



Pupil premium grant expenditure review: Report to Governors: July 2016

Schools are free to spend the Pupil Premium as they see fit. However we are held accountable for how we have used the additional funding to support pupils from low-income families.

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. *Please note in 2012-13 the government extended the funding to include any children who have been eligible for FSM in the previous six years.*

A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. *Please note service premium has now been extended to include any children whose parents have been in the armed services in the last five years even if not currently serving.*

In addition there is a premium, paid termly, for children who have been in care for 24 hours or more in the previous term.

Overview of the school

Number of pupils and pupil premium grant (PPG) received					
Financial Year	2011 - 12	2012-13	2013-14	2014-15	2015-16
Total number of pupils on roll	224	251	249	272	274
FSM / Ever 6	55	90	100	101	112
CiC	2	3	3	4	4
SFC / Ever 4	15	17	21	18	17
Amount of PPG received per pupil	FSM & CiC £488 SFC £200	FSM & CiC £600 SFC £250	FSM & CiC £900 SFC £300	FSM £1300 CiC £1900 SFC £300	FSM £1320 CiC £1983 SFC £300
Total amount of PPG received	£30,816	£60,050	£99,000	£144,300	£162,399

Previous KS2 performance of disadvantaged pupils

(pupils eligible for free school meals or in local authority care for at least six months). *Data is not included when it might be possible to identify the individuals concerned*

	2011	2012	2013		2014		2015		2016	
Cohort size	38 FSM 7 SFC 0 CiC 0 Non 31	24 FSM 10 SFC 1 CiC 0 Non 13	33 FSM 14 SFC 4 CiC 1 Non 14		46 FSM 15 SFC 2 CiC 0 Non 31		38 FSM 9 FSM6 18 Non-FSM 29 Non-FSM6 20 SFC 2		26 FSM6 16 Non-FSM6 10 SFC 1 CiC 1	
% of pupils making expected progress in English	FSM 71% Non 94%	FSM 82% Non 82%	Reading FSM 79% SFC 100% Non 86%	Writing FSM 93% SFC 100% Non 86%	Reading FSM 80% SFC 100% Non 90%	Writing FSM 80% SFC 100% Non 87%	Reading FSM 89% FSM6 89% SFC 100% Non FSM 97% Non FSM6 100%	Writing FSM 67% FSM6 78% SFC 100% Non FSM 93% Non FSM6 95%	Reading TA/(Test) 2b converted to ARE FSM6 100% (42.9%) Non FSM6 80% (80%)	Writing TA 2b converted to ARE FSM6 100% Non FSM6 75%
% of pupils making expected progress in maths	FSM 71% Non 77%	FSM 64% Non 82%	FSM 71% SFC 100% Non 79%		FSM 80% SFC 100% Non 90%		FSM 100% FSM6 78% SFC 100% Non FSM 83% Non FSM6 100%		TA/(Test) 2b converted to ARE FSM6 100% (75%) Non FSM6 80% (60%)	
% of pupils attaining age expectation or above in English L4+	FSM 57% Non 74%	FSM 75% SFC 100% Non 92%	Reading FSM 64% SFC 100% Non 93%	Writing FSM 64% SFC 100% Non 93%	Reading FSM 73% SFC 100% Non 84%	Writing FSM 73% SFC 100% Non 77%	Reading FSM 89% FSM6 83% SFC 100% Non FSM 93% Non FSM6 100%	Writing FSM 44% FSM6 61% SFC 100% Non FSM 86% Non FSM6 90%	Reading TA/(Test) ARE FSM6 68.8% (18.8%) Non FSM6 80% (50%)	Writing TA ARE FSM6 68.8% Non FSM6 80%
% of pupils attaining age expectation or above in maths L4+	FSM 57% Non 81%	FSM 58% SFC 100% Non 92%	FSM 64% SFC 100% Non 86%		FSM 60% SFC 100% Non 77%		FSM 89% FSM6 72% SFC 100% Non FSM 86% Non FSM6 100%		TA/(Test) ARE FSM6 68.8% (31.3%) Non FSM6 70% (40%)	
% of pupils attaining age expectation or above in English & maths combined L4+	FSM 57% Non 71%	FSM 58% SFC 100% Non 92%	FSM 43% SFC 100% Non 79%		FSM 60% SFC 100% Non 74%		FSM 44% FSM6 50% SFC 100% Non FSM 79% Non FSM6 90%		Reaching ARE in reading, writing and maths combined TA (Test) FSM6 68.8% (12.5%) Non-FSM6 70% (30%)	

At Bedenham Primary School we have used the pupil premium monies in a wide variety of ways, all basically aimed at improving the quality of teaching and learning not only for the benefit of pupils eligible for the premium but in reality to the benefit of the whole school community.

