



## Bevington Primary School Pupil Premium Report Autumn 2019

At Bevington, we expect all pupils to achieve their potential, regardless of background or starting point. However, we have identified a number of barriers which disadvantaged pupils face through their time at Bevington Primary School. These are barriers which can impact on pupils' attainment, progress and wellbeing, particularly in comparison to their peers.

The main barriers we have identified are:

- Arrival in school with below average attainment, especially in speech, language and communication
- Decreased likelihood of fulfilling complete academic potential – especially higher ability learners
- Fewer opportunities outside school for enrichment and wider personal development
- Inconsistent attendance and punctuality
- Increased risk of social and emotional difficulty
- Lack of opportunity to prepare fully for life in modern Britain

There are a number of ways in which we support disadvantaged pupils at Bevington. We are careful to target our support in ways which have been proven through research to have greatest impact. We also use the Education Endowment Foundation's (EEF) impact rating to predict the 'months' impact' a particular intervention will have on learning.

The principles behind our support strategy are as follows:

1. An ethos of high achievement for all pupils  
*We expect all pupils to reach their potential; we do not stereotype disadvantaged pupils as having less potential or facing similar barriers*
2. Early and targeted support for behaviour and attendance  
*We recognise that good attendance and positive behaviour for learning form the foundation of a successful school experience*
3. High quality teaching for all pupils  
*We believe that quality teaching in the classroom is the most effective way to raise standards*

4. Tailored support for individual learning needs  
*We identify pupils' needs and provide individualised support if required*
5. Effective staff deployment  
*We use the most skilled staff to work with the pupils who need most support*
6. Use of data to monitor impact  
*We are constantly using assessment data to monitor impact of our work and make adjustments as necessary*
7. Clear leadership and recruitment incentives  
*We aim to recruit and retain the best staff, set extremely high aspirations and hold everyone accountable for raising attainment.*

Some areas of our support strategy have a financial implication; some do not. Where our support for disadvantaged pupils incurs a cost, we are careful to use our Pupil Premium funding to sustain these activities.

We track our expenditure carefully through the year, and we are continuously assessing the impact of this funding.

2019-20 Pupil Premium Funding	
<b>Total number of Pupils (YR – Y6 June 2019)</b>	297
<b>Number of pupils eligible for Pupil Premium</b>	127
<b>Total Pupil Premium Funding</b>	£167,640
<b>Review Date</b>	September 2020

## Academic Year 2018-19

### Pupil Premium Achievement

#### EYFS GLD

	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other
Achieving GLD	75%	-	<b>70%</b>	<b>71%</b>	<b>-4%</b>

#### Year One Phonics

	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other
Reaching Required Standard	84%	87%	<b>86%</b>	<b>89%</b>	<b>+5%</b>

#### End of KS1 SATS

	Reading					Writing					Maths				
	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other
EXS +	78%	-	<b>92%</b>	<b>75%</b>	<b>-3%</b>	73%	-	<b>85%</b>	<b>63%</b>	<b>-10%</b>	79%	-	<b>90%</b>	<b>88%</b>	<b>+9%</b>
GDS +	28%	-	<b>41%</b>	<b>25%</b>	<b>-3%</b>	17%	-	<b>38%</b>	<b>25%</b>	<b>+8%</b>	24%	-	<b>41%</b>	<b>25%</b>	<b>+1%</b>

