



# *New Bewerley Community School*

## *Pupil Premium Grant Strategy 2018-2019*

### **Reviewed September 2019**

New Bewerley Community School recognises that all pupils, regardless of background, should have equal access to a curriculum which helps them reach their full potential. The Pupil Premium is a government initiative that targets extra money to pupils from less affluent backgrounds that, as research shows, may underachieve compared to their peers.

The government has used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for free school meals or have been eligible in the past six years. Children, who are looked after, adopted or a child of armed service personnel, are also eligible for funding.

The government is not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support pupils to increase their attainment, and bring their attainment and progress in line with other pupils nationally. Information included in this document...

From the academic year 2018-2019

- A summary of the main barriers to educational achievement faced by eligible pupils at the school
- School's pupil premium grant allocation amount
- How and why school will spend the pupil premium to address barriers
- How school will measure the impact of the pupil premium
- The date of the next review of the school's pupil premium strategy

## Academic Year 2018 - 2019

### The Main Barriers to Educational Achievement Faced by Eligible Pupils

The "Lower Super Output Area" (LSOA) in which the school is located is ranked 274th out of 32,844 in terms of deprivation, meaning that less than 1% of areas in England have higher deprivation. Also, based on IMD 79% of children who attend the school live in an area classed as being amongst the 10% most deprived in England. Moreover, 58% of children live in an area classed as being amongst the 3% most deprived.

Figures from the 2018 school census reveal that:

- 32% are eligible for FSM (17% Leeds, 14% National)
- 52% attract pupil premium funding (28% Leeds, 23% National) **2017 53% July 2018 52% March 2019 46% September 2019 42%**
- 64% of children are from Black and Minority Ethnic (BME) backgrounds (35% Leeds, 33% National)
- 45% of children have English as an additional language (EAL). (22% Leeds, 21% National)
- 32% of children have special educational needs (SEN). (15% Leeds, 14% National)

Of the 237 pupil premium children over 60% are also listed as BME, EAL or SEN. Although these statistics can be classed as 'barriers' we are very proud of the community we serve and feel extremely lucky to work in such a diverse and unique school.

#### Barriers to be addressed in 2018-2019 (SIP – vocabulary acquisition and attendance)

1. Persistent absenteeism is higher for pupil premium pupils.  
Intended outcome: *reduce % of persistent absentees amongst PP families*

2. Reduced reasoning skills due to low language acquisition resulting in lower attainment in maths reasoning SATs questions in KS1 and KS2.

Intended outcome: *Improved attainment and progress in reasoning skills due to improved language acquisition*

3. Lack of confidence in planning and rehearsing what they want to say due to more limited language acquisition, leading to less confidence in writing.

Intended outcome: *Increased confidence in writing demonstrating positive attitudes and a higher % of PP achieving set targets*

4. Reduced comprehension skills resulting in lower attainment in 'explanation' reading questions in KS1 and KS2 SATs

Intended outcome: *Improved attainment and progress in reading due to improved language acquisition*

5. Reduced resilience and social and emotional development of Pupil premium pupils can lead to a negative impact on their readiness to learn (particularly in Years 2 and 6).

Intended outcome: *Improved learning behaviours and resilience*

6. Parental engagement can be lower in pupil premium families and this can affect progress and attainment.

Intended outcome: *An increase in PP parent s attending workshops, ESOL classes and engagement with class teachers*

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In year 6 mobility has been high and all of the mobility has happened within the pupil premium group of children. 2/3s pupils who are listed as pupil premium in year 6 and started in years 3, 4 or 5 are New to English or have a Special Educational Need. 1/3 of the pupils have a Special Educational Need in year 6.

There are also high percentages of EAL and SEN in this year's Reception class.

### Funding

Because approximately 60% of pupils receive pupil premium funding we have decided to use this money to cover 60% of the salaries of key members of staff (see below). Furthermore, since 75% of the pupils at New Bewerley Community School are deemed to live in the 10% most deprived families in UK it is our view that all children should benefit from the provisions provided for by the adults listed below. School's budget and school's notional SEN allowance funds the remaining 40% of salaries and interventions. It is this approach that allows us to successfully achieve positive progress scores for most groups of children including pupil premium.

### Pupil Voice

The school council was asked to ask peers how they would like additional funds spent. The results are listed below.

