

# Bedwell Primary School

## Pupil Premium Grant Expenditure: Report 2012-2013

### Context of school

Bedwell Primary School and Nursery is a one and a half form entry school of 279 pupils, which has been on the same site since the early 1950s just after Stevenage had been designated a new town. This was the first area of the new town to be built.

Most pupils come from the surrounding Bedwell ward (approx 80%). This ward is designated the second most deprived area in Hertfordshire and is in the 5% most deprived urban areas in England. It is also ranked second highest for unemployment of all the wards in Hertfordshire. (See Communities and Local Government, Index of Multiple Deprivation 2009) A recent demographic survey of pupils' postcodes revealed that the pupils live in one of the most deprived areas for income deprivation affecting children. (See Developing a better understanding of your community July 2013). Raise on Line data shows that it has a ranking below national averages.

Demographic evidence also shows that Bedwell has:

- a high proportion of persons with no higher education qualifications
- a high proportion of lone parent households
- a high proportion of households with overcrowding
- a high proportion of Local Authority housing
- a low proportion of owner-occupation (See Office national statistics)
- a high proportion of anti-social behaviour and violent crime (UK crime SATs 2012)

In essence, this is an area of low socio-economic backgrounds.

### Socio-economic factors of the school community

Further elements of school community context are as follows:

Large majority of pupils are White British

20% of pupils are from minority ethnic groups (below national average.) Largest majority ethnic group are Asian or Asian British - Bangladeshi (4.4%)

10% EAL, with 17 languages spoken.

47% are eligible for free school meals (more than double the % of pupils nationally)

42.3% have identified SEN

2 Children Looked after

19 children are on the gifted and talented register (7%)

Attainment on entry is well below age related expectations, and the school has compelling data to confirm this. For example: at the beginning of nursery, September 2012, there was only one child in one area of learning at age related expectations, and over 50% of this cohort were in the 16-26 months band.

We have high aspirations and ambitions for our children and believe that every child should be given the opportunity to learn and achieve. We believe that dedication and commitment to learning make a difference to success and are determined to ensure that our children are encouraged and adequately supported, to enable them to realise their full potential. It is therefore, essential that we identify individual barriers in order to provide personalised, targeted support so that our children develop their learning and achieve to the very best of their ability.

Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring that it is spent in the most effective way possible in order to maximise achievement and opportunity.

## Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Funding is to narrow the gap between pupil groups throughout the school. Our aim is to ensure that all pupils make good progress, but historically, levels of attainment have been lower for those children who are eligible for free school meals (FSM), reflecting the national trend. Through targeted intervention we are working to eliminate barriers to learning and progression. Many children start our school with a very low baseline of attainment and below average language skills and our aim is to ensure they make accelerated progress in order to reach at least age related expectations as they move through the school.

The Sutton Trust Report (2011) summarises research evidence regarding learning support and improvement and we have looked at these findings in order to help us make more informed choices about the effectiveness and impact of interventions on learning and attainment. Our plan is to provide quality feedback for the children so that they are informed about the next steps within their learning and to develop speech and language levels in order to improve children's access to the curriculum and increase attainment in reading and writing. The school aims to provide appropriate targeted support and intervention for pupils across the school and will focus on earlier intervention, increasing the support available in Foundation Stage and key stage one.

## Number of pupils and pupil premium funding received

Total number of pupils on roll	279
Total number of pupils eligible for pupil premium funding	129
<b>Total amount of pupil premium funding received</b>	<b>£80,400</b>

## Nature of support 2012/13

Focus	Amount spent	% of pupil premium
Curriculum and learning	£33,520	40.4%
Access to curriculum and learning	£16,156	19.5%
Social, emotional and behaviour	£20,556	24.8%
Enrichment	£4,354	5.3%
Families/community	£8,356	10.1%
	<b>£82,942</b>	

