

Context of school

Bedwell Primary School and Nursery is a one and a half form entry school of 292 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

22% of pupils are from minority ethnic groups (below national average.) Largest majority ethnic group are Asian or Asian British - Bangladeshi (4.4%)

14% EAL, with 19 languages spoken.

57% are eligible for free school meals (more than double the % of pupils nationally)

42.3% have identified SEN

1 Child 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.

Recent and New Initiatives/improvements

- The school is striving to create a positive learning culture in which everyone can reach their full potential
- Increased performance at KS2 and KS1
- Increased percentages of children working at or above age related levels
- Gap between key groups has been narrowed
- Improvement in phonics scores and levels
- Earlier intervention in place in EYFS and KS1
- Behaviour policy rewritten with greater emphasis on a consistent graduated approach to behaviour management
- New library and class reading areas to promote reading for pleasure and to support teaching of reading
- New reading resources purchased for library and class rooms to support and promote reading across the school
- Counselling service/play therapy for two days each week, providing support for children with social, emotional and behavioural issues
- Increased sports provision for after school clubs/team events - fencing, lacrosse, football, rugby, basketball, cross country, table tennis athletics etc. and new sports apprentice to promote sports participation
- New teaching space built adjacent to school hall to support smaller teaching groups
- New foundation stage classroom built (self-funded) to support smaller class sizes across foundation stage and KS1
- Accessed Talk of The Town Project - a two year speech and language intervention based programme for the whole school, to help support the development of speech and language levels across the school with a view to raising attainment in literacy
- Funded staff training and resources for Turnabout memory programme aimed at improving working memory, recall and concentration in children who struggle to make progress in literacy and maths.

Objectives of Pupil Premium Spending

When making decision about pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for children in receipt of FSM can be weak language and communication skills, a lack of confidence, less support at home, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations which prevent children from flourishing. The challenges are varies and there is no "one size fits all" solution.

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.

We have analysed our data thoroughly and have made use of research such as *Good Practice in using pupil premium funding* and *The Sutton Trust Report (2011)* in order to help us make more informed choices about the effectiveness and impact of interventions on learning and attainment.

In addition to this we have identified some key principles (outlined overleaf) which we believe will maximise the impact of our pupil premium spending:

Key Principles

Building Belief

We will endeavour to provide a culture where:

- Staff believe in ALL children
- There are no excuses made for underperformance
- Staff adopt a solution focused approach to overcoming barriers

Analysing data

We will ensure that:

- Data is analysed on a regular basis so that performance can be monitored and problems addressed early
- Staff are involved in the analysis of data so that they are fully aware of the strengths and weaknesses across the school.

Identification of Pupils

We will ensure that:

- All teaching and support staff are involved in the identification of pupils
- All staff are aware of who the pupil premium and vulnerable learners are in their class
- All pupil premium children benefit from the funding, not just those who are under performing
- Underachievement is targeted at all levels (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if..."

Improving Quality First Teaching

We will continue our endeavour to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching by using our Senior Leaders to:

- Set high expectations
- Address any variance within school
- Ensure consistent implementation of the non-negotiables such as planning, marking and guided reading
- Share good practice within the school and draw on external experience
- Provide access to high quality CPD
- Improve assessment through joint levelling and moderation

Increasing Learning Time

We will maximise the time spent on closing the gap through:

- Improving attendance and punctuality
- Providing earlier intervention at KS1 and EYFS
- Extended learning out of school hours through early morning and after school support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers are given the opportunity to communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Providing support for parents so that they are able to support their child's learning within the curriculum and manage in times of crisis
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

In our determination to ensure that all children succeed, we recognise the importance of and are committed to providing individualised interventions for set periods of time to support children in times of crisis.

Funding priorities 2013/14

This year, our priority is to further reduce the gap between pupil groups and to continue to raise standards in literacy and maths across the school. We are committed to providing smaller teaching groups in KS1 and EYFS and avoid mixed age group classes, in order to maximise learning and support for individuals and to increase attainment within these age groups. We are determined to ensure that the percentage of children working at or beyond age related expectations, increases across the school but are particularly focused on making this a reality in KS1 and EYFS.

We aim to continue with our development speech and language across the school so that children are able to access the curriculum more readily. Our participation in a two year intervention programme called Talk of The Town, which aims to raise standards in speech and language and then show the link between an improvement in speech and language and its effects on reading and writing development, highlights the importance that we place on effective communication skills and our commitment to driving up standards in speech and language development across the school.

We also want to raise standards in reading across the school, by enthusing children to become avid readers for pleasure and so aim to develop a new library in KS1 to complement the library updates which have already happened in key stage 2, extend reading resources and focus on improving home reading and parental involvement.

