

Pupil Premium at The Bellbird Primary School



Schools receive funding for children who are eligible for Free School Meals, are Looked After Children or whose parents are in the Armed Forces. Below is an explanation of how The Bellbird intend to use funding 2016 to 2017.

<p>Overview</p>	<p>The Pupil Premium is designed to ensure that funding to tackle disadvantaged pupils reaches those who need it most. The funding is allocated to schools with pupils from Foundation Stage to Year 6 in Primary schools who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces.</p> <p>In 2014/15 the funding allocated was £1320 per child, £300 for children of Armed Forces families.</p> <p>In April 2012 the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years (Ever 6).</p>
<p>Total amount allocated to the school for the current academic year</p>	<p>2016/17 - £48,120</p> <p>(£42,240 - 2015 to 2016)</p>
<p>Explain how the previous year's allocation was spent?</p>	<ul style="list-style-type: none"> • Teaching assistant support • Booster teacher support where appropriate • Intervention programmes during the school day • Paying into Locality for a counselling service • Paying into Locality to make full use of Family Support workers • Continued focus on attendance and lateness / gates open at 8.45am and learning starts at once • TAs working on 1 to 1 from 8.45am • Paying into Locality for Parent Information Adviser • Paying fees to attend after school clubs • Paying for educational visits
<p>How will the money be spent this academic year?</p>	<ul style="list-style-type: none"> • Teaching assistant support • Booster teacher support where appropriate • Intervention programmes during the school day • Paying into Locality for a counselling service • Paying into Locality to make full use of Family Support workers • Continued focus on attendance and lateness / gates open at 8.45am and learning starts at once • TAs working on 1 to 1 from 8.45am • Paying into Locality for Parent Information Adviser • Paying fees to attend after school clubs • Paying for educational visits
<p>Statement about the effect of the expenditure on the educational</p>	<ul style="list-style-type: none"> • We never confuse eligibility for the pupil premium with low ability. We focus on supporting our disadvantaged children to achieve their highest levels. • We thoroughly analyse which pupils are underachieving, particularly

<p>attainment of those pupils who were eligible for pupil premium</p>	<p>in maths and English, and why.</p> <ul style="list-style-type: none"> • We draw upon evidence from our own and others' experience to allocate funding to the activities that are most likely to have an impact on improving achievement, such as Booster teacher input. • Some tracking is not always quantified by data. Some is on self-esteem and well-being. There are many FAC (Family around the Child) meetings where parents always are informed of progress of their children over and above the usual parent meetings. • Every July, all children's progress is analysed and every child entering Year 6 is offered Booster Teacher time or mentoring or booster groups before or after school. • We allocate our most appropriate staff to support learning and in this year's budget agreed to continue funding our highly qualified Booster Teacher. • Every class teacher and subject leaders know who our Pupil Premium children are so that they take responsibility for their progress. We use achievement data regularly to check that interventions are working. We use a Pupil Premium Progress Spreadsheet to monitor how Pupils in receipt of funding are progressing and what support is being put in place. • Mrs Corral and Mrs Darrell, Co Headteachers, have the overview on how funding is allocated and monitor the difference it makes to the outcomes at least termly.
<p>Measuring the impact</p>	<p>The Pupil Premium finances are strategically directed to raising pupil attainment, and progress is carefully tracked to ensure that pupils who are eligible for pupil premium benefit from targeted interventions. The Governing Body and Headteachers monitor the deployment of all resources, including finances, to ensure that it has a positive impact on children's learning including those children who would be at risk of falling behind. Since 2014, we have had a specific costing spreadsheet in place for all Pupil Premium children, following on from a review of our practice by the Local Authority February 2014.</p>
<p>Does it work?</p>	<p>The Bellbird has quantitative and qualitative data to demonstrate the overall progress of pupils captured within the Pupil Premium Group, as well as other groups. There is a robust tracking of progress in place. Teachers meet termly at pupil progress meetings. Intervention programmes are planned within teaching partnerships, usually lasting for 6 weeks at most. The Assessment Leader tracks and monitors with this being reported to Governors termly. There is a named Pupil Premium Governor. November 2015, the Local Authority recognised our work as good practice to be shared with other schools in the County.</p> <p>Parents are most welcome to meet with staff to talk about their own child and the impact of Pupil Premium on their learning.</p>
<p>Does it work?</p>	<ul style="list-style-type: none"> • The Bellbird Primary School uses a whole range of strategies to ensure that every child achieves their full academic potential. • National and Local comparative data show that Bellbird pupils from all groups including pupils in receipt of Pupil Premium achieve above Local and National levels.

	<ul style="list-style-type: none"> • July 2016 end of Key Stage 2, 67% of Pupil Premium children achieved the expected standard in reading, 33% in writing and 0% in maths. • We have quite small numbers of children who receive Pupil Premium funding. At the start of 2016 to 2017 the number had risen to 39 across the whole school. • Ofsted (June 2015) commented, ‘the extra money the school receives to support disadvantaged pupils is used wisely so that both academic and social needs are supported. This means that, by the end of Year 6, the gaps between the attainment of disadvantaged pupils and that of others is relatively small. Money has been used to provide one-to-two support and booster lessons, alongside providing time for mentoring of individual pupils.’
<p>Where can I get more information?</p>	<p>For more information about how we plan provision and track progress please speak to Mrs Darrell, Co-Headteacher and Assessment Leader or Mrs. Corral Co-Headteacher.</p>