We also endeavour to keep class sizes as small as feasible with as much TA support as possible. Pupil premium assists in funding this.

Outlined below are the key areas of pupil premium expenditure and comments regarding impact:

Nature of support

ECAR / ECC provision

In 2010/11 these programmes were fully funded by the local authority and due to their significant positive impact in terms of progress, as a school we determined that despite cuts in funding in 2011/12 and no funding from 2012/13 it was important to continue with these interventions. In identifying pupils for ECAR and ECC one of the prime considerations was whether they were eligible for pupil premium and 80% of those who received this intervention were. We used pupil premium to supplement the school budget in order to continue to run these highly effective programmes until the end of the 2013/14 academic year – at this point with continuing strains on the school's budget and due to the small number of pupils who benefited directly we made the sad decision that the programmes were no longer sustainable.

The ECAR and ECC teachers shared their good practice with all staff to improve the quality of teaching in reading and number across the school. All staff, teachers and teaching assistants, had the opportunity to observe ECAR and/or ECC provision as well as time being given to share key features of the interventions and consider how these can be implemented within the classroom – this has resulted in very effective guided work and improvements in feedback to pupils.

In 2013/14 as well as ECAR one-to-one work the ECAR teacher organised an after school 'reading group' focussing on 4 children who had been involved in ECAR previously or a reading intervention in the past and the ECC teacher ran two early morning groups for a total of 16 Year 3 pupils who needed further help with number work including counting and basic operations. Pupils eligible for pupil premium were prioritised for these additional activities but not exclusively. 85% of the pupils involved in those groups were eligible for pupil premium.

Pupils involved in these programmes made rapid gains that in 90% of cases are sustained. Due to the nature of the interventions only a small number of pupils benefited which is why the sharing of practice was essential in order that the good and outstanding features of these could be used to the benefit of more pupils.

Total cost: approximately £52,000 per annum, from pupil premium approx. 20% in 2011/12 ie £12,000 per annum and 45% in 2012/13 ie £23,400. In 2013/14 we continued to use pupil premium to the value of 45% of the total cost ie £23,400. Continuing the programme into the 2014/15 financial year (summer term) cost the school £36,400 of which 50% came from pupil premium ie £18,200

Additional Early Years / KS1 staff

Understanding that many of our pupils enter school below national levels, many join us working within the 30-40 months EYFS criteria within their personal, social and emotional, literacy and numeracy aspects of learning and with a severe paucity of language. Clearly if we can intervene early and give the children a positive Year R experience and really build on this strongly across KS1 children's progress should be accelerated and gaps should be reduced by the time they enter KS2. In 2013/14 therefore we employed additional staff and we have maintained this level of staffing since

- 1) Additional Year R teaching assistant resulting in smaller family groups and also enabling pupils to be grouped in smaller numbers for phonics and number input

- 2) Additional KS1 teacher - an outstanding KS1 teacher is released from direct classroom responsibilities to lead KS1. She worked alongside the Year 1 and 2 teachers modelling good practice in order to further strengthen teaching and learning. She also delivers highly focussed interventions with various groups of pupils including those with SEN, and gifted & talented pupils. In 2015/16 academic year she is working across both schools within the Federation
- 3) Additional KS1 teaching assistant – employed to work with Year 2 to accelerate progress with a focus on those who should have done better in Year 1.

24% increase in GLD since 2014, bringing this in line with national. Disadvantaged pupils 71.4%; non-disadvantaged 68% GLD.

Year 1: phonics results have consistently been in line with national figures for the last three years and although boys / pupil premium pupils figures are above national their phonics, writing and maths attainment is comparatively low for the school.

