged pupils and their families have received support via the parent support partner. She has supported families through individual work with parents and carers, including support to manage behaviours and routines, financial advice and support to access services and formal support through the EHA process. Her work has supported some families to manage more independently and EHAs have been closed as a result.  Her child and family workshops are always oversubscribed and disadvantaged families are well represented in those who attend. This increase parental engagement in the life of the school and pupils' learning.
<b>Parental engagement</b> Strategies to support and engage parents of disadvantaged pupils (if required) will be developed. These may include: <ul style="list-style-type: none"> <li>• Parent and child learning</li> <li>• Cook with your kid</li> <li>• Adult learning opportunities</li> <li>• Family football with Newcastle United Football Club</li> </ul>	This area of the plan has not been implemented in this form as yet and remains a target for the next funding round. Parental engagement has been developed however through the provision and further opportunities for parents to visit school and participate in their child's learning. Activities include: Parent workshops in handwriting, maths and phonics Parent stay and do sessions in EYFS Parents spending a morning in their child's classroom in EYFS Parents visiting lessons in KS1 and 2 We have also implemented a policy of contacting all parents who do not make appointments for parent consultations directly to try and encourage them to attend.
<b>Attendance and punctuality</b> Strategies to improve attendance and punctuality for a small group of targeted pupils will be developed and implemented. These may include:	A whole school and personalised attendance and punctuality reward scheme has been implemented to which pupils and the majority of parents have responded well. Pupils enjoy being rewarded with stickers, pencils and the class cup for punctuality and attendance and these achievements are acknowledged in assemblies and on the

<ul style="list-style-type: none"> <li>• Breakfast club</li> <li>• Whole school and personalised reward systems</li> <li>• Attendance club</li> </ul>	<p>hall wall. Parents report that their children talk about these rewards at home and are anxious to achieve them, leading to parental engagement. A small cohort of pupils still have low attendance and/or poor punctuality and school will be taking further actions to improve this situation.</p>
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