## Record of Pupil Premium Funding spending by item/project 2012/13

Year group	Item/project	cost	Objective	Impact/outcome
EYFS	Speech and language teaching assistants (staffing)	£6450	To raise speech and language levels for nursery cohort	Cohort of 37 nursery children given baseline Wellcomm assessment in January 2013. 30% of cohort scored age related expectations, 70% scored below age related expectations (24.3% with moderate difficulties and 46% with significant difficulties) and were supported with Wellcomm resource materials in small groups 2x per week
	Wellcomm Project training and materials	£400	To raise speech and language levels for nursery cohort	26 children followed programme 81.25% of cohort reached age related expectations by July 2013.
	1:1 play therapy with counsellor	£420	To develop emotional resilience whilst working through traumatic events	Currently ongoing but child is showing more emotional resilience
	Pathfinder hours	£570	To increase access to learning time spent within school environment	5 children benefitted from additional hours to develop routine and readiness for learning
	Enrichment activity: Subsidy x 4 children	£21	Aldenham park visit to support work in the classroom	Increased access to first hand experiences
Year 1	Language and Communication project (6 weeks) LearnIT	£648	To increase confidence in speaking and writing through story telling approach	5 PP children followed programme which led to increased confidence with speaking and oral sentence construction. 80% achieved 1 sub level progress in writing within the six weeks
	Nurture group provision part time	£7500	To develop social communication skills, turn taking and sharing.	Boxall profile scores showed improvement and children are better able to cope within mainstream class
	Bright stars programme run by family support worker	£500	To raise self-esteem, promote good concentration and emotional regulation	5 PP children demonstrated improved self-esteem and confidence both at home and at school (see questionnaires form teacher and parents)
	Max's Marvellous Maths - group support intervention	£1583	To develop mathematical confidence and attainment in year 1	5 children undertook programme for 1x term. Average point score progress for term was 3.6. Increase in maths age by an average of 8.6 months
	Enrichment activity: Subsidy x 2 children	£14	Wimpole farm visit to support work in class	Increased access to first hand experiences
	Enrichment activity: Subsidy x 4 children	£90	Legoland visit - summer rewards trip	Increased access to first hand experiences and developed confidence and self esteem
Year 2	Intervention teacher	£21,268	To provide access to smaller teaching groups in order to maximise progression and learning in literacy and maths	SEN based Support group: <b>Literacy:</b> 50% MLD, 25% ASD, 8% spld, 8% HI 8% BESD <b>Maths:</b> 50% MLD, 30% ASD, 10%Hi, 10% BESD Maths: 8 children -APS progression 4.25 Reading: 12 children APS progression 4.33 Writing: 13 children- APS progression 4.46 For this group of children with high level need, 2/3 level progress represents good progress

	First class @ number - small group maths intervention	£3166	To develop mathematical understanding and confidence in children who are working at level 1	11 children took part in intervention APS progression 4.73 across 1 term Maths ages increased by an average of 14.9 months
	Training for First class @ number	£700	To develop expertise and responsibility for programme in KS1	See above
	Sport's apprentice support	£1000	To develop skill and participation in sport	20 children with PP supported - increased self-esteem and increased access and opportunity to develop sport interest
	1:1 play therapy with counsellor	£420	To develop emotional resilience whilst working through traumatic events	Currently ongoing but child is showing more emotional resilience
	Enrichment activity: Subsidy x 15 children	£40	British school History experience -to support work in class	Increased access to first hand experiences
	Enrichment activity: Subsidy x 3 children	£10	Cinema trip as part of film week	Increased access to first hand experiences
Y3/4	Training for First class @ number	£700	To develop expertise and responsibility for programme in KS2	See below
	First class @ number 2 -small group ks2 focussed maths intervention	£1300	To develop mathematical understanding and confidence in children who are working below 2b	9 children took part in programme APS progression 3.33 in one term Maths ages increased by an average of 17.1 months
	Group Protective Behaviours	£500	To develop positive attitudes towards friendships and the emotional resilience to deal with conflict	5 X Y4 children Reduced frequency of disputes between the children and helped them to resolve their own issues
	Sports apprentice support	£1000	To develop skill and participation in sport	24 children with PP supported - increased self-esteem and increased access and opportunity to develop sport interest
	Enrichment activity: Subsidy x 14 children	£95	Tower of London History experience -to support work in class	Increased access to first hand experiences
	Enrichment activity: Subsidy x 3 children	£60	Harry Potter studios - to promote interest in reading and to support work in class	Increased access to first hand experiences Children returned, enthused by Harry Potter and were keen to look at and share book series
Year 5/6	Hitchin Writing Project (Y5)	£1000	To develop writing speed and composition	10 pupils APS progression- 4.4 Improvement in speed of composition, accuracy of sentence construction and self-checking
	Reading booster group (Y6)	£3155	To develop reading skills within AF3 and AF5	6 pupils APS progression 3.33 Use of text marking and referring to text within answers, improved
	1:1 counselling from trained counsellor	£840	To develop emotional resilience whilst working through traumatic events	2 x Y5 children - ongoing Is helping to develop self-esteem and emotional self- regulation