Year 2: in 2016 KS1 data continues to be in line or better than national except in terms of higher attainers. The 2016 cohort had 44.2% GLD with one child exceeding expectations, attainment at the end of KS1 demonstrates good progress.

Cost: The total cost of two additional teaching assistants and the outstanding teacher (whose cost is shared with the Federation partner school) is just under £40,000 for the 2015/16 academic year, 50% of the cost of the teacher and the full cost of the teaching assistants comes from pupil premium ie £31,500.

Additional KS2 staff

In 2013/14 we decided to employ a highly skilled teaching assistant to work with targeted Year 6 pupils in order to boost both attainment and progress. The pupils targeted were not exclusively those eligible for pupil premium but 75% of them were. Although this did have a positive impact for the targeted pupils in 2014/15 we decided that using a teacher for additional support would be even better. Thus in the 2014/15 academic year in order to facilitate the closing of the gap between our most vulnerable pupils and the others we employed an additional KS2 teacher to work with Year 6 pupils during the mornings focussing on English and mathematics provision. During the 2014/15 academic year we divided the Year 6 cohort into two groups according to their personality traits in order to enable greater focus on their academic needs and therefore improving their attainment. In addition we employed an additional teaching assistant to undertake focused 'surgeries' during the afternoons prioritizing pupils who needed some further input in order to remain in line with their peers, a 'keep up' rather than 'catch up' approach.

In 2015/16 the additional teacher is working across the whole of KS2, not only Year 6, to improve the quality of teaching and learning with a particular focus on writing and mathematics – she is attending PPA sessions and modelling effective pedagogy as required. She will also be providing targeted support for identified Year 6 pupils as appropriate.

As well as the additional teaching assistant continuing to work with targeted Year 6 pupils another KS2 teaching assistant has been employed in 2015/16 to ensure effective 'surgeries' can occur in lower KS2.

In 2013/14 those children who received this targeted support all made greater than expected in year progress (4 sub-levels) and this obviously had a consequent positive impact on their overall progress since KS1. In 2014/15 the targeted support also enabled an increasing percentage of Year 6 pupils to make expected or better progress. It is anticipated that in-year progress for all cohorts will be positively impacted ensuring the vast majority reach age related expectations.

In 2015/16 there was considerable discrepancies between teacher assessment and test KS2 results. We always knew the attainment of the 2016 cohort would be lower than we would want but progress is in line with our expectations in terms of teacher assessments and we have met the government floor targets in terms of the test progress.

In other parts of KS2 internal tracking data indicates that there has been accelerated progress with a greater

percentage of pupils reaching ARE at the end of the year compared with their entry level data. The vast majority of pupils made at least expected progress relative to their starting points.

Cost: In 2013 / 14 the additional higher level teaching assistant cost £23,048 and we used £13,000 from pupil premium to enable this to happen. In 2014/15 the additional teacher is costing £30,988 (£10,000 is allocated from pupil premium for 2014/15 financial year), the additional teaching assistant costs £11,049 per annum. We have used pupil premium to supplement the main budget to enable this. The additional teacher also facilitates some in-school release during the afternoons. So, £18,000 in the 2014/15 financial year towards the total cost of £28,100 in the financial year allocated from pupil premium. In 2015/16 the total cost of the additional teacher and two teaching assistants is just under £82,000 and we have allocated £50,000 from pupil premium to support this. Without pupil premium funding this level of support would not be possible.

Teaching assistants

We have invested considerable resource in providing high quality CPD for our teaching assistants. This included commissioning the EP service to deliver training on the development of working memory and resilience funded through pupil premium.

In addition during 2011/12 academic year all staff, including teaching assistants, received training in identifying and implementing interventions for children with speech, language and communication delay. The focus was on social communication and receptive language - we were involved in two projects (one connected with the GEIP – *Gosport Education Improvement Partnership*- and one focussing on the links between language delay and behaviour) to develop effective interventions – the impact of these has been positive. Further CPD focussed on paired and better reading; A Fischer Family Trust literacy intervention; using resources and models & images to support the four numeric rules.

During 2012/13 we continued to release TAs alternate Friday afternoons for specific CPD including using Sandwell assessment within numeracy; epi-pen use; speech, language and communication needs IDP; anti-bullying interventions; resilience training delivered by EP and on-going training with regards to reading and numeracy in relation to ECAR & ECC.

