

Blakesley Hall Primary School

Pupil Premium Expenditure – 2018/19



Pupil Premium Expenditure Rationale

After a successful year in closing the gap in 2017-2018 the rationale of the new pupil premium expenditure plan is particularly focused on continuing to target the academic achievements, as well as the pastoral and curriculum enrichment of our disadvantaged children. The previous plan was developed in response to the pupil premium review that we commissioned in January 2017 and the effective tenets have been maintained.

Our self-evaluation tells us that as a school we need to provide:

High quality teaching and learning resources in the classroom to improve pupils' academic achievement in all areas of the curriculum

Social and emotional support for pupils and their families in varied ways

Access to 'memorable experiences' that inspire pupils to improve their learning in school so that they aspire to be life-long learners beyond
Resources for pupils to become life-long learners (aspiration to excellence)

Resources to remove barriers to learning so that pupils can attend school regularly and be in class ready and able to learn (e.g. signposting to early help and external agencies for families in need)

Many and varied opportunities for parents/carers to be involved in supporting their children's education and be part of school life

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of pupils that are only pupil premium (with no other additional need)	Number of looked after children (LAC)
223	113	110	269	54	4

Review 2017/18 academic year		Total pupil premium allocation for 2016/17: £388, 080 = 49% of pupil population
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils
Additional teachers and TAs – whole school	£158,00	<p>Impact on attainment - more impact seen in upper KS2, also in KS1 reading and maths. Not as easy to measure the impact of TAs across the school. Dependent on deployment of quality teachers from agencies.</p> <p>High impact – ongoing standards in Year 6 improved significantly (see PiXL reports).</p> <p>High impact on pupils’ self-esteem and learning behaviours as well as access to the curriculum by all groups.</p> <p>Provision of support for vulnerable families improved attendance and greater links improved attendance for targeted children.</p> <p>High impact for the pupils who cannot access the curriculum. The impact on self-esteem, confidence and improved attitudes to learning.</p> <p>The purchase of appropriate resources has supported this as well the employment of part time staff, this is evident in the progress and attainment of key marginal groups of disadvantaged pupils across the school and in the progress of Early Years pupils. High impact.</p> <p>Training for staff means this is a sustainable provision. Pupils have significantly better attitudes to learning. Very close alignment to individual learning targets supports the excellent progress pupils have made.</p> <p>The impact of the mentoring programme is difficult to measure, although the wellbeing of Year 6 pupils dealing with NCAs has been good. Medium impact.</p> <p>High impact on pupils’ self-esteem and learning behaviours as well as access to the curriculum by all groups (link to Sports Premium also). Participation in clubs targeting disadvantaged has increased, as well as participation in sporting events. High impact.</p> <p>English and Mathematics curriculum well-resourced. Pupils enjoy working in this different way (Maths No Problem text books) and it has led to a raised profile for Maths throughout the school as well as better progress than in previous years. The profile of reading has increased as has the progress pupils make – reading continues to be well resourced.</p> <p>Attendance has plateaued with only marginal improvements in attendance. Punctuality has improved and newer initiatives have been coordinated to ensure attendance grows for the new academic year. Medium impact.</p>
PiXL (Partners In Excellence)	£3,500	
<u>Achievement for All</u>	£9,500 (cover costs)	
Wider Opportunities	£14,000	
Memorable experiences	£2,500	
Funded places at breakfast clubs	£2,000	
Family Learning – Parent workshops	£10,000	
Nurture Group development	£35,000	
Support for Newly Arrived pupils	£32,000	
Provision for well-being	£25,000	
Mentoring programmes	£10,000	
Sports Plus – Out of hours learning	£22,500	
Learning resources in core subjects	£62,000	
Attendance officer salary (and costs)	£30,000	

Barriers to Learning for Disadvantaged Pupils at Blakesley Hall

1. Low aspirations of some disadvantaged families, regarding academic and career goals and expectations;
2. Newly arrived families in the UK, some with limited understanding of the education system;
3. High number of English as additional language (EAL) families and families where English is the second language spoken in the home;
4. Parental engagement can also act as a barrier to learning, engaging hard to reach families and ensuring regular attendance;
5. Poor lifestyle choices regarding diet, exercise and insufficient sleep;
6. High quantity of unemployment and families registering highly on the poverty index (HPI).

