

Pupil Premium Spend 2017/18

For the purpose of this accountability document, the Pupil Premium year is calculated from April 2017 to March 2018

Pupil premium is a payment of £1320 per child, which is awarded to those families whose income is less than £16,900 annually or who receive certain benefits. The money is designed to narrow the gap (Ofsted 2014) or provide ways in which a school can support those children in catching up (Ofsted 2016) with their peers.

However it must be remembered that not all pupil Premium children are behind their peers and that some are on track and in front.

Amount received from April 2017 to March 2018 = £96,000

Number of Children including Ever 6 and LAC = 70

Strategic Overview and Objectives

- To reduce the gap between disadvantaged pupils and all pupils
- To ensure equal opportunities for disadvantaged children in all activities including extracurricular activities
- To provide early intervention
- To provide specialist support

Context

Barriers to Learning & Achievement: The barriers and challenges that disadvantaged pupils face at Belvoirdale are complex and varied; each child and family is unique and therefore we have worked hard at Belvoirdale to create bespoke learning journeys for our children. The social and economic impact of deprivation, poor housing and low wage employment in Coalville and the surrounding areas have huge implications for the children and the families that live here. Deprivation in terms of housing and employment is high while poor aspirations and educational achievement is a major factor in preventing children and families achieving positive outcomes.

Low aspiration is a barrier to learning. Generations of families have become stuck in poor housing, low -wage employment and this together with drug and alcohol addiction can create a sense of apathy. This has a direct impact on children's attitudes to learning and to the parents' experience of the education system. For example, children feel that they cannot achieve despite their best efforts and some children become over reliant on adult support. At Belvoirdale we place great emphasis on vocational achievement as well as academic achievement and offer extra-curricular activities free of charge to all pupil premium children. We celebrate small steps and achievements and reward in celebration assemblies. We target those pupil premium child who lack self-esteem in every class and support through high praise and feedback.

Additional Needs: A number of children at Belvoirdale have additional needs such as SEND, EAL, speech and language difficulties and mental health needs. We ensure that these needs are addressed through specialist provisional such as the employment of a EAL teacher, psychotherapist and trained speech and language teaching assistants.

Poor Parenting and single parent households. Many of the children at Belvoirdale come from single parent families. This can lead to stress and once again addiction and families often need support from social services and behaviour specialists. Belvoirdale offer support mental health issues for any child that requires support and always for those children who are pupil premium. Belvoirdale offer support through child mentoring from trained members of support staff in school and psychotherapy. These sessions take place on a daily and weekly basis and allow children to share concerns in a safe and confidential setting. Parent classes are held at various times throughout the year and the school leadership team and SENCo offer support and direction for those

Low attendance is also a barrier to learning. Together with ingrained routines and poor educational experiences of parents and schooling add up to a toxic mix of low self-esteem and poor attendance. Term time holidays had become the norm and communication with school leaders in the recent past had broken down. Attendance in school is monitored on a day to day basis through a designated school leader and together with the safeguarding team and EWO, those children and families with low attendance are offered pastoral support through mentoring and advice. The school SENCo and Pupil premium leader also offer a support service in the form of a drop in service for those parents and carers who require confidential advice and support.

The school EWO carries out the legal responsibilities such as issuing penalty notices and monitoring for reports.

Low parental engagement. This has become a major concern for the school in the recent past, with parents not attending school events and being disengaged with their children's education. Belvoirdale is determined to increasing the parental involvement at school for every child and family.

The senior leadership team have an "open door" policy which allows parents to communicate with the school at appropriate times. The new school curriculum makes provision at the beginning and end of each topic (tem) for parents to come onto school and engage in their child's learning; these are called knowledge harvests and fab finishes.

Parents are also invited into classrooms at various points in the year to observe the teaching of reading or maths to support home learning. Every Friday, parents are invited into school for a celebration assembly.

There are three parent evenings per year as well as workshops, theatre performances and sports mornings which encourage the participation of parents. Other ways in which Belvoirdale seeks to involve parents in their children's learning are: Forest school days, lunch time tastings, maths, reading and literacy advice meetings.

Limited knowledge and understanding of the wider world: Children will learn and be inspired to learn if the subject matter is engaging, challenging and memorable. Belvoirdale has designed its own creative curriculum based on National Curriculum objectives which seeks to involve, where possible, the local community and relevant local issues. The curriculum provides opportunities to teach in a cross- curricular way through the arts and ensures that children visit local places of interest. There is no charge for pupil premium children. Access to music and specialists events are also offered free of charge. The school also has a specialist budget for visiting practitioners such as musicians, artists and theatre companies so that all children, including pupil premium, have access regardless of cost.