During 2013/14 the teaching assistants received training with regards to autism (IDP); developing social stories delivered by EP; literacy & spelling interventions review and identifying where further training would be appreciated; new behaviour system. The training was organised in a more flexible way, providing training on specific issues for specific TAs - they have had the opportunity to identify the areas of their work they feel are strongest / weakest so a focussed programme of training can be provided to meet their specific needs eg Year 3 TAs received training with regards to 'First Class Number' as they had not delivered it before and this intervention was identified for specific Year 3 pupils by the SENCo.

In 2014/15 financial year we continued to invest in training for our phenomenal teaching assistants and in addition to in-house training TAs had the opportunity to attend externally provided training as appropriate. The SENCo can provide additional information with regard to the CPD offered to TAs.

In 2015/16 although we are continuing to offer CPD to our TAs as required we are not allocating pupil premium monies to this.

The quality of our TAs and the dedication they show to the children, teachers and school as a whole is phenomenal. On-going monitoring of the work of TAs shows they have a significantly positive impact on those children with whom they work in terms of targeted interventions but also their in-class support is good. They are well-prepared and pro-active in dealing with issues as they arise, for example they skilfully intervene when children are experiencing difficulty remaining focussed. They go above and beyond their duties to help the children succeed.

Total cost of training: 2011/12 £1500; 2012/13 £2000; 2013/14 £2,150; 2014/15 £3,000 allocated, plus £1200 for coaching (see below). 2015/16 nil.

Teachers

A considerable amount of pupil premium funding has been used to support professional development for teachers – this has taken a variety of forms including attendance at externally provided training, buying in local authority support, providing additional release for teachers to collaborate mainly within school but also with other schools in the GEIP (Gosport education improvement partnership) in order to further improve and enhance the quality of teaching and learning. CPD is carefully planned and targeted to meet both individual and whole school priorities.

Coaching programme – 2011/12 two teachers were involved in developing a coaching culture training with Dr Neil Suggett; 2012/13 the HT & AHT had training with Neil over four days. 2013/14 three teachers and the DHT attended Neil's four day GEIP organised course during the Autumn term. A days training for all teachers and TAs took place in January 2014 led by Dr Neil Suggett after which a coaching policy was developed and coaching is becoming an integral part of staff CPD - a coaching lead teacher was identified who attends the GEIP coaching meetings and who worked with the SLT to develop a coaching plan. As part of the plan it was felt that it was worth sending some teaching assistants on a four day course led by Dr Suggett in 2014/15 with the aim that they will focus on implementing coaching with children. In 2015/16 no further staff will be trained but monies have been allocated to providing release for staff for coaching activities.

Release for coaching 2013/14: £2000 (and £1,100 for whole school INSET); 2014/15: £4000 allocated as increasing amount of coaching. 2015/16 £5000 allocated to coaching to release staff as required.

English support – 3 days during the 2012/13 academic year of local authority support were purchased to work with teachers who have moved year groups as well as to validate on-going moderation, especially of writing. External validation supported our moderation of writing judgements. In 2013/14 a further 3 days of support was purchased to support new English leaders in developing their role as well as preparing for the new curriculum. In 2014/15 a further two days were purchased which enabled phase leaders to have quality support in developing new units of English in line with the new curriculum. Two days have been purchased for 2015/16 to support the English leaders in monitoring and reviewing provision.

Maths support – 5 days of local authority support from April 2012-April 2013 have been purchased to support teachers in developing further their skills with regard to pupil conferencing and effective feedback within mathematics – targeted on teachers who have moved year group and Year 3. In 2013/14 academic year 3 further days have been purchased to support the development of a new maths leader. In 2014/15 a further two days were purchased enabling phase leaders to have support in planning for the new curriculum. A further two days have been purchased for the 2015/16 academic year to provide focussed support for individuals in terms of subject knowledge.

