



Pupil Premium Grant Expenditure

2018-19

OVERVIEW OF THE SCHOOL

Number of Pupils and Pupil Premium Grant (PPG) Received 2018-2019 (April 2018 – March 2019)			
Total number of Free School Meals pupils including Ever 6	49	@ £1320.00	£64,680
Total number of Looked After Children, Children Adopted from Care, Post care or subject to Special Guardianship or child Arrangements Order	3	@ 2300.00	£6900
Total Number of Service Children or Service Ever 6	2	@ £300	£600.00
Total amount of PPG received			£72,180

Schools are funded April to April and funding is received based on pupil numbers on the January census 2018. Therefore this funding is allocated for the April 2018 to March 2019 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 2018-19 financial year but the use of the funding covers the 2018-19 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.

Curriculum Focus of PPG Spending 2018-2019 Academic Year

Strategy	Impact															
<p>Group and Individual Support Programmes: 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- Talk for Writing- Write away together- Teodorescu handwriting- Madeleine Portwood Motor Skills- Growth mindset programmes	<p>EYFS</p> <ul style="list-style-type: none">• The percentage of pupils achieving a good level of development at the end of Reception was 76.1%, 4.1% higher than nationally in 2018 and 6.6% higher than the 2018 school cohort.• 60% of disadvantaged children achieved a good level of development (cohort of 5), 3% higher than nationally in 2018 and 7% higher than the school cohort in 2018. <p>Year 1</p> <p>Reading</p> <table><tr><th></th><th>% Y1 secure</th><th>% Y1 greater depth</th><th>% Expected progress+</th><th>% Better than expected progress</th></tr><tr><td>Cohort (59)</td><td>68</td><td>46</td><td>92</td><td>37</td></tr><tr><td>Disadvantaged pupils (10)</td><td>30</td><td>20</td><td>100</td><td>20</td></tr></table>		% Y1 secure	% Y1 greater depth	% Expected progress+	% Better than expected progress	Cohort (59)	68	46	92	37	Disadvantaged pupils (10)	30	20	100	20
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Writing

	% Y1 secure	% Y1 greater depth	% Expected progress+	% Better than expected progress
Cohort (59)	58	24	90	29
Disadvantaged pupils (10)	30	20	100	40

Maths

	% Y1 secure	% Y1 greater depth	% Expected progress+	% Better than expected progress
Cohort (59)	66	14	92	20
Disadvantaged pupils (10)	40	0	90	40

Year 2**Reading**

	% Y2 secure	% Y2 greater depth	% Expected progress+	% Better than expected progress
Cohort (58)	79.3	41	95	31
Disadvantaged pupils(10)	77	31	100	40

Writing

	% Y2 secure	% Y2 greater depth	% Expected progress+	% Better than expected progress
Cohort (58)	75.9	21	99	38
Disadvantaged pupils (10)	69	8	100	50

Maths

	% Y2 secure	% Y2 greater depth	% Expected progress+	% Better than expected progress
Cohort (58)	86.2	16	100	33
Disadvantaged pupils (10)	77	8	100	80

Year 3

KS1 results in brackets. Data is not 100% cohort matched.

Reading

	% Y3 secure	% Y3 greater depth	% Expected progress+	% Better than expected progress
Cohort (31)	90 (90.3)	55(54.8)	94	19
Disadvantaged pupils (8)	88(83)	50(33)	100	25

Writing

	% Y3 secure	% Y3 greater depth	% Expected progress+	% Better than expected progress
Cohort (31)	68 (74.2)	29 (22.6)	81	10
Disadvantaged pupils (8)	63(67)	38(33)	75	13

Maths

	% Y3 secure	% Y3 greater depth	% Expected progress+	% Better than expected progress
Cohort (31)	84 (77.4)	32(29)	90	16
Disadvantaged pupils (8)	75(67)	38(33)	75	0

Year 4

KS1 results in brackets. Data is not 100% cohort matched.

Reading

	% Y4 secure	% Y4 greater depth	% Expected progress+	% Better than expected progress
Cohort (60)	92 (89)	63(53)	92	8
Disadvantaged pupils (16)	75(69)	38(25)	75	13

Writing

	% Y4 secure	% Y4 greater depth	% Expected progress+	% Better than expected progress
Cohort (60)	75(80)	20(17)	88	5
Disadvantaged pupils (16)	56(56)	6(6)	75	6

Maths

	% Y4 secure	% Y4 greater depth	% Expected progress+	% Better than expected progress
Cohort (60)	97(92)	30(19)	97	13
Disadvantaged pupils (16)	63(56)	19(6)	88	6

Poverty Proofing actions

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:

Pupils will continue to be supported to participate in music tuition, including brass mini-band, guitar, violin, keyboard and recorder.

