



BEAL VALE PRIMARY SCHOOL

Part of Crompton House CofE Multi Academy Trust

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BEAL VALE PRIMARY SCHOOL

PUPIL PREMIUM GRANT EXPENDITURE

September 2019 – August 2020

The Pupil premium is allocated for the educational benefit of the children at school. The Pupil premium is additional to main school funding and is allocated to address inequality and disadvantage.

Funds are allocated across the academic year.

Overview of the school

Beal Vale Primary School is a smaller than average-sized primary school with rising numbers on roll. Beal Vale Primary School has an average number of disabled pupils and those who have special educational needs. The proportion of disadvantaged pupils, (supported by pupil premium funding) is above the national average.

Number of pupils & Pupil Premium Grant 2019-2020	
Total Number of pupils on roll	193
Total number of pupils eligible for Pupil Premium	78
Total allocation of Pupil Premium Grant	£102,960
Objectives of Pupil Premium Spending	
Our key objective in using the Pupil Premium Funding is to narrow the gap between pupil groups. As a school we have good track record of ensuring that pupils make good progress. At Beal Vale Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that makes the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.	
Identified barriers to educational achievement	
The school needs to focus on targeting a higher proportion of pupil premium pupils reaching the higher standard at the end of Key Stage 1 and Key Stage 2. The school has high levels of mobility.	

Pupils' and their families have social & emotional difficulties, including medical and mental health issues

Some pupils' have limited experiences beyond their home life and immediate community.

Low attendance and persistent absenteeism.

Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.

External barriers to learning

Some pupils start Reception with low language levels and/or are not prepared for school, for example not toilet trained.

The home learning environment is not always conducive for effective learning for some pupil premium children and there can be a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.

Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.

Parental engagement with school and perceptions of education.

There has been an increase in the past few years in the number of referrals made to Children's Services following disclosures by pupils. A number of children eligible for PP receive support from the Early Support Team or Children's Services to address issues within the home.

School Approach

As identified in the

We will ensure that:

- ✓ All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school and are involved in the analysis of data and identification of pupils.
- ✓ We use research to support us in determining the strategies that will be most effective.
- ✓ All staff are aware of who pupil premium and vulnerable children are.
- ✓ All pupil premium children benefit from the funding, not just those who are underperforming
- ✓ Underachievement at all levels is targeted (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 with addition support/ interventions.

The funding is not spent on one particular item, but is used as part of our budget and used to support a number of areas in school. This list is not exhaustive but gives an outline of the main areas in which monies will be spent.

Whole School Initiatives	Opportunity to enhance learning using a range of curriculum enrichment activities.
	Funding provided to subsidise school trips for pupils.
	Breakfast Club Provision
	Healthy Snack Shop Provision
	Whole School Attendance Strategies
	School counselling Service
	Extra Curriculum Activities
	Specialist extra curricula training
	Closing the Gap interventions
	Pastoral Support & Learning Mentor
	Continuity of the schools approach to physical literacy programme
Reception	Small group intervention for 'phonics'. Provision of parents group to support transition to school and parental involvement in education.
Year 1	Additional teaching assistant support.
Year 2	Provision of HLTA in class to support learning.
Year 3	Small group intervention supported by increased TA hours in class.
Year 4	Small group intervention supported by increased TA hours in class.
Year 5	Small group intervention for literacy and numeracy. Additional private tutor support on 1-1 basis. After school homework club. Additional TA support in class.
Year 6	Small group intervention for literacy and numeracy with HLTA. Support to develop comprehension and writing. After school homework club. Additional TA support in class.

Area of spending to achieve desired outcome in relation to each priority/ barrier	Chosen action/ approach to achieve outcome
<p>A higher proportion of Pupil Premium pupils achieve the expected or greater depth standard at the end of the year. A higher proportion of Pupil Premium pupils make an accelerated rate of progress and diminish differences. Pupils make smooth transition across key stages.</p>	<p>Every child receives teaching which is good and frequently outstanding in every classroom every day. Continued Professional Development for Quality First Teaching / mentoring and coaching support. Evidence based approach to closing the gap’.</p>
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and previous key stage. Children who have ‘fallen behind’ make accelerated progress and ‘catch-up’ or exceed prior attainment standards.</p>	<p>Provision of planned interventions and challenge teaching for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Work scrutiny, learning walks and termly assessment data analysis by Head Teacher. Termly staff meetings for staff to analyse progress of fallen behind children. Literacy and maths coordinators and SLT to continually research and check for new available initiatives which will support PP and other children with their attainment and support TAs with their interventions.</p>
<p>TA support in classes and for focused interventions</p>	<p>Regular TA meetings with Deputy– review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources. Participation of targeted individuals in the schools physical literacy programme. Teacher and HT review – careful planning of interventions to be completed each half term/phase TAs complete impact statements to provide evidence of outcomes and plan for next steps. SLT observe interventions and provide feedback regarding strategies, next steps, resources. Clear communication between teachers and TAs – expectations within lessons. TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or</p>