Leadership development- considerable PPI - *Primary Phase Inspector* - time has been purchased over the last three years to work with both middle and senior leaders to improve their understanding of data, monitoring and accountability. External validation of judgements has been sought through this. In 2013/14 academic year the focus of this is on ensuring the new DHT is as effective as possible along with beginning to develop the Phase Leader role. In 2014/15 further time was purchased in order to provide on-going work for the phase leaders as well as development of senior leaders in the light of the recent Federation. In 2015/16 a further two days of LLP (PPI) time has been purchased to continue the development of phase leaders and some of this is being used to work alongside the Head of School in terms of the planning and delivery of a bespoke CPD leadership package. In addition one day of SEN adviser support has been purchased to review provision for SEND.

2014/15 financial year: GEIP collaboration – transition group; PICL (Parents involvement in Children's Learning); curriculum development. Involvement in outdoor learning development within EYFS. School Sports Partnership – professional PE teacher supporting all staff with planning, delivery and evaluation of specific aspects of PE (funded through PE premium!)

Pupil premium has enabled us to release staff to be involved in this CPD – the ECAR and ECC teachers were actually employed full-time in school and where possible between April 2011 and August 2012 they were used to provide the release in order to minimise the disruption to learning. In the 2012/13 academic year they had a class

teaching commitment which meant we needed to purchase cover for CPD. In 2013/14 academic year the ECAR and ECC teachers again had the capacity to provide release as they do not have a class teaching commitment and along with the additional KS1 teacher & DHT release can be provided in-house minimising disruption to learning. In 2014/15 academic year there is little in-house capacity for release so the costs of releasing staff for CPD came from pupil premium but the costs of the CPD itself came from the main budget.

The impact of this CPD is significantly impacting on the quality of teaching and learning with all teaching now good or better. Improved quality of teaching has impacted on pupil progress across the whole school, not only for those whom pupil premium applies, and we are beginning to see evidence of narrowing the gap though across the school.

Total cost of release paid for from pupil premium; £3000 in 2011/12; £8000 in 2012/13; £0 in 2013/14 and £10,000 allocated in 2014/15 and 2015/16.

Equality of opportunity

In 2009/10 and 2010/11 Gosport received a significant 'disadvantaged subsidy' which was distributed across all schools – this enabled us to fund extra-curricular activities for FSM and CiC pupils as well as paying for children to attend residential experiences & reducing the costs of trips for vulnerable pupils. This funding stopped in April 2011 and since then due to the commitment of the governors and school in ensuring that children should have equality of opportunity with regard to all aspects of school-life we have allocated some pupil premium to continuing to help fund residential activities and reducing the cost of trips.

This ensures pupils are fully included in all aspects of school life. Our trips/visitors considerably enhance the school curriculum and make it relevant and real to the pupils. Without Pupil Premium to support those families in terms of financial contribution to trips we would need to reduce the number of these opportunities significantly, as we would not be able to fund them through the normal school budget.

Total cost in 2011/12: £7,000; 2012/13: £7500. Increasing numbers of pupils eligible for pupil premium means that in 2013/14 we allocated double £15,000 and actually spent £9,450, whilst in 2014/15 £15,000 continued to be allocated and £12,456 was spent. We have therefore continued to allocate £15,000 during the 2015/16 financial year

Child & family support worker

As a result of the introduction of pupil premium we increased the hours the child & family support worker was employed for, from 25 hours weekly to 35 hours. She works with vulnerable pupils and their families. Pupil premium funded this increase. She delivered targeted individual and group interventions with a focus on improving emotional literacy, social & friendship groups, therapeutic story-telling, emotional first aid during the 2011/12 and 2012/13 financial years. A significant investment of £1500 was made during 2012/13 into new resources to support emotional literacy work including pupil reading books, games for groups to play, 'ideas' resources for staff and puppets for drama / role play. In addition she monitored the attendance of our most vulnerable pupils, including all those with active (and prior) child protection concerns and worked with their families to increase their engagement with school.

These interventions have a positive impact on pupils' readiness to learn and contribute significantly to pupils feeling safe and secure within school.

During the Spring 2013 term it became clear that the increasing needs of our most vulnerable families and children meant the C&FSW could not continue to deliver the range of group interventions she had previously managed. She has since then focussed on 1:1 support and in this role as well as direct work with the children she liaises with other staff ensuring they are fully aware of the issues and needs connected with individuals, and attends meeting with a wide range of agencies.