EYFS: In 2016-2017, the percentage of FSM children who achieved GLD was **71.4%**. This is **2.9%** higher than children who are not FSM (68.6%). This is also **25%** higher than Leics figures (46.4%). Disadvantaged children (P.P) performed better in all 7 areas of learning than Leicestershire. **75%** of disadvantaged children at Belvoirdale achieved GLD in 2016/17. This is **27.5%** higher than Leicestershire (47.5%) *Belvoirdale needs to consider what practice/strategies can be replicated or transferred from EYFS and KS1 into KS2 where FSM and disadvantaged children do not do so well? Why does the gap widen in KS2? What barriers do we need to overcome?*

Phonic Screening: The percentage of children eligible for FSM passing the phonics test was 60%. This is **+0.4%** compared to Leicestershire. There is a **-15.7%** gap in school between FSM children passing the phonics test against those who are not eligible. There is a **-14%** gap in school between disadvantaged children passing the phonics test (62.5%) and non-disadvantaged (76.5%)

KS1: Children who are eligible for Free School Meals (FSM) at Belvoirdale and those classed as 'disadvantaged' did better in KS1 than children in the same contextual group in Leicestershire and Nationally (where National figures are available).

Pupil Group	RWM			READING			WRITING			MATHS		
	BD	LEIC	NAT	BD	LEIC	NAT	BD	LEIC	NAT	BD	LEIC	NAT
FSM	60%	36.3%	-	80%	52.2%	60.7%	60%	42.7%	51.9%	80%	50.7%	60.1%
NON-FSM	45.9%	64.6%	-	62.2%	76.7%	71.2%	48.6%	70%	71.2%	67.6%	76.5%	77.9%
DISADVANTAGED	66.7%	54.4%	-	83.3%	54.5%	-	66.7%	44.8%	-	83.3%	53.3%	-
NON-DISADVANTAGED	44.4%	77.9%	-	61.1%	77.9%	-	47.2%	71.4%	-	66.7%	77.8%	-

Belvoirdale needs to consider what practice/strategies can be replicated or transferred from KS1 into KS2 where FSM and disadvantaged children do not do so well? Why does the gap widen in KS2? What barriers do we need to overcome?

KS2: The attainment gap in school between pupil premium children and non-pupil premium children in KS2 has widened. 37% (15 children) of the children in the year 6 cohort for 2016/2017 were pupil premium children. This is higher than national average figures for P.P children (32%). 27% (4 children) of those pupil premium children were also on the SEND register.

	RWM Com		Reading		Writing		Maths		SPaG	
	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17	2015/16	2016/17
P.P	37.5%	26.7%	56.3%	46.7%	50%	66.7%	50%	33.3%	50%	60%
NON P.P	33.3%	61.5%	57.1%	73.1%	47.6%	76.9%	57.1%	65.4%	52.4%	76.9%
GAP	4.2%	-34.9%	-0.9%	-26.4%	2.4%	-10.3%	-7.1%	-32.1%	-2.4%	-16.9%

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Target Area	Intervention	Summary of activity	Cost	Milestones	Evaluation and Impact
Using specialist	Intervention and booster teacher	The use of a specialist teacher to support and challenge individuals and groups through targeted intervention activities in all year groups.	£42,549	By Summer 2017 Children identified and intervention and booster established By Autumn 2017 Targeted pupils in all year groups showing progress By Spring 2018 Targeted pupils in all year groups showing progress and closing the gap between others nationally.	<i>-2015/16 yr 6 analysis demonstrates that of those children who remain with Belvoirdale from EYFS to yr 6 achieve at least ARE in 5/7 maths, 7/7 write, 6/7 reading</i>

