

# Blakesley Hall Primary School

## Pupil Premium Expenditure – 2019-2020



### Pupil Premium Expenditure Rationale

There is now a four year upward trend in our pupil premium data. 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 and families. The provision has been adjusted as a result of differing needs in each Year Group, as well as targeting the disadvantaged groups that are making more limited progress.

### 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 a range of different 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)
273	134	139	234	38	1

Review 2018/19 academic year		Total pupil premium allocation for 2016/17: £356,400 = 45% of pupil population
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils
Additional teachers, Tas, Mentors, Speech Therapist and EAL teachers – whole school	£140,000	Targeted support from additional teachers and teaching assistants has been successful again at the end of Key Stages (KS). There have been significant gains in Early Years, with dramatic progress from the very low baseline starting points. Year 1 phonics provision has ensured a continued upward trend in the phonics screening check for another year. KS1 outcomes have been less successful this year, although the additional support had been limited for 2018-2019. End of KS2 outcomes have had a substantial gain in both progress and attainment of disadvantaged pupils, thanks to carefully targeted support of key marginal pupils. (See outcomes report, Happy Sheet and individual Performance Management documents for support staff).
Resource Base and Nurture	£80,000	Jigsaws is now established as a resource base catering for the needs of a small number of ASD pupils, two of whom are disadvantaged. Their complex needs have been met in the base and several children have begun the process of transitioning into the mainstream classes in school, this includes an additional disadvantaged pupil.
PiXL (Partners In Excellence)	£3,500	High impact – as well as dramatic improvements in Key Stage 2 data, Pixel assessments and reading (guided understanding) lessons have been established across the school so that all disadvantaged children can benefit from the provision. (See Pixel Report and Reading Action Plan)
Learning resources in core subjects	£15,000	The upward trend in maths outcomes has continued in KS2 and is gradually improving in KS2. The outcomes in maths have improved considerably on previous academic years, which is significant when considering that this cohort were the first to follow the Maths No Problem scheme through the school.  The provision of additional reading resources for disadvantaged pupils has ensured that reading outcomes at the end of KS2 for disadvantaged pupils is better than non-disadvantaged (See outcomes report).  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 a continuation in better progress. The profile of reading has increased as has the progress pupils make – reading continues to be well resourced.
Sports Plus – Out of hours learning	£22,500	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.

Evolve Mentoring Programme	£30,000	Targeted children and families have seen improved learning behaviours, attendance and outcomes as a result of the mentoring (See end of year mentor report).
Funded places at breakfast clubs	£1,000	Provision of support for vulnerable families improved attendance and greater parental engagement and improved attendance for targeted children.
Wider opportunities and educational trips contributions	£15,000	High impact on pupils' self-esteem and learning behaviours as well as access to the curriculum by all groups. Broadening understanding of children regarding the wider world and aspirations. (See curriculum Learning Journeys and Pastoral Curriculum rationale)
Family Learning – Parent workshops	£2,000	High impact for the pupils who cannot access the curriculum. The impact on self-esteem, confidence and improved attitudes to learning.
Wraparound Care	£2,000	Further places have been provided for disadvantaged families with a need for support and additional care.
Updated technology for use in school	£26,000	Provision of class iPads and enhanced technology in classrooms has ensured that learning remains current and relevant to all pupils. There has been a focus in engaging disadvantaged pupils in Code Clubs and Film Club.
Music for all provision and funded music lessons	£10,000	Children in Year 4 participate in Music for All. Disadvantaged pupils have an opportunity to continue to learn their instrument in following academic years through subsidized lessons through the school.

## **Pupil premium objectives for 2019/20**

**Total pupil premium allocation: £356,400**

1. Quality First Teaching (and teaching support) for disadvantaged pupils in all groups
2. Wider opportunities to raise aspirations
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
6. Address the poor attendance of the most vulnerable groups (including disadvantaged pupils)