She regularly worked with 28 of our most vulnerable families (57 children) during 2015/16. These families benefited

from intensive support – both the parents and children – helping them to engage with learning through very effective 121 work for example managing feelings, dealing with bereavement as well as ongoing monitoring and support to improve attendance.

2011/12 - £6000; 2012/13 - £6250 & £1500 resources; 2013/14 - £6500; 2014/15 £7250; 2015/16 £7500 & £500 for resources (covers cost of increased hours)

ELSA

With the changing role of the C&FSW in 2013/14 we needed to employ another ELSA (Emotional Literacy Support Assistant) to cover the emotional literacy groups - social & friendship groups, therapeutic story-telling, emotional first aid, socially speaking and similar. As well as running small-group interventions our new ELSA specifically works with children whose parents are currently serving in the armed forces. When setting up these groups she prioritizes pupils eligible for pupil premium but does not work exclusively with them.

We successfully bid to the MOD service fund and this provided £10,000 towards the cost of the ELSA salary for the 2013/14 financial year. The remainder of the salary was funded through pupil premium, £8,700. The main budget covered the cost of resources, outfitting a space for her work, and her training.

We made the decision that in 2014/15 this additional role should be maintained and consequently this role was fully funded through pupil premium. In 2015/16 75% of the salary is paid for via pupil premium.

The ELSA has a particular focus on the emotional needs of service family children and knows when family members are deployed or about to be deployed. She organises an after-school club for forces children alongside our SENCo and this enables them to participate in a specific reading intervention, make visits to local places of interest. She assists them in maintaining contact during deployments and is available to support the wider family as appropriate.

The ELSA worked with 63 children on a weekly basis, some daily and some less frequently. These children are all benefiting from high quality pastoral support either individually or in groups. Of these children 87% were eligible for pupil premium. This support is invaluable in helping to ensure children feel safe and secure, the children know that the ELSA is always available for a chat if they are concerned about anything. This emotional support assists in developing pupils' self-esteem and confidence and helps to improve their readiness to learn.

Parents and children particularly value 'Forces club' and note that regularly meeting with others in a similar position is extremely beneficial. Through 'Forces club' service children have had the opportunity to visit various naval establishments, undertaken physical training with navy personnel and being involved in a special reading programme.

2013/14 - £8700. 2014/15 - £19,608 salary costs and £500 for 'Forces club' materials; 2015/16 - £15,000 (75% of salary costs) and £1,000 for 'Forces club' trips and materials.

Counsellor

In January 2014 we successfully bid to the GEIP (Gosport Education Improvement Partnership) for match funding to employ a trained counsellor to work with some of our most vulnerable pupils. Consequently during 2013/14 we had a counsellor in school for a day a week – the only difficulty we had with this was identifying the pupils who worked with her – we had a very lengthy waiting list. Those pupils eligible for pupil premium were prioritized and in 2014/15 80% of those who received counselling were eligible.

Parents and pupils reported that the counselling had a positive impact in terms of giving children strategies to deal with their worries, concerns and anxieties. This support has seen very mistrustful children begin to open up with a resultant positive impact on their self-esteem and well-being. The counsellor has also been able to signpost individuals to outside agencies who are able to offer additional support. Feedback from pupils and parents is overwhelmingly positive and the vast majority have commented that if resources allowed the children would benefit from further work. 12 pupils have had counselling sessions during the 2015/16 academic year, of which 10 were

disadvantaged.

The GEIP project was a pilot scheme and we were directly involved in measuring the impact. Bedenham’s SENCO line managed the counsellors and undertook analysis of the termly evaluations. Due to the success of the project both within Bedenham and the other schools involved we made the decision to continue to employ a counsellor in 2015/16 – as the majority of pupils involved are eligible for pupil premium we are fully funding this from pupil premium.

2014/15 - £3,000 towards salary costs (matched by GEIP); 2015-16 - £7,000

Music lessons

In order to enable any pupils to participate in peripatetic music lessons the school significantly subsidises these with parents being asked to contribute towards the costs. Last year 67% of those having music lessons were eligible for pupil premium. In the 2015/16 academic year the school continues to subsidise the cost of peripatetic music lessons and in order to not increase the contribution asked for from parents pupil premium is being used to support the school’s subsidy.