Number of pupils and pupil premium funding received

Total number of pupils on roll	292
Total number of pupils eligible for pupil premium funding	138
Total amount of pupil premium funding received	£124,200

Nature of support 2013/14

Focus	Amount spent	% of pupil premium
Curriculum and learning	£44,570	35.2%
Access to curriculum and learning	£29,006	22.9%
Social, emotional and behaviour	£38,631	30.5%
Enrichment	£5625	4.4%
Families/community	£8856	7%
	£126,688	

Record of Pupil Premium Funding spending by item/project 2013/14

Year group	Item/project	cost	Objective	Impact/outcome To be recorded July 2014
EYFS	Speech and language teaching assistants (staffing)	£4870	To raise speech and language levels for nursery cohort through the use of Wellcomm materials	30 children assessed- 10x PPF
	1:1 play therapy with counsellor X2 children	£2450	To develop emotional resilience whilst working through traumatic events	2x PPF
	Additional teaching assistant in EYFS	£7200	To individualise support at all levels and increase access to curriculum and learning	
	Pathfinder hours	£570	To increase access to learning time spent within school environment	
	Enrichment activities:	£100 est	To be advised	Increased access to first hand experiences
Year 1	Max's Marvellous Maths -small group intervention	£1583	To develop mathematical confidence and attainment in year 1	
	Nurture group leader provision pm	£7950	To develop social communication skills, turn taking and sharing.	5x y1 children supported (3xPP) 3x Y2 children with PPF
	Nurture group LSA - pm	£5375	To develop social communication skills, turn taking and sharing.	As above
	Bright stars programme run by family support worker	£500	To raise self-esteem, promote good concentration and emotional regulation	21x PPF children
	1:1 play therapy with counsellor X1 child	£1225	To develop emotional resilience whilst working through traumatic events	1x CLA- (PPF)
	1:2 TA support for autistic children - am	£5375	To support behaviour and learning of children with challenging needs and promote progression with learning in literacy and maths	2x children with PPF
	Enrichment activity:	£100 est		Increased access to first hand experiences
Year 2	First class @ number - small group maths intervention	£3166	To develop mathematical understanding and confidence in children who are working at level 1	
	Nurture group leader -am literacy and maths support	£7950	To provide individualised support for vulnerable children with SEN to boost self-esteem, confidence and attitudes to learning	5x children with PPF supported with literacy/maths

	Nurture group TA support	£4700	To provide individualised support for vulnerable children with SEN to boost self-esteem, confidence and attitudes to learning	
	1:1 play therapy with counsellor x 1 child	£1225	To develop emotional resilience whilst working through traumatic events	1 PPF child
	Enrichment activity: Subsidy	£100 est	TBA	Increased access to first hand experiences
Y3/4	First class @ number 2 -small group ks2 focussed maths intervention	£1300	To develop mathematical understanding and confidence in children who are working below 2b	
	HLTA support for literacy	£3166	To reduce teaching grp size and increase literacy levels in year 3	Affecting 20 PPF pupils in y3
	Enrichment activity: Subsidy children	£100 est	TBA	Increased access to first hand experiences
	Swimming subsidy	£1900 est		20x PPF pupils
Year 5/6	Level 6 provision, maths/ English	£3000	To extend learning of more able children so that they reach their full potential	
	Reading booster group (Y6)	£3155	To develop reading skills within AF3 and AF5	
	HLTA employed as an additional adult in y6	£6350	To reduce teaching group size and assist with individualised support at all levels	20 PPF children
	Turnabout Programme - training, resources and delivery	£1500	To boost working memory and organisation and promote	8 x PPF children
	1:1 counselling from trained counsellor x 3 children	£3675	To develop emotional resilience whilst working through traumatic events	3x PPF children
	Enrichment activity: Subsidy children	£575	Royal Shakespeare theatre company-to support work in class	20x PPF children
	Enrichment activity: Subsidy	£1000 est	PGL residential trip for Y6 - to promote collaborative working and develop social skills and independence	20x PPF children
	Enrichment activity: Subsidy children	£50 est	Frankie and Benny's/Bowling Y6 summer rewards trip	Enrichment activity: Subsidy x

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
	Participation in Talk of the Town Project	£1600	To develop speech and language levels across the school	
	Daily EAL language acquisition support programme	£3166	To develop language use and confidence in children with EAL- individualising support at all levels	
	Development of library in KS1 and reading areas in all classrooms across school	£8500	To promote and develop reading across the school, enthusing children to read for pleasure	
	Family support worker	£8356	Targeted family work to support families in overcoming barriers to attendance and children's learning	
	1:1 Protective Behaviours work with Family support worker	£8356	To increase self-esteem, self-regulation and understanding of emotional literacy	12 x PPF
	1:1 Protective Behaviours work with Bridge Builders worker	£900	To increase self-esteem, self-regulation and understanding of emotional literacy	7x PPF children received support across the school:
	Provision of a sensory room	£1600	To develop self- regulation in children with sensory and behavioural needs	
	Extended school: funded places at Breakfast club	£5000	To create a positive start to the school day	37 children regularly attend breakfast club at a cost of between £800-900 per half term.
	Subsidised school uniform and PE kit	£500	To raise the self-esteem and confidence of pupils and to reduce financial burden on families	
	Nessy club - phonics, reading and spelling intervention	£1500	To develop and improve phonic knowledge for use in reading and spelling	
	Sports apprentice support KS2	£2000	To develop skill and participation in sport	
	Enrichment activity: Subsidy	£400	Christmas pantomime	Years 1-6 Increased access to first hand experiences
	Enrichment activity: Subsidy children	£1200 est	To be advised	

	total	£126,688		
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Total pupil premium funding received	£124,200
Total pupil premium expenditure	£126,688
Pupil premium remaining	-£2488