Pupil premium objectives for 2018/19

Total pupil premium allocation for 2017/18: £370,920

1. Wider Opportunities to raise aspiration
2. Quality First Teaching (and teaching support) for disadvantaged pupils in all groups
3. Parental engagement activities to support pupils' improved attitudes to learning
4. Additional resourcing to promote equality of access and help remove barriers to learning
5. Additional resourcing for well-being and mental health of vulnerable disadvantaged pupils to help remove barriers to learning
6. Address the poor attendance of the most vulnerable groups (including disadvantaged pupils)

Objective 1: Wider opportunities to raise aspiration

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Enabling enterprise opportunities for disadvantaged pupils to participate in business projects and visit different career settings and companies.	Target children are given the opportunity to experience different work environments and participate in mini projects.	September to July	Adam Protherough (Deputy Headteacher)	£3,000
Career days for KS1 and KS2, where they meet a range of visitors that have different jobs. BAM construction day for Year 3 and 4.	Children are given the opportunity to meet different adults with varied experiences and perspectives of working life.	September to July	Adam Protherough (Deputy Headteacher)	N/A
Opportunities for all children to take part in a theatre trip during the academic Year	Disadvantaged pupils are able to attend the theatre and gain a meaningful experience that they might not otherwise receive.	September to April	Rachel Hack (Assistant Headteacher/ English)	£500 to subsidise disadvantaged pupils places.
Peer Mentoring – University of the First Age to improve reading for pupils in Key Stage 2	Improved progress in Year 3-5 disadvantaged reading Improved attainment in Year 3-5 disadvantaged reading	September to April	Rachel Hack (Assistant Headteacher/ English)	N/A

Objective 2: Ensure Quality First Teaching for all pupils

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Additional Teaching Support for Phase 3 (2 x TAs for two terms)	Improved outcomes for pupils in Year 5 and 6 overall Gap closes between disadvantaged and 'other' groups	September to May	Rebecca Pauley and Ryan Walmsley (Year Group Leaders)	£24,130
Training and resources to improve outcomes in reading: the BEP reading project	Pupils outcomes improve (more pupils at ARE than in July 2019) – fewer pupils making 'slow' progress Pupils read for pleasure. Children are making accelerated progress in their reading.	September to July	Rachel Hack (Assistant Headteacher/English)	TBC
Specialist PE teaching to effectively challenge the gifted and talented (Sports Plus)	Specific clubs to target gifted and talented pupils and key disadvantaged groups.	September to July	Adam Protherough (Deputy Headteacher) Cat Jones (P.E. Coordinator)	£20,000
Teaching assistant employed to teach the pupils who are newly arrived with EAL	Children are targeted for support in lessons and identified for out of class interventions to aid their rapid progress.	All year – data collection points	Pam Key (Assistant Headteacher/Inclusion)	£18,590
Employment of Speech and Language Therapist	Targeted disadvantaged children make good or better progress in speech and language The number of children with delayed speech and language reduces.	All year – data collection points	Pam Key (Assistant Headteacher/Inclusion)	£8,534 (2.5 days)
WELCOMM speaking, listening and communication	Children's speaking and listening skills will improve for EYFS pupils An increase in GLD for communication.	September to July	Jenny Boora (Year Group Leader)	£329.95
Early Excellence	Teachers complete the Early Excellence training Early Excellence is deployed across EYFS Expected increase of GLD 10% projected by consortium schools participating.	All year – data collection points	Jenny Boora (Year Group Leader)	£1500
Health Mentor targets key marginal disadvantaged in Year 4 and 6 for reading and maths	Targeted children will make accelerated progress and their attainment will improve. The gap will continue to close in Year 4 and 6.	All year – data collection points	Adam Protherough (Deputy Headteacher)	£25,000

Objective 3: Parental engagement activities to support pupils' improved attitudes to learning

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
ESOL teacher engaged to support the parents of pupils with EaL (particularly Gypsy Roma group and newly arrived)	Greater engagement (volunteering in school) Greater understanding of the English school curriculum Better able to support children at home (eg with phonics, reading and mathematics)	September to July	Adam Protherough (Deputy Headteacher)	N/A
Pastoral TAs and Mentors are assigned to designated families to ensure engagement	Attendance of parents and their engagement in school events is monitored to ensure their participation.	Ongoing for 3 years of sustainability plan	Jane Reid-Leonard (Assistant Headteacher)	N/A
Special Parent Events (with targeted families) and parents to school weeks	Parents have more opportunities to visit the school and they are rewarded for participation, through raffles etc.	Ongoing for 3 years of sustainability plan	Dionne Cameron (Deputy Headteacher)	£820 for rewards and incentives, itemised in the parental engagement action plan.
Home school link worker to support families in need	Parents, Carers and Children have a point of contact and enhanced support and guidance.	September to July	Erica Blake (Family Support Worker/ Counselor)	TBC
Securing of Leading Parent Partnership Award (LPPA) for 2018/19	Award achieved with clear actions to attainment excellent parent partnership Parent voice improves	Ongoing for 3 years of sustainability plan	Heather Phillips (Headteacher) Dionne Cameron (Deputy Headteacher)	TBC
Key conversations regarding attendance, attainment and behavior are held at important points during the year.	Escalation of important messages passed to SLT to ensure parents and carers respond appropriately to concerns. At critical points in the year prior to NCAs etc.	Ongoing for 3 years of sustainability plan	Heather Phillips (Headteacher) Adam Protherough Dionne Cameron (Deputy Headteachers)	N/A

Objective 4: Additional resourcing to promote equality of access for all pupil groups