This is about equality of opportunity and giving pupils opportunities they would be unlikely to have otherwise. 65% of the pupils currently accessing music lessons are eligible for pupil premium.

In 2015/16 £3000 (approximately 30% of the total costs) is being funded from pupil premium.

Breakfast club

Following analysis of attendance data it was clear that the attendance of pupils in receipt of FSM / pupil premium was lower than that for other pupils and lateness was more prevalent for this group too. In addition we were aware that an increasing number of pupils were arriving at school without having eaten any breakfast and were as a result not as focussed on their learning as we would like due to low energy levels and rumbling tums! As a result in the summer term 2012 we trialled a breakfast club and since September 2012 this has been a permanent offer – children eligible for FSM can attend free, others can attend for a nominal fee of 50p daily. This is not ‘child-care’ and is open for 30 minutes only prior to the start of the school day giving children just enough time for children to eat and chat to their friends.

	Whole school			Pupil premium			Non pupil premium		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Overall attendance	95.63	96.17	95.86	94.77	96.75	95.73	96.17	96.54	96.28
Authorised absence	3.47	3.05	3.13	4.47	2.64	2.58	3.24	2.58	2.96
unauthorised absence	0.90	0.77	1.01	0.76	0.61	1.7	0.59	0.88	0.76
Late before register closes	0.37	0.67	0.68	0.48	1.12	1.17	0.24	0.5	0.39
Late after register closes	0.18	0.14	0.25	0.14	0.09	0.34	0.11	0.11	0.11

In 2012/13 between 50 and 60 children regularly attended, 42% of which were eligible for FSM. In 2013/14 60 children regularly attended with 35% eligible for FSM. In 2014/15 we averaged 60 children attending with 41% being eligible for FSM. In 2015/16 we averaged 54 children attending with 42% being eligible for FSM

There continues to be considerable anecdotal evidence of improved levels of concentration for pupils who attend, with some teachers identifying noticeable differences in pupils when they do and don’t attend. We are actively encouraging our most vulnerable families to take advantage of this, with admittedly varying degrees of success.

Promoting good attendance and punctuality we believe contributes towards improving progress data across the school. *Cost per annum: £10,000*

Super Secret Six - After School Intervention for Year 6 Targeted Pupils

Focussed on reading and maths, very responsive to pupils needs and aimed at identifying gaps and filling them. Although not all those who attend are eligible for pupil premium a significant number are. Pupil premium pays for additional resources required to run this activity.

Since its inception the identified pupils self-esteem and confidence has grown, and all but one has achieved at least Level 4+ in maths and reading, and all made 2 levels progress from KS1.

Cost in 2011/12: £700; 2012/13: £700; 2013/14: £1200; 2014/15: £1500; 2015/16: £1500 allocated.

Since 2013/14 this has started in the Autumn term rather than Spring which is why costs are higher.

In 2015/16 all the pupils who attended REGULARLY reached ARE with regards to teacher assessment but not always in terms of the tests, though they all had a scaled score of 95 or better.

Easter School

For the first time in 2014 Easter holidays we offered ALL year 6 pupils the opportunity to attend 'Easter School'. This operated for six mornings during the break and any Year 6 child could attend. The focus was to ensure pupils maintained their learning during the break and give them additional strategies for successfully completing the National Curriculum tests in a fun focussed way. On average 20 pupils attended each day with 75% being eligible for pupil premium. In order to run the 'Easter school' we paid staff beyond their normal salaries. This offer was repeated in the 2015 Easter holidays across the Federation and on average 22 Bedenham pupils attended each day with 82% being eligible for pupil premium.

All the children who attended EVERY day attained level 4+ in reading, writing and mathematics and 80% attained level 4+ in GPS (grammar, punctuation and spelling) in 2014. In 2015 all those who attended EVERY day attained level 4+ in reading, writing and maths and 60% attained level 4+ in GPS.

In 2016 across the Federation an average of 34 pupils attended every day (16 from Bedenham). Of these 16 children 69% were eligible for pupil premium. 10 of these pupils got a scaled score of 100+ in the GPS test; 7 in the maths and reading tests. All 16 reported feeling more confident with regards to the tests. All the regular attendees were judged to have reached ARE in terms of the teacher assessments.

