|  |  |
| --- | --- |
| **Bedlington West End First School**  Ridge Terrace, Bedlington, Northumberland, NE22 6EB  Tel: 01670 822328  **Review of Pupil Premium Grant Expenditure**  **Academic Year 2017-18** |  |

**OVERVIEW OF THE SCHOOL**

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of Pupils and Pupil Premium Grant (PPG) Received April 2017- March 2018** | | | |
| Total number of pupils on roll | 250 |  |  |
| Total number of Free School Meals pupils eligible for Pupil Premium including Ever 6 | 58 | @ £1320.00 | £76,560 |
| Total number of Looked After Children, Children Adopted from Care or subject to Special Guardianship eligible for Pupil Premium | 3 | @ 1900.00 | £5700 |
| Total Number of Service Children eligible for Pupil Premium | 3 | @ £300 | £900.00 |
| **Total amount of PPG received** |  |  | **£83,160** |

Schools are funded April to April and funding is received based on pupil numbers on the January census 2017. Therefore this funding is allocated for the April 2017 to March 2018 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 2017-18 financial year but the use of the funding covers the 2017-18 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 or children subject to a Special Guardianship 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:   * 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 2017-2018** | |
| **Strategy** | **Impact** |
| **Smaller teaching groups for Literacy and Numeracy in Years 2, 3 and 4 for 1 half term**  We will employ a qualified teacher to teach smaller groups of targeted pupils in Years 2, 3 and 4 in both literacy and maths for half a term at the beginning of the school year. Groups will include higher and middles achievers as well as less able disadvantaged pupils.  **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:  - 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 | The cumulative result of good teaching and additional support through in class and targeted programmes for groups and individuals had a significant impact for disadvantaged pupils across the school.  As a result of these strategies the vast majority of disadvantaged pupils made good progress from their starting points. See below:  Progress from end of EYFS to end of KS1 in Reading, Writing and Maths:  Reading - Expected at end of EYFS to Expected plus at end of KS1 – 100%  Writing - Expected at end of EYFS to Expected plus at end of KS1 – 75%  Maths - Expected at end of EYFS to Expected plus at end of KS1 – 100%  All disadvantaged pupils who were exceeding at the end of EYFS achieved greater depth in reading, writing and maths at the end of KS1.  End of KS1 attainment for disadvantaged pupils: Reading 86% expected+, 43% greater depth  Writing 57% expected+, 29% greater depth  Maths 71% expected+, 29% greater depth  In reading disadvantaged pupils out performed national figures for all pupils in 2017. In writing and maths disadvantaged pupils achieved below national disadvantaged pupils in 2017 at expected+ but above all pupils at greater depth. Disadvantaged pupils achieved broadly in line with their school peers in maths and reading. There was a significant attainment gap between disadvantaged and non-disadvantaged pupils in writing, although all disadvantaged pupils made at least expected progress from their starting points. This area will be a focus for 2018-19.  Disadvantaged pupils in Year 3 maintained their good progress and attainment rates from the end of KS1, with significant numbers achieving greater depth at the end of the year in reading (36%) and maths (22%). The vast majority made good or better than expected progress from their starting points.  The vast majority of disadvantaged pupils made good progress from their starting points in reading, writing and maths. Reading was particularly successful with all disadvantaged pupils achieving as the data below demonstrates:  Overall 71% achieved the Y4 expected standard+ (50% Y2+ in KS1) and 46% achieved greater depth (17% greater depth in KS1).  Progress in reading for disadvantaged pupils from the end of KS2 to end of Year 4 based on a 100% cohort match:  Below expected at end of KS1 to expected+ at end of Year 4 – 100%  Expected standard at end of KS1 to Greater depth at end of Year 4 – 100%  Greater depth at end of KS1 to Greater depth at end of Year 4 – 100%  In writing pupils maintained their expected progress at expected+ from the end of KS1 with 17% making better than expected progress to achieve greater depth at the end of Year 4.  Pupils achieved less well in maths with a small drop in numbers of disadvantaged pupils maintaining their progress from the end of KS1 to the end of Year 4. This was partly due to cohort and partly to staffing issues due to maternity leave and long term illness. This will be an area for action in 2018-19.  In Early Years Foundation Stage 60% of pupils from disadvantaged groups achieved a good level of development at the end of EYFS (4% more than nationally in 2017). In Reception disadvantaged children made particularly good progress in physical development, PSE, literacy and expressive arts and design, ensuring that they are well prepared for their next stage of learning. Overall disadvantaged pupils made good progress across the curriculum (between 70% and 100% expected+ progress) except in listening and attention (60%), writing (60%) and Peope and communities (60%). These will be group and individual focus areas in Year 1.  63.6% of disadvantaged pupils achieved the expected standard in the phonic screen in Year 1. Only 2 disadvantaged pupils were required to retake the phonic screen in Year 2 and although neither achieved the standard school tracking shows that they made good progress with phonics overall. 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.  Disadvantaged pupils in Year 1 made good progress from their starting points in all core subjects with some making better than expected progress:  Reading – Better than expected progress – 18.2%  Writing - Better than expected progress – 27.3%  Maths - Better than expected progress – 18.1% |
| **Access to Enrichment Activities**  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 Ford Castle. | 7 disadvantaged pupils participated in extra-curricular music tuition.    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.  Pupils in Key Stages 1 and 2 took part in E-safety drama workshops, supporting them to develop safe online practices.  17 disadvantaged pupils attended the Year 4 residential which developed self-esteem and confidence, independence, team work, resilience and determination. |
| **Key Stage 1 Nurture Groups**  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.  **Key Stage 2 Nurture Programme**  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. | 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. |
| **Targeted group work with Inclusion Mentor**  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:  Friendship groups  Craft activities  Gardening  Cooking  Trips and visits  Links with residential homes for the elderly | Pupils accessed a number of groups as follows:  Friendship/Circle of friends –  Lego therapy – |
| **1 to 1 support from the Inclusion Mentor**  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. | 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. |
| **Use of multi-sensory room**  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 2017-18. 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. |
| **Parent Support Partner**  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 increases parental engagement in the life of the school and pupils’ learning. |
| **Parental engagement**  Strategies to support and engage parents of disadvantaged pupils (if required) will be developed. These may include:   * Parent and child learning * Cook with your kid * Adult learning opportunities * Family football with Newcastle United Football Club | Parental engagement has been developed through the provision of further opportunities for parents to visit school and participate in their child’s learning. Activities include: 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 in literacy, maths and PSHE; sharing learning events; child and parent craft workshops. All of these sessions were well attended with parents of disadvantaged children well represented, although the percentage of these parents attending was lower than that of non-disadvantaged children.  We have continued our policy of contacting all parents who do not make appointments for parent consultations directly to encourage them to attend. % of parents of disadvantaged children attended at least one of our parent consultations in the 2017-18 academic year.  As a result of findings from a Poverty Proofing audit led by children North East we are developing further strategies to improve parental engagement and therefore this area of the plan remains a target for the next funding round. |
| **Attendance and punctuality**  Strategies to improve attendance and punctuality for a small group of targeted pupils will be developed and implemented. These may include:   * Breakfast club * Whole school and personalised reward systems | Pupils and parents continue to respond well to the school’s reward systems for good attendance and children informed children North East, as part of our Poverty Proofing audit, that they enjoy the whole class rewards for attendance and the certificates for individual good and improved attendance.  Attendance for disadvantaged pupils in 2017-18 was 94.2%. This was slightly below national and school averages and was the result of some personal issues amongst the group which could not be avoided. We anticipate an improvement in this figure in 2017-18. |