## **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.

### Objective 1: Ensure Quality First Teaching for all pupils

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Additional Teaching Support for Phase (1 X teacher for phase 3)	Improved outcomes for pupils in Year 5 and 6 overall Gap closes between disadvantaged and 'other' groups	September to May	Dionne McPherson and Ryan Walmsley (Year Group Leaders)	£25,350
Specialist PE teaching to effectively challenge the Most Able (Sports Plus)	Specific clubs to target Most Able pupils and key disadvantaged groups.	September to July	Adam Protherough (Head of School) Luke Merriman (P.E. Coordinator)	£20,000
Teaching assistants 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)	£38,000
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)	£9,114 (2.5 days)
WELCOMM speaking, listening	Children's speaking and listening skills will improve for EYFS pupils	September to July	Laura Bowker	£330

and communication	An increase in GLD for communication.		(Year Group Leader)	
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	Laura Bowker (Year Group Leader)	£1500
Health Mentor targets key marginal disadvantaged in Year 4, 5 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, 5 and 6.	All year – data collection points	Adam Protherough (Head of School)	£25,000

## Objective 2: 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 (Head of School)	Subsidised by BEP membership
Career days for KS1 and KS2, where they meet a range of visitors that have different jobs.	Children are given the opportunity to meet different adults with varied experiences and perspectives of working life.  Children will learn the process of designing, planning, creating, marketing and selling a product	September to July	Adam Protherough (Head of School)  Ryan Walmsley (Curriculum Leader)	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	September to April	Rachel Hack (Assistant Headteacher/ English)	£500 to subsidise disadvantaged pupils places.

	not otherwise receive.			
Tailored trips and events coordinated for disadvantaged pupils to experience different events and opportunities sub	Children will gain broader experiences that they will be able to access as part of their academic education.	September to April	Adam Protherough (Head of School)  Ryan Walmsley (Curriculum Leader)	£10,000

### 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 (Head of School)	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)	£500
Key conversations regarding attendance, attainment and	Escalation of important messages passed to SLT to ensure parents and carers respond appropriately	Ongoing for 3 years of sustainability	Heather Phillips (Headteacher)	N/A

behavior are held at important points during the year.	to concerns. At critical points in the year prior to NCAs etc.	plan	Adam Protherough (Head of School) Dionne Cameron (Deputy Headteachers)	
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Objective 4: Additional resourcing to promote equality of access for all pupil groups				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Mathletics provision 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 (Head of School)	£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) Jane Reid-Leonard (Assistant Headteacher)	£2,675
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.	September to June	Adam Protherough (Head of School) 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 will include better outdoor resources and furniture to improve continuous provision.	July to October 2019	Pam Key (Assistant Headteacher)	£5,000
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### 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	In addition to responsibilities of last year, our mentor will be engaged in supporting the mental health of target children's parents, ensuring that care, support and strategies can be effectively employed at home, as well as in school.  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, 5 and Year 6.	All year – data collection points	Adam Protherough (Head of School)  Jadon (Evolve Mentor)	£30,000
On site school support mentor and family support workers	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) Jane Reid-Leonard (Assistant Headteacher)	Redeployment of current staff and community volunteers
Funded places at Breakfast clubs vulnerable pupils (and those with poor attendance – see objective	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)  Tina Bates	£3,000

below)			(Lead Mentor)	
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	Heather Phillips (Executive Headteacher)  Wellbeing Team	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 administrators (Mentors and administrative Assistant) 2019/20	Fast Track process is followed to ensure  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)	£2,000
Employment of parent partnership workers (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 2019– July 2020	Dionne Cameron (Deputy Headteacher)	N/A Volunteers and Mentors
Attendance trips and rewards for best attenders and most improved attenders	Review points on the sustainability plan indicate targets are being met.  Attendance improves.  Punctuality improves.	Termly rewards for key children	Dionne Cameron (Deputy Headteacher)	£1,000 (Diamond Anniversary Fund)

	Parental engagement improves.			
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### Recommendations for the virtual school head – Response after reviewing 2018-2019 outcomes

1. This target continues to be successful, although a greater impact must be made on Year 2 outcomes this year, as well and sustained improvement at the end of KS2.
2. Provision for disadvantaged children has continued to grow, with specific opportunities built into the curriculum for them. All pupils continue to benefit from whole school opportunities as well.
3. Targeting of key families has improved over the last year. Communication and opportunities to participate in learning has been built into the sustainability plan and parents to school days have become the norm. 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. Both the Maths Leader and English Leader now spearhead intervention groups and Year Leaders are now coordinating teachers to conduct interventions to maximize impact. Targeting key marginal and effectively resourcing to prepare children for NCAs and development of greater mathematical understanding of pupils.
5. Further development of the mentoring roles as well as engagement of the parent forum in helping to provide support for the local community.
6. Attendance is still developing, it is still below national figures – funding and incentivizing the pupils and their families is necessary for improvement this academic year.