#### End of KS2 SATS

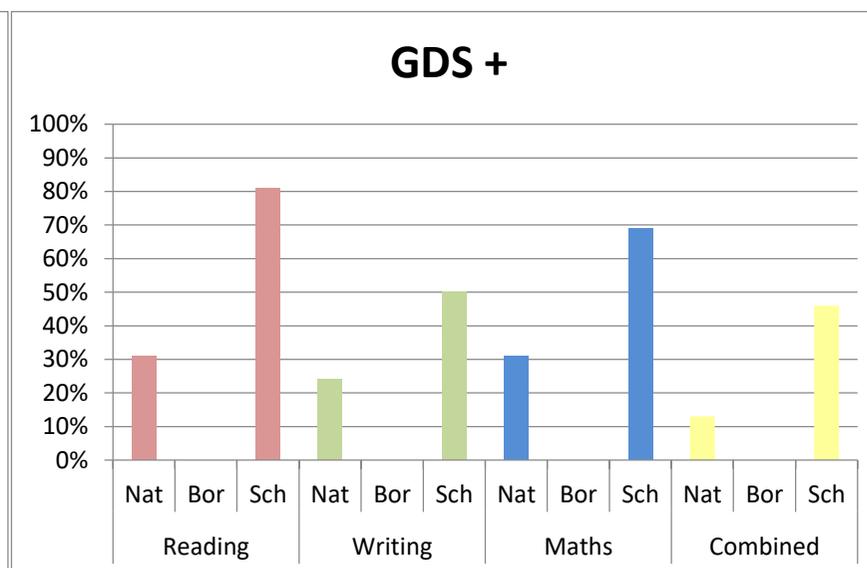
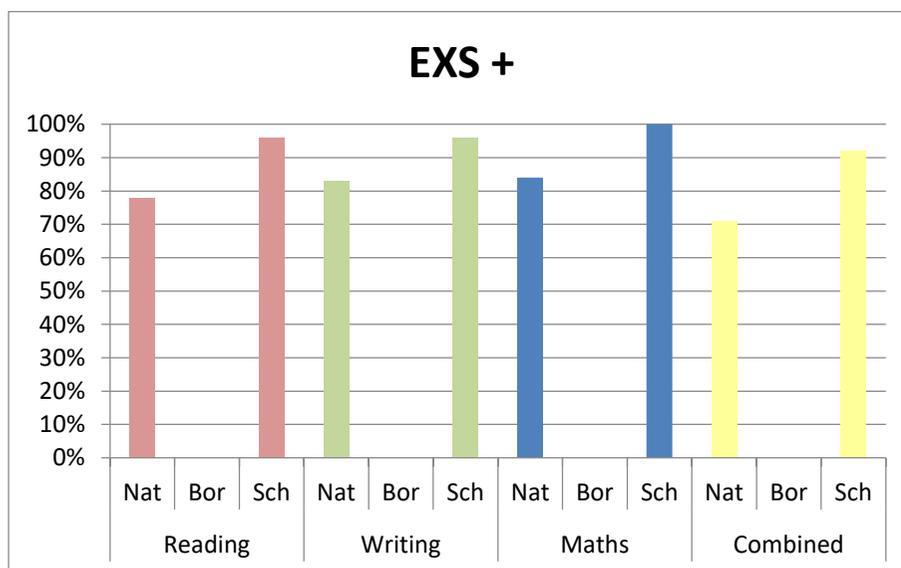
	Reading					Writing					Maths				
	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other
EXS +	78%	-	<b>98%</b>	<b>96%</b>	<b>+18%</b>	83%	-	<b>98%</b>	<b>96%</b>	<b>+13%</b>	84%	-	<b>100%</b>	<b>100%</b>	<b>+16%</b>
GDS +	31%	-	<b>75%</b>	<b>81%</b>	<b>+50%</b>	24%	-	<b>45%</b>	<b>50%</b>	<b>+26%</b>	31%	-	<b>68%</b>	<b>69%</b>	<b>+38%</b>
Av Score	106.0	-	<b>113.4</b>	<b>114.1</b>	<b>+8.1</b>	-	-	-	-	-	106.0	-	<b>112.2</b>	<b>111.8</b>	<b>+5.8</b>

### End of KS2 Combined RWM

	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other
<b>Expected RWM</b>	71%	-	<b>95%</b>	<b>92%</b>	<b>+21%</b>
<b>Above RWM</b>	13%	-	<b>43%</b>	<b>46%</b>	<b>+23%</b>

### End of KS2 Progress Measure

	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other
<b>Reading</b>	0.3	-	<b>6.5</b>	<b>6.9</b>	<b>+6.6</b>
<b>Writing</b>	0.3	-	<b>2.5</b>	<b>2.5</b>	<b>+2.3</b>
<b>Maths</b>	0.3	-	<b>4.7</b>	<b>4.4</b>	<b>+4.1</b>
<b>Average</b>	<b>0.3</b>	-	<b>4.6</b>	<b>4.6</b>	<b>+4.3</b>



**Comparison:** School Disadvantaged is compared to National/Borough Other

## Academic Year 2018-19

### Pupil Premium Impact

	Category Cost	Programme	Programme Cost	Impact
Leadership / Recruitment	£22,645	TLR Maths	£4,529	Disadvantaged pupils attained the expected standard in maths at a level significantly above the national average for other pupils at both Key Stages ( <b>+9% KS1, +16% KS2</b> ). At the higher standard, <b>25%</b> achieved this at KS1 ( <b>+1%</b> compared to national), and <b>69%</b> achieved this at KS2 ( <b>+38%</b> compared to national). Progress figures for disadvantaged pupils in maths at the end of KS2 were <b>4.4</b> , which is significantly above the national average.
		TLR English	£4,529	Disadvantaged pupils achieved in line with national averages in Reading at the end of KS1 and below in Writing – this will be a major focus in 2019-20. However, by the end of KS2, disadvantaged pupils outperformed others nationally by a significant margin. <b>96%</b> of pupils achieved the expected standard in Reading and Writing, <b>+18%</b> and <b>+13%</b> higher than national averages. They also achieved significantly higher than their peers nationally at the higher standard.
		TLR Science	£4,529	At the end of KS2, 90% of disadvantaged pupils attained the expected standard in Science, which is above national averages ( <b>+7%</b> ). We are also in the process of building a new STEM Centre of Excellence on the school site. One of the core principles of the project is promoting life opportunities in this area of industry to disadvantaged pupils. Our work in this area has helped to fundraise <b>over £50,000</b> towards the project which will directly benefit disadvantaged pupils.
		TLR KS1	£4,529	In the Year 1 phonics check, disadvantaged pupils outperformed others nationally by <b>+5%</b> . This was a big achievement considering the starting point for the cohort. By the end of KS1, disadvantaged pupils achieved higher than others nationally in Maths ( <b>+9% EXS</b> ), however they were slightly below in Reading and Writing. This will therefore become a major focus for 2019-20.
		TLR EYFS	£4,529	The number of pupils achieving the GLD was broadly in line with national averages. This was a significant achievement considering the starting point for the cohort. In their baseline assessment in Autumn 2018, only 43% were on track to achieve the GLD, however thanks to carefully planned teaching sequences and targeted intervention, this rose to <b>71%</b> by Summer 2019.