Trips and Visits	35%
Extra clubs	25%
Extra teachers / adults	10%
Help for children who feel sad	15%
Music & Drama	15%

The school council was asked to ask peers how they would like additional funding for clubs to be spent. The results are listed below.

Baking club	49%
Movie making	18%
wind and brass	18%
reading club	7%
Other suggestions: knitting, wordsearch, arts and craft, homework	8%

### April 2018 - March 2019

	<i>Total</i>	<i>Amount per child</i>	<i>Income</i>
Pupils on roll	420		

	March 2019 417 September 425		
	The PP eligibility seems to be reducing by approx. 20 children every year.		
Pupils in receipt of FSM or ever 6	237	£1320	£312,840
Children who are looked after or adopted	0	£1900	£0
Child of armed service personnel	0	£300	£0
	237 (57% of the cohort) September 2019 177		£312,840 September 2019 £274,000

### Allocation of Pupil Premium Grant 2018-2019

<i>Activity/Staff/Initiative</i>	<i>Purpose</i>	<i>Outcome</i>	<i>Total</i>	<i>Balance</i> £311,200 (2018-2019 academic year)
<i>Ring-fenced Money</i>				
0 Children Looked After (3 in the last term 2017-2018)  4 previously CLA pupils have been identified who will each receive £2300 through PP+. This funding will be in school in the summer term and will be used to support the additional needs of these pupils in 2019-2020.	CLA often need specialised provision or additional nurture work	This money is ring-fenced for individual children for additional provision – refer to PEPs	N/A Was £1900 x 3)	N/A
9 PP children who receive additional adult support Additional adults provided as 1:1 to support individual needs of RP pupils.	9 children from Resourced Provision, with FFI funding or have statements receive pupil premiums grants	This money is ring-fenced to cover salaries.	£14,520	£296,680

	79% of pupils in receipt of FFI funding are also PP.			
<i>Staff / Interventions</i>				
<p>2.5 Extra Teachers</p> <p>Reduce the KS1 PP gap particularly maths and RWM combined  December 2018 KS1 (Y2) Maths gap -11  March 2018 KS1 (Y2) Maths gap -4  July 2019 (Y2) Maths gap -19</p> <p>December 2018 KS1 (Y2) RWM gap -6  March 2018 KS1 (Y2) RWM gap -13  March 2018 KS1 (Y2) RWM gap -17  Both gaps less than the Leeds gap and close to the NA gap.</p> <p>Reduce the KS2 PP gap in writing  December 2018 KS2 (Y6) Writing gap -10  March 2018 KS2 (Y6) gap -10  July 2019 KS2 (Y6) Writing gap -24</p> <p>This gap was not achieved, however the progress score for PP pupils was broadly average.</p>	Trained adults and quality feedback are school's best resource.	<p>2.5 extra teachers provide additional quality first teaching and interventions</p> <p>Focus:</p> <ul style="list-style-type: none"> <li>- Reduce the KS1 PP gap particularly maths and RWM combined</li> <li>- Reduce the KS2 PP gap in writing</li> </ul>		
<p>3 Level 3 Learning Support Assistants</p> <p>3 level 3 LSAs have been working with vulnerable groups providing nurture and intervention. DR left her post in January 2019. Since then RC has spent more time used as cover and is now employed as a HLTA. SL has continued in her role and is also now employed as a HLTA to start since Summer 2, providing high quality and consistent cover.</p>	Trained adults and quality feedback are school's best resource.	<p>3 extra LSAs provide additional interventions targeted for at least 60% PP.</p> <ul style="list-style-type: none"> <li>- Reduce the KS1 PP phonics gap</li> <li>-</li> </ul> <p>New L3 LSA to be 'Pupil Premium Champion':</p> <ul style="list-style-type: none"> <li>- work closely with PP pupil (<i>gardening club</i>)</li> </ul>	Calculated at 60% of full-time salaries	£186,720
				£126,680