Cost in 2014: £2,000 for staffing and resources / refreshments; in 2015 £3,000, thus £3,000 allocated for 2016.

Gifted & Talented After School Provision

A wide range of activities are offered to several pupils, both those eligible for pupil premium and others. Pupil premium helps to fund resources and equipment needed.

Raised self-esteem and enabled focus on particular curriculum areas, ensuring wide ranging opportunities for developing skills. Children report they enjoy taking part in 'special clubs' and the challenge these offer.

Cost in 2011/12: £650; 2012/13: £800; 2013/14 £1000; 2014/15 £1000; 2015/16 £1000

Sumdog & homework club

We have provided all pupils with logons for an IT package called 'Sumdog' which is enabling children to practise their skills at home on-line. The package adapts to the skills of the individual and provides challenge appropriate to their individual needs. 86% of the school are regularly using the package at home. For those pupils who do not have on-line access at home a homework club is organised after school on Mondays at which they can use this

resource. In 2015/16 there has been an increase in the number of pupils attending homework club resulting in more staff being required.

Pupils are thoroughly enjoying using this package and there is a considerable 'buzz' around school with pupils competing against each other. Staff report that those children who are regularly using the package are demonstrating increased mental maths capacity.

Cost in 2014/15 £840 for logins and £400 salary costs for homework club; 2015/16 £1600

Summary of PPG spending not including keeping class size as small as feasible and additional TAs across the school (except those identified specifically)

2011/12	2012/13	2013/14	2014/15	2015/16
ECAR / ECC - £12,000 Teaching asst CPD £1,500 Teacher CPD release £3,000 Equality £7,000 C&FSW £6,000 After school £1,350	ECAR / ECC - £23,400 Teaching asst CPD £2,000 Teacher CPD release £8,000 Equality £7,500 C&FSW £6,250 Emotional literacy resources £1,500 After school £1,500 Breakfast club £10,000	ECAR / ECC - £23,400 Additional EYFS/KS1 staff - £22,000 Additional KS2 staff - £13,000 Teaching asst CPD £2,150 Teacher CPD release (budgeted elsewhere) Coaching INSET £1,100 Coaching release £2,000 Equality £9,450 C&FSW £6,500 ELSA £8,700 After school £2,200 Breakfast club £10,000	ECAR/ECC - £18,200 Additional EYFS / KS1 staff - £30,000 Additional KS2 staff - £18,000 Teaching asst CPD (planned spend £3,000) Teacher CPD release £10,000 allocated Coaching (TAs) £1200 Coaching release £4000 Equality £15,000 C&FSW £7,250 ELSA £19,608 Forces club materials £500 Counsellor £3,000 Breakfast club £10,000 Easter school £2,000 Sum dog £1,240 After school £2,500	Additional EYFS / KS1 staff - £31,500 Additional KS2 staff - £50,000 Teacher CPD release £10,000 allocated Coaching release £5,000 Equality £15,000 C&FSW £7,500 ELSA resources £500 ELSA £15,000 Forces club materials £1,000 Counsellor £7,000 Music lessons £3,000 Breakfast club £10,000 Easter school £3,000 Sum dog & after school provision £4,100
Total: £30,850	Total: £60,150	TOTAL: £100,400	TOTAL: £145,498	TOTAL: £162,600

Measuring the impact of PPG spending

The school carries out termly assessment and monitors the progress of all pupils. As part of this data analysis the progress of pupils who receive free school meals and pupils who are from service families is analysed. Any gaps in attainment are then targeted through interventions. Progress of vulnerable groups of pupils is reported to governors on a termly basis.

The quality of teaching and learning is regularly monitored both by the school leadership but also through external validation exercises – feedback is given to staff and expectations for improvements / areas for development made clear. Monitoring takes a variety of forms including lesson observation, work and planning scrutiny and pupil conferencing.

There has been a considerable improvement in this as evidenced within the latest OFSTED report (Oct 2012) and indeed the Federation review during October 2014.

The improvements in tracking, intervention and the general quality of teaching/learning over the last few years have resulted in improved in-year pupil progress across the school as well as increasing numbers of pupils reaching end of KS2 expectations. The school participates regularly in local authority and more localised moderation activities to validate judgements and our judgements are accurate.