Pupils will be supported to access various enrichment activities, such as trips and extra-curricular activities as appropriate and available, e.g. theatre visits

Disadvantaged pupils in Year 4 will be supported to attend the Residential visit to Robinwood.

Parents of disadvantaged pupils will be invited to discuss how they would like a proportion of their child's funding to be used to support their learning in school, e.g. to fund trips, costumes for theme days, access to materials to work at home etc

Disadvantaged pupils accessing free music tuition in 2018-19 were as follows:

Autumn Term = 4

Spring Term = 5

Summer Term = 5

The annual theatre visit was completely subsidised through donations from the PTFA and West Bedlington Town council. Other trips and visits were subsidised, e.g. workshops at Woodhorn Colliery, Beamish Museum Alnwick Castle were paid for by Pupil premium. Some trips, e.g. to the Synagogue, were wholly supported through the school and Pupil Premium budget, ensuring all pupils were able to access this learning without feeling disadvantaged.

Every pupil in Year 4, bar 1, attended the residential. The child who did not attend did so through choice and not because of financial reasons.

We were unable to follow through with this action because of time constraints, however, families were supported with costume loans and subsidised trips. We also provided all children with pencils in their homework folders. Reception and nursery children were provided with an early learning pack in the summer before starting, this included scissors, crayons, glue and counters.

<p>Key Stage 1 Nurture Groups</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>Key Stage 2 Nurture Programme</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>Both disadvantaged and non-disadvantaged children benefitted from these groups. Children were supported to develop their social and emotional skills so that they could access learning within the classroom and manage their emotions at playtimes. Children supported included those at risk of exclusion and in need of emotional support. Feedback from parents and children demonstrates that this groups has successfully supported the children's well-being. Feedback from teaching and support staff states that the value of this work is in the impact it has on relationships within the class and the dedicated time for those children with emotional needs to be supported allows them to be ready for learning in the classroom more effectively. There were no internal, fixed term or permanent exclusions in 2018-19.</p>
<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> <ul style="list-style-type: none"> Friendship groups Craft activities Gardening Cooking Trips and visits Links with residential homes for the elderly 	<p>Targeted pupils have stated that this support has helped them to understand and manage their feelings and friendships more effectively. The Ofsted Inspection in February 2019 identified that</p> <p>‘Pupils report that they feel safe all of the time. They have full trust in their teachers and teaching assistants who look after them.’</p> <p>Feedback from the pupil survey in March 2019 identified that they knew they could approach the Inclusion Mentor or other members of staff to resolve issues or to talk about a problem. Feedback from teaching and support staff states that the value of this work is in the impact it has on relationships within the class and the dedicated time for those children with emotional needs to be supported allows them to be ready for learning in the classroom more effectively. There were no internal, fixed term or permanent exclusions in 2018-19.</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>Individual pupils received 1 to 1 support for a range of emotional, social and behavioural needs from a number of causes. Children were supported to manage their own feelings and to understand the feelings of others. Those pupils involved were able to access learning effectively and the vast majority made at least expected progress in the core subjects despite some difficult personal circumstances.</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>Our independent parent support partner supported 5 families throughout the year. Some families required input in the home around managing finances and accessing services. Some required support with parenting and managing challenging behaviours. Some required support to manage difficult personal circumstances. Parents reported that the support from the parent support partner was valuable and helped them to manage these circumstances more effectively. The majority of children from these families had good attendance and punctuality and made good progress academically.</p>
<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 • Family football with Newcastle United Football Club 	<p>Parents were invited to attend lessons alongside their child and to participate in cook with your kid after school sessions. Both activities proved very popular and were well attended. Workshops offered by our parent support partner included a K'nex challenge and Early Years art and craft sessions, all of which were over-subscribed. Parents particularly enjoyed the House Christmas craft activity which was well supported. Hard to reach parents were targeted for these events and many participated in some or all of them, although some parents still remain hard to reach.</p>
<p>Attendance and punctuality</p> <p>To improve attendance and punctuality for a small group of targeted pupils a free breakfast club will be provided. This will include opportunities for social and emotional support from the Inclusion Mentor and a chance to complete homework.</p>	<p>Unfortunately we were unable to provide a breakfast club because of staffing issues. This remains a target for 2019-20.</p>