<p>One HLTA has been used to largely support raising attainment in phonics. Phonics data shows that in Year 1, 65% of PP achieved with 73% of non-PP achieving. The gap of -8% is lower than NA and Leeds.</p> <p>RC (Pupil Premium Champion) has been working with a targeted group of largely PP pupils who were or at risk of either under-attaining or under-achieving. Summer data shows that 87% of these pupils made expected progress or better, 17% have made accelerated progress and 36% are now meeting age-related expectations.</p>		<p>who are displaying challenging behaviour</p> <ul style="list-style-type: none"> <li>- additional intervention for PP pupils who are also have low prior attainment</li> <li>- mentoring for PP pupils who are targeted for GD</li> <li>- additional cooking clubs for PP pupils</li> </ul>		
<p><b>Speech &amp; Language Specialist</b></p> <p>Currently, the % of pupils receiving SALT is 19% - the highest group on the SEND register. The % of pupils receiving SALT who are also in receipt of PP is up to 73%. The therapist started in January 2019 with the aim of spending a whole day every 2 weeks. She has missed x3 sessions so far (equivalent to 6 weeks) so it was hard to quantify progress, however, when she was been here, progress for individuals is rapid. She has enabled several referrals to be made as well as specialist diagnosis of specific language disorders, which is likely to lead to additional funding.</p> <p>A new SALT will be starting in September 2019.</p> <p>Spend: £5601</p>	<p>School has a high percentage of children who have speech &amp; language difficulties. Over 60% of these children attract pupil premium.</p>	<p>Because school has employed a full-time Speech &amp; Language Specialist supported by the new SENDCo and SALT services, the delivery of quality speech &amp; language support helps close the gap in attainment.</p>		
<p><b>Attendance Officer</b></p> <p>PA has remained the same as the previous year (12%). Since September 2018, 51 children are classed as persistent absentees. 6 children are RP, where absences are linked to medical needs. 24/51 of these children are PP (47%).</p>	<p>Our data shows that children attracting pupil premium grants, on average, have a below average school attendance. Last year, 70% of persistent absentees were in receipt of</p>	<p>Attendance officer alongside the PP Governor to work with all families to improve attendance. This should help close the gap in attainment. Additional visits to families will take place with the PP governor. SW to target PP</p>		

<p>The Attendance Governor has been unable to carry out home visits this year. PA falls under 4 categories:</p> <ul style="list-style-type: none"> <li>- RP (mainly medical appts)</li> <li>- Holidays = fines (Holidays make up the largest % of PA)</li> <li>- SEND = medical</li> <li>- Others. 4 families have been fast-tracked.</li> </ul> <p>Those who have already got SC involvement have not been fast-tracked.</p>	<p>Pupil Premium funding. PA Target – 9%</p>	<p>families for additional coffee mornings to strengthen parental engagement.</p>		
<p><b>Learning Mentor</b></p> <p>New intervention sheets created to better monitor the impact of SEMH intervention. CFCs are better monitored with immediate follow up and 1:1 nurture provided. Roughly an additional 13 1:1 sessions have been set up (with the support of the SENDCO). Case studies have shown that the impact of support has led not only to significant progress in SEMH but also in academic progress.</p>	<p>A high percentage of children in school require individual support from the Learning Mentor.</p>	<p>Improvements in self-confidence, self-esteem and learning behaviour will ensure that pupils make better progress and gaps close. 'Happy to be Me' programme – to be delivered by LM and ISAs. (£250)</p>		
<p><b>Early Help Support</b></p> <p>7 families currently have an open EHP. 17 families have had an EHP from 2018-2019. 31 families received FSW and/or cluster involvement.</p>	<p>A high percentage of children in school require individual support from 2 trained EH officers. Last year, 85% of the families who had EH support were in receipt of Pupil Premium funding</p>	<p>Improvements in self-confidence, self-esteem and learning behaviour will ensure that pupils make better progress and gaps close.</p>		
<p><b>Behaviour Support Worker (x1) &amp; Inclusion Support Assistants (x4)</b></p> <p>Long term absence of BSW has put some pressure on the remaining staff, however, ISAs have taken on additional roles. Daily lunchtime clubs (x1=x2 per day) for vulnerable SEMH groups. Re-allocation of roles to support vulnerable Y3 pupils.</p>	<p>A high percentage of children in school require individual support from the BSW &amp; ISA team.</p>	<p>Improvements in self-confidence, self-esteem and learning behaviour will ensure that pupils make better progress and gaps close.</p>		