	Group art therapy from trained counsellor	£420	To develop emotional resilience and self-esteem	6 x Y5 children Children engaged positively with the project and increased self-esteem and confidence
	Enrichment activity: Subsidy x 23 children	£185	Royal Shakespeare theatre company-to support work in class	Increased access to first hand experiences and developed children's understanding of Shakespeare's theatre and plays
	Enrichment activity: Subsidy x 3 children	£25	Got to Dance TV show - London	Increased access to first hand experiences
	Enrichment activity: Subsidy x 4 children	£32	Duxford -History experience -to support work in class	Increased access to first hand experiences
	Enrichment activity: Subsidy x 6 children	£72	First aid training Y6 To promote an awareness of basic first aid	Increased access to first hand experiences
	Enrichment activity: Subsidy x 13 children	£195	Chessington - summer rewards trip	Increased access to first hand experiences and promoted self-esteem
	Enrichment activity: Subsidy x 9 children	£45	Frankie and Benny's/Bowling Y6 summer rewards trip	Enrichment activity: Subsidy x 13 children
Whole school	Speech and language teaching assistant	£3400	To provide targeted 1:1 intervention support for children with speech and language difficulties across the school	7 children receiving 1:1 speech and language support at least twice per week. Children assessed for speech and language difficulties more quickly and supported with targeted activities and pre teaching of skills and concepts
	Family support worker	£8356	Targeted family work to support families in overcoming barriers to attendance and children's learning	Much of this work has focused on family work to support parents and families in crisis, ensuring correct sign posting to services and support. Engagement with CAF process has increased from 0 families to 4 families leading to personalised commissioning to support 2 families in difficult circumstances 3 other families accessed parenting support/advice
	1:1 Protective Behaviours work with Family support worker	£8356	To increase self-esteem, self-regulation and understanding of emotional literacy	16 children received support across the school: y6 x 1; Y5 x 2; y4 x 9; y3 x 1; y2 x 2; y1 x 1. All children benefited from increased self-esteem and motivation both in class and socially
	1:1 Protective Behaviours work with Bridge Builders worker	£900	To increase self-esteem, self-regulation and understanding of emotional literacy	6 children received support across the school: 4 x Y3 and 2 x Y5. All children benefited from increased self-esteem and motivation both in class and socially
	Extended school funded places at Breakfast club	£4836	To create a positive start to the school day	48 children regularly attend breakfast club at a cost of between £800-900 per half term. Children have a good start to the day with a healthy breakfast. They arrive to school on time and are able to make a positive start to the day

	Communicate in print training course and licences	£500	To use desktop publishing programme to support language understanding and acquisition through signs and symbols	Class teachers regularly using symbols to support learning and accessibility in the classroom and around the school
	Lunchtime games club	£500	To teach children to play together, share and take turns, developing social skills and behaviour	27 children attended regularly, reducing incidents on playground at lunchtime. Children showed signs of developing social skills and the ability to play together without conflict in an adult supported environment
	Resources for family support worker	£200	To provide stimulus for SEAL type work and protective behaviours with individual children	See above for impact of group and 1:1 Protective behaviours work
	Enrichment activity: Subsidy x 86 children	£370	Christmas pantomime	Years 1-6 Increased access to first hand experiences
	Enrichment activity: Subsidy x 54 children	£200	Science show -to support work in class	Key stage 2 Increased access to first hand experiences
	Enrichment activity: Subsidy x 54 children	£500	Place of Safety	Key stage 2 Increased access to first hand experiences
	Enrichment activity: Subsidy	£400	Sports week activities such as fencing, trampoline skills circuits- to promote sport and participation in healthy activity	R-Y6 increased self- esteem and increased access and opportunity to develop sport interests
	<b>total</b>	<b>£82,942</b>		

Total pupil premium funding received	£80,400
Total pupil premium expenditure	£82,942
Pupil premium remaining	-£2542