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Mathletics provision, replacing Thirdspace Learning for all pupils Key marginal disadvantaged booster groups using Mathletics	Key marginal disadvantaged pupils make greater than expected progress term by term. Assessments completed by Year Leaders and class teachers indicate increased progress and attainment.	All year – data collection points	Adam Protherough (Deputy Headteacher)	£2,500
Partners in Excellence (PiXL) membership to close the attainment gap in reading and mathematics in Year 5 and 6	Key marginal children identified Key marginal children make good or better progress Attainment and progress in Year 6 continues to improve Focused teaching to 'fill the gaps' is carried out Robust assessment and interventions follow process	All year – data collection points	Amy Matthews (Assistant Headteacher/ Assessment)	£3,500
Maths Resourcing and tuition support	Key marginal disadvantaged children in Year 2 and 6 will receive additional resources and tuition from teachers and SLT in the afternoons to aid rapid progress in maths. The progress and attainment will accelerate.	October to June	Adam Protherough (Deputy Headteacher) Sheraz Shahnawaz (Maths Leader)	£4,000
Providing more interactive resources for Reception	Reception children have access to high quality resources to aid their rapid progress towards GLD from very low starting points. This was a key recommendation from the pupil premium audit in 2017.	October 2018	Jane Reid-Leonard (Assistant Headteacher)	£3,000

Objective 5: Additional resourcing for the well-being and mental health of pupils to help remove barriers to learning

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Deployment of Evolve Health Mentor for the year across KS2	Workshops and after school clubs run to support children with social and emotional concerns Playground support for focus children reducing playground incidents for children of concern Classroom based support every morning, with a focus on disadvantaged pupil support Identified key marginal in Year 4 and Year 6.	All year – data collection points	Adam Protherough (Deputy Headteacher) SLT Year Leaders	£30,000

On site school counselor and family support worker	Counselling and mental health support provided to pupils in need Children accessing the service feel happier and supported in school Parental support to help families in need	All year – data collection points	Pam Key (Assistant Headteacher/Inclusion) Jane Reid-Leonard (Assistant Headteacher/Safeguarding)	Redeployment of current staff
Funded places at Breakfast clubs vulnerable pupils (and those with poor attendance – see objective below)	Disadvantaged pupils and poor attenders attend breakfast club Breakfast club attendance remains consistent The attendance increases for the disadvantaged pupils and poor attenders.	All year – data collection points	Dionne Cameron (Deputy Headteacher) Habir Bibi (Breakfast club/ Busy Bees Manager)	£3,000
Mindfulness club for targeted pupils in Upper KS2	Children identified as needing emotional support or mindfulness training will be targeted. Feedback will be gathered from pupil voice.	October – July	Aalia Javaid (Year 5) Heather Phillips (Headteacher)	TBC

Objective 6: Improve the attendance of the most vulnerable pupils (including disadvantaged groups)

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Employment of attendance officer (Learning Mentor) for 2018/19	Clearer link to PM evident with regular interim line management meetings and links to other settings where attendance has improved.	All year – data collection points	Dionne Cameron (Deputy Headteacher)	£18,216
Employment of parent partnership worker (part time) to support families to improve their pupils' attendance	Timetabled liaison with hard to reach families The number of hard to reach families reduces The attendance of poor attenders increases-evidence provided from	September 2018 – July 2019	Jane Reid-Leonard (Assistant Headteacher/Safeguarding)	£6,000
Incentives for families and pupils to attend 100% of the time. Incentives designed for whole family to ensure parental buy in. Promotion of special attendance events to raise the profile and importance of attendance.	Review points on the sustainability plan indicate targets are being met. Attendance improves. Punctuality improves. Parental engagement improves.	Monthly attendance reports.	Dionne Cameron (Deputy Headteacher)	Resources, incentives, trips and rewards itemised in attendance action plan). £4,000

Recommendations for the virtual school head – Response after reviewing 2017-2018 outcomes

1. Including all pupils will raise aspirations for all however monitoring of the programme should focus on the specific impact for the disadvantaged pupils who may need some extra support to be successful.
2. This needs to be the biggest focus and therefore biggest expenditure with a link to closing the attainment gap in key year groups but particularly in EYFS and Year 6.
3. The focus on parent engagement should have a closer link this year to parents supporting the school and their children to academic excellence. The role of key staff should be addressed with very explicit expectations linked to Performance Management. ESOL classes has been proven in other settings to help pupils achieve better. This priority has become a major focus of the school sustainability plan.
4. Resources well-known to close the gaps in learning quickly – Maths leader to drive interventions, targeting key marginal and effectively resourcing to prepare children for NCAs and development of greater mathematical understanding of pupils.
5. Target reading disparity and further work to engage pupils to read for pleasure, through BEP reading project and frequent opportunities to celebrate reading.
6. Attendance, although improving, is still below national figures – continued high focus on rapid improvement needs to be evident in 2018/19.