No Y1 SEMH groups – to be reviewed for Summer term. Y3 and UKS2 SEMH groups have continued.					
<i>Quartet of Care</i>					
<b>Breakfast Club &amp; After School Club</b>  Learning Mentor and FSW have set up 'Breakfast Bagels' every morning with support from <i>bagel nash</i> charity. Toasted bagels are served every morning in the playground for any child who wants additional breakfast and LM/FSW target children who they know may require it. Additional bagels are kept behind for late arrivals. This has supported many families who may find it difficult to organise breakfast and some significant improvement in behaviour and concentration has been noted with particular children.		Preparing children for learning and improving attendance and supporting social skills development helps close the gap in attainment.	Aim for approximately 60% of children attending Breakfast Club to receive pupil premium money. Preference on the waiting list is given to working families in receipt of PP funding.  BSW and LM to set up additional Breakfast Club and After school club for vulnerable groups of pupils who receive PP funding	Calculated at 60% of full-time salaries  £13,000	£113,680
<b>Attendance Initiative</b>  Current figures (15/3/19): 96% w/o Reception 95.8% with Reception. Improved figures than this time last year.  Pupil Premium – 95.5% SEN – 95.6% EHCP – 91.9%  Classes are still buying treats every week to reward positive attendance.		Our data shows that children attracting pupil premium grants, on average, have a below average school attendance.	Weekly 'Classopoly' and termly '100% attendance' awards encourage all learners to attend school. (Target 96%)	£500	£103,680
<b>Lunchtime &amp; After School Clubs</b> 95 children are accessing lunchtime / after school provision. 27% are PP which is a lower % than previously. We do now have a scooter track, which all pupil can access at lunchtime now which enables all children to keep physically fit and improve wellbeing.		Refer to Sport Premium Grant for detailed provision during lunchtime.	Aim for approximately 60% of children attending all sport, health & well-being clubs receive a pupil premium allowance. Refer to clubs audit.	Not Pupil Premium Funding	

		<i>To be up from 37% after-school clubs, 28% of children sporting lunchtime clubs)</i>		
<i>Curriculum</i>				
Curriculum Enhancements (£1,00 per class)	Because providing varied experiences for children out of school can be expensive pupil premium money is used to enrich children's lives.	To ensure all pupils have equal opportunities to participate in enrichment/cultural activities. Trips and visits funded at 60% for 2018-2019. Linked to writing and vocabulary acquisition.	£14,000	£89,680
School Enhancements (all school)			£8000	£81,680
Trips & Residential visits Spent over by £1850 but funds have been reallocated through contingency spending. This has been revised in the 2019-2020 budget to £11,500 which amounts to £750 to support cultural capital and vocabulary development through trips. 26 paid trips were taken across the 14 classes (not including local walking visits). Visits covered most subject areas and included watching 'The Nutcracker' at the Grand Theatre, Eden Camp war museum, seaside visit to Filey, Kirkstall Abbey Museum and Cannon Hall Farm.			Calculated at 60% £14,000	£67,680
Easter School  Easter school was felt to have limited impact for the number of hours taken. Y6 have instead provided a full set of CGP revision guides for every Y6 pupil. Additional revision + rewards were given for using the guides. Guides cost £548. The majority of Y6 have used the guides successfully and have demonstrated progress in their understanding and home working behaviours.	2 teachers and 1 LSA to provide Easter tuition for children in year 6. 60% of the children accessing the provision will be pupil premium.	To close or create a positive gap between pupil premium and non-pupil premium children.	Calculated at 60% £1000	£66,680
Music Tuition provided by In Harmony Opera North  Has improved use of subject-specific and general vocabulary. Regular experience of arts performances for children and parents. Y6 now has 5 pupils supported by bursaries (Sunday) and 2 pupils at Opera North Chorus (Thursday after school). Community Sing allows parents to spend quality arts time with	To provide tuned-instrument music tuition for children from Year 2 onwards.	Mastery of music is linked to academic development. AIM – To increase attainment over time.	Calculated at 60% £26,400	£40,280