	<p>punctuality. HT/ pastoral support to address concerns with parents and develop action plan as necessary.</p> <p>HLTA delivery of Zippy and Apple programmes.</p>
<p>Funding for dedicated ELSA and learning mentor support for vulnerable pupils</p>	<p>Timetabled pastoral support.</p> <p>Regular discussions between class teacher and learning mentor to ensure a consistent understanding of pupil needs so effective support can be put in place in class</p> <p>Dedicated time for learning mentor to attend ELSA groups to discuss appropriate strategies and gain support from other professionals to ensure the emotional needs of pupils are understood and addressed.</p> <p>ELSA CPD to be disseminated to all TAs for key messages and strategies to be utilised in all classes.</p> <p>SENCO/Learning Mentor/ Pastoral Support/ Teachers to liaise with various agencies to provide targeted support for vulnerable children and families.</p> <p>Nurture, Positive play and Lego therapy sessions planned and delivered to support vulnerable.</p>
<p>Funding for extracurricular clubs</p>	<p>Annual analysis of number of pupils who have taken part in Clubs. Social skills are developed through participation in a range of clubs provided by the school or external providers</p> <p>Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</p>
<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.</p>	<p>Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers including provision of 'Time to Talk' sessions.</p> <p>Provision of the schools external counselling service provided by 'Off The Record'.</p>
<p>Funding for EYFS parents group to support children's transition to school and provide parents with the confidence and skills to support their children's educational journey.</p>	<p>Weekly provision of the EYFS teacher to provide the skills and knowledge and confidence in supporting their children through EYFS and beyond in their educational journey.</p>
<p>Funding for schools breakfast club provision.</p>	<p>Provision of supervision in the club. Inform parents pupils that breakfast club is available at minimal cost and encourage pupils to attend and be ready for learning.</p>
<p>Provision of homework club</p>	<p>Support provided for pupils (and parents) in completing homework tasks that consolidate learning.</p> <p>Homework club advertised with all other clubs</p>

	Parents reminded regularly of availability of homework club. (i.e, during parents' evenings) Teacher to identify pupils who would benefit from attending homework club and liaise with parents.
Funding for school trips and provide pupils with opportunities to take part in a wide range of social/cultural and sporting activities to enable them to develop social skills and give self-confidence and have experiences that will promote high aspirations, e.g. Theatre and museums.	Pupils are able to participate fully in school trips. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential. Business Manager to liaise with parents and HT regarding specific requests for funding. Teachers made aware of funding available.
To maintain the positive behaviour on the playground. More opportunities for pupils to be involved in sport and inter-school sports. Targeted support will have a positive impact on self-esteem, participation levels and attendance.	Sports trained MDS to support lunchtimes and After School Clubs and provide organised games to facilitate and promote good behaviour.
Disadvantaged pupils' attendance to improve so that their attendance is in line with, or below, National Averages, including the reduction of Persistent absenteeism.	Support from office staff. Office staff to monitor pupils half termly and notify parents accordingly. Follow up quickly on absences and liaise with DSL/ BM as to what actions to take. DSL/ BM to manage referrals and attend meetings.

Key expenditure – how the allocation will be spent

Area of Spend	Cost
A higher proportion of Pupil Premium pupils achieve the expected or greater depth standard at the end of the year, including target interventions, training and other related activities.	£14000
TA support in classes and for focused interventions	£38,000
Funding for dedicated ELSA and learning mentor support for vulnerable pupils	£13,000
Funding for extracurricular clubs	£1200
Counselling Services	£6000
Funding for EYFS parents group to support children's transition to school and provide parents with the confidence and skills to support their children's educational journey.	£6500

Funding for schools breakfast club provision.	£5000
Provision of homework club	£1600
Funding for school trips	£3500
To maintain the positive behaviour on the playground.	£4000
Disadvantaged pupils' attendance to improve	£10000

Measuring the Impact of Pupil Premium Funding

Performance of eligible pupils end of KS2 national tests 2020 - cohort

Performance Indicator	School Pupil Premium	National % meeting ARE	Gap
% of pupils achieving Age Related Expectation in Reading, Writing & Maths combined			
% of pupils achieving ARE in Reading			
% of pupils achieving ARE in Writing			
% of pupils achieving ARE in Maths			
% of pupils achieving ARE in Grammar, Punctuation and Spelling			
Pupil Premium progress in Reading			
Pupil Premium progress in Writing			
Pupil Premium progress in Maths			

The positive impact of pupil premium spending is also shown by the gap between pupil premium pupils at Beal Vale and pupils nationally.

2016 % maths, reading and writing -18%

2017 % maths, reading and writing - 4%

2018 % maths, reading and writing – 15% (+4% national average for group)

Data from ASP – Analysing school performance (Inspection Data Report)