	Quality First Teaching –LSA and STS (Senior Teaching Assistants	Qualified support staff to ensure quality first teaching. This includes PPA cover as well as afternoon intervention; one to one, small group and in classroom lessons.	£14,000	By Summer 2017 Intervention and booster established By Autumn 2017 Targeted pupils in all year groups showing progress By Spring 2018 Targeted pupils in all year groups showing progress and closing the gap between others nationally.	<i>2015/16 yr 6 analysis demonstrates that of those children who remain with Belvoirdale from EYFS to yr 6 achieve at least ARE in 5/7 maths, 7/7 write, 6/7 reading</i>
	Quality First Teaching -LSA Reading, writing and SLT intervention- LSA	SEND reading, writing and on-going SALT intervention for children below age related expectations. One to one and small group work.	£14,000	By Summer 2017 Intervention and booster established By Autumn 2017 Targeted pupils in all year groups showing progress By Spring 2018 Targeted pupils in all year groups showing progress and closing the gap between others nationally.	
	Lego therapy- LSA	LSA trained in Lego therapy to target children in nurturing groups to aid language and communication skills.	£1000	By Summer 2017 Intervention and booster established By Autumn 2017 Targeted pupils in all year groups showing progress in social skills, motivation, confidence and mental wellbeing. By Spring 2018 Targeted pupils in all year groups showing progress in social skills, motivation, confidence and mental wellbeing.	
Securing progress for targeted learners	Psychotherapist	Qualified Psychotherapist from Family Action employed one day per week to target the mental health emotional resilience of targeted children including SEND crossover.	£6000 (1 day per week)	By Summer 2017 Psychotherapist identified By Autumn 2017 Psychotherapist employed and working one to one with targeted children By Spring 2018 Ongoing assessments show improvements in mental health and wellbeing.	<i>-Personalised emotional support for individuals has raised self-esteem and confidence. -Parent meetings and feedback have increased attendance and improved emotional outcomes. -Reduction in behaviour incident Aut 2017 for those children identified</i>
	Speech and language and Educational Psychologist	Additional hours bought from specialists to support the SEND/Pupil Premium needs.	£4000	By Summer 2017 Potential number of pupils identified and EP service and contract designed to meet the needs of the school By Autumn 2017 Children identified-ongoing	

				By Spring 2018 Children supported after professional advice given.	
	EAL Support worker	Targeting children with English as an additional language. One day per week.	£1000	By Summer 2017 EAL specialist identified By Autumn 2017 Gosia Richards employed and working one to one with targeted children By Spring 2018 Ongoing assessments show improvements in written and verbal skills.	<i>-Pupil confidence is increased. -Parent meetings held with all children receiving EAL support.</i>
	Attendance Officer	Attendance officer employed to target families with poor attendance and improve progress and attainment. Direct link between SEND/PP and low attendance.	£4000 (1 day per month)	By Summer 2017 New EWO worker identified and employed. Monitoring reports identify chd below 95%. Meetings held with parents/carers. By Autumn 2017 Monitoring reports identify chd below 95%. Meetings held with parents/carers. By Spring 2018 Term on term improvement on attendance for all groups.	<i>-Year on year increase in overall attendance. Aut 2017 = 96.68%</i>
Enrichment Activities	Sports coaches Music Teachers	Specialist teachers and coaches employed to target individuals who would normally not have access to such activities as sport, music, drama. This offers a broad and balanced curriculum which is accessible to all and irrespective of cost. -Clubs Complete Sport -Drumming Teacher -Violin Teacher	£2,000	By Summer 2017 Establish lunchtime sport provision By Autumn 2017 Identify individuals to attend clubs free of charge By Spring 2018 Identify individuals to attend clubs free of charge and monitor improvements in wellbeing, attendance and attainment.	<i>-Confidence and children's self-esteem increased.</i>
	Visiting practitioners	Authors, theatre companies and musicians are employed to target individuals who would normally not have access to such activities. Targeted curriculum weeks such as <i>Healthy Fortnight</i> are aimed at specific groups This offers a broad and balanced curriculum which is accessible to all and irrespective of cost.	£4,000	By Summer 2017 Establish targets for the year on school improvement plan By Autumn 2017 Implement new Belvoirdale curriculum, writing and poetry weeks. By Spring 2018 Ensure that new budget includes sufficient funding to build upon previous success	

	Yr 4 Forest School Initiative	Belvoirdale to train two members of staff to become Forest Scholl Practitioners	£2000	<p>By Summer 2017 Identify two members of staff</p> <p>By Autumn 2017 To begin training and begin Forest School activities</p> <p>By Spring 2018 Pupil premium children identified in year 3 To establish regular groups and complete the qualification</p>	<p><i>-Support for individual needs increased.</i></p> <p><i>-Language development increased for those children in small group work</i></p>
	Financial Support for School visits and trips to support the curriculum	Pupil premium children have access to school residential visit and financial support.	£2000	<p>By Summer 2017 PP children identified</p> <p>By Autumn 2017 PP children identified</p> <p>By Spring 2018 PP children identified</p>	
	School journey contribution	Pupil premium children have access to school residential visit and financial support.	£3000	<p>By Summer 2017 PP children identified</p> <p>By Autumn 2017 PP children identified</p> <p>By Spring 2018 PP children identified</p>	<p><i>-Financial support has allowed those children who would not normally have the exposure to experience these opportunities has increased</i></p>
Total			£99,000		