<p>their children. See improvements in self-esteem, confidence. Improved links with high schools (Cockburn and Ruth Gorse) which will continue the music tuition. Increased attendance from parents at all music performance events with supportive comments.</p> <p>See parental comments. Impact on academic progress is ongoing and will be available at the end of the year.</p>				
<p><b>Raving Readers £4241</b></p> <p>Although RR has not had impact with every child, growing numbers of children in each year group are reading at home more regularly. Where this is not happening, staff are reading 1:1 every week.</p>	<p>Encourage reading at home and reading within families. Improve the range of reading materials at school.</p>	<p>Increased reading attainment.</p>	<p>Calculated at 60% £3,000</p>	<p>£37,280</p>
<p><b>Reading Volunteers</b></p> <p>Although some classes have reported that PP pupils have enjoyed reading with the volunteers and it has increased confidence in some pupils, there has not been any impact seen in terms of data. Reading volunteers have been cancelled for next year. Spend: £475</p>	<p>To support wider learning of English for children who use English as an Additional Language and provide additional reading support for those children with pupil premium funding.</p>	<p>Approximately 60% of children supported by reading volunteers receive a pupil premium allowance.</p>	<p>£1,000</p>	<p>£36,280</p>
<p><i>Other</i></p>				
<p><b>Pupil / parent resources</b></p> <p>Healthy tuck shop has been started at the end of July. This is successful and many children are now buying healthy snacks at playtime. This is supporting concentration within lessons. The selling of homework packs will start in Autumn 2019. Surveys were completed to assess what children wanted to eat and appropriate Y6 volunteers hired to run the stall. Committed £549 for Health and Wellbeing SLA.</p> <p><b>Parental Engagement:</b> <b>March parents Evening:</b></p>	<p>This year, initiatives will include:</p> <ul style="list-style-type: none"> <li>- Healthy eating tuck shop</li> <li>- Homework Stationary kits</li> <li>- Support in buying uniform for our most vulnerable families</li> <li>- Revision guides for Year 6 pupils</li> <li>- Additional incentives for parents when attending workshops etc, such as free snacks / personalised invitations</li> <li>- Free book bags</li> <li>- ESOL classes for parents whose children are persistent absentees.</li> </ul>		<p>£5000</p>	<p>£31,280</p>

<p>R: 90%</p> <p>1: 89%</p> <p>2: 74%</p> <p>3: 78%</p> <p>4: 78%</p> <p>5: 78%</p> <p>6: 85%</p> <p><u>Reception family Learning:</u> 15 regular attendees</p> <p>47/60 attended '<u>Easy Peasy Learning</u>' App training. 13/47 (28%) regularly use, 26/47 (55%) sometimes use and 8/47 (17%) occasionally use.</p> <p><u>ESOL classes:</u> 5 parents attend consistently. Looking for an increase in participation in the summer term.</p> <p><u>KS1 parent workshop:</u> 17%</p> <p>KS1 SATs workshop – 11 parents</p> <p><u>KS1 reading workshop:</u> 19%</p> <p><u>LKS2 reading workshop:</u> 33%</p>			
<p>Training &amp; Resources</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- RIC training workshops. (Retrieve, Interpret, Choice). TA led intervention supported by curriculum enhancement lesson by teaching staff. Improving vocabulary. Targeting PP pupils who have fallen behind ARE. Impact of data has shown to have supported overall improvement in reading attainment in July 2019. Informal observations appear to show good progress in use of a rich vocabulary6 use.</li> </ul>	<p>Our School Improvement plan details where training and resources are needed. Courses and training focus on 'closing the gap' and providing extra support for learners who receive a pupil premium allowance.</p> <p>-</p>	<p>£20,000</p>	<p>£11,280</p>

- Total CPD spend was £22350			
Contingency & Other Projects  Contingency spend on supporting residential and trips.	During a cohort's school career up to 30% of the pupils can change because of mobility. This contingency allows us to increase the amount of money needed to cover curriculum costs. As the year progresses we may add additional activities/resources to close the gap. These could include sport or trips.	£10,000	£1280
		Budget for 2019-2020	£265,00 + £9200 prev.CLA £274,000

### How Impact will be measured

We will continue to measure the impact of our pupil premium funding by analysing class data 3 times a year, studying gaps in performance. Where children are not meeting school targets interventions will be implemented. Regular intervention analysis is completed by class teachers and outcomes feed in to individual levels. Leaders will also identify where interventions, adult support and schemes are focussed and if pupil premium children are being targeted.

### Date of the Next Review

This strategy will be reviewed in April 2019 (end of the financial year) and again in October 2019 (after national data is published)