	Category Cost	Programme	Programme Cost	Impact
Class Support	£51,300	Additional Teacher Year 6	£37,260	Classes in Year 6 through the year did not exceed 23. As a result of this additional teacher, results for pupil premium pupils in all subjects were above local averages and <b>significantly above</b> national averages for both expected and the greater depth standard. Please see the tables above for more in-depth comparisons.
		Additional TA Upper KS2 (AM)	£14,040	We were able to fund an additional class teaching assistant for Year 6. This meant we could provide additional targeted support during morning sessions. It also enabled us to release the class teachers at various points during the afternoon to carry out boosters and one-to-one interventions. This contributed to end of KS2 achievement and progress which was <b>well above</b> national and local averages.
		EYFS Apprentices	£12,285	We used our funding to support the placement of two EYFS Apprentices in our Early Years setting. As well as providing a training placement towards <b>Level 3</b> for two young people, this increased staff ratios and enabled us to focus on raising standards in EYFS, especially in <b>Speech, Language and Communication</b> .
Learning Mentor	£30,030	One-to-one bespoke intervention	£5,460	The Learning Mentor worked with a number of children who were referred for social, emotional and behaviour support. <b>90%</b> of pupils achieved personalised targets set and all pupils made progress from their starting points.
		Behaviour groups	£9,555	The Learning Mentor ran behaviour groups for children with specific behaviour difficulties (e.g. anger management). <b>80%</b> of pupils attending group intervention achieved targets set. <b>100%</b> of pupils met or part met targets set.
		Communication and Language	£1,365	The Learning Mentor worked with Early Years pupils on improving their communication and language skills. This made a significant difference to the GLD. <b>100%</b> of pupils showed progress against their starting point.
		Emotional/ Self-Esteem support	£6,825	The Learning Mentor worked with pupils on improving confidence and self-esteem. <b>88%</b> of pupils attending group intervention achieved targets set. <b>100%</b> of pupils met or part met targets set.
		Playground support	£6,825	Our Learning Mentor supported key children on the playground, with <b>100%</b> of pupils achieving their personalised targets. Focused games led by the Learning Mentor meant that we could sustain a reduction in low level behaviours on the playground.

Interventions	£26,463	One-to-one tuition Upper KS2	£7,800	From September to April, we ran individual one-to-one tuition sessions for targeted pupils in year 6. Some of these were for pupils at risk of not meeting the expected standard, some were for pupils with the potential to reach the higher standard. <b>95%</b> of pupils targeted for support in Year 6 achieved or exceeded their target.
		Easter School	£1,500	Subject leaders and senior leaders ran after-school booster groups for children across Upper KS2 to give them the additional support in addition to that provided in school. <b>95%</b> of pupils targeted for support in Year 6 achieved or exceeded their target.
		Speech and Language	£1,053	We have identified that speech, language and communication difficulties are a significant barrier faced by a disproportionate number of disadvantaged pupils at Bevington. Speech and language support was tailored to our Early Years and provided through our West London Zone programme.
		EAL Support	£3,510	We have an integration programme for EAL new starters, including support for families, one-to-one work with a multi-lingual teaching assistant and buddy work with the Learning mentor. Outcomes at the end of Y6 show that EAL learners perform <b>at least in line</b> with their peers by the end of their time at Bevington.
		Educational Psychologist	£3,600	We employed an Educational Psychologist to carry out cognitive testing and diagnosis of specific learning difficulties, working with <b>6 pupils</b> through the year, the majority of whom were disadvantaged. Support from our EP helped the school successfully apply for <b>8 EHCPs</b> to support pupils with SEND. Our EP also ran training for staff and held a parent event.
		West London Zone	£9,000	Through the year, we worked with West London Zone, a local charity, to support learning and emotional wellbeing of a cohort of 20 selected pupils. Pupils were identified according to need and received intervention addressing literacy, maths emotional wellbeing, attendance and much more. Of this cohort the average attendance increase was <b>+1.3%</b> , with <b>100%</b> of pupils showing an improvement in wellbeing. In addition to this, <b>94%</b> of the cohort showed an improvement in literacy and maths.
Enrichment	£7,227	Trips and Workshops	£4,000	In 2018-19 we provided all pupils with a range of different trips, experiences and workshops. We were able to subsidise most trips, and no child was precluded from any of these for financial reasons. We also ran a week-long school journey for pupils in Year 6, and were able to provide subsidised places to families in financial need.
		Music Support	£2,252	Pupils in Year 5 and 6 were able to attend workshops at the Rhythm Studio and perform as part of a band, pop group or digital music group depending on their skills. We also worked with the Voices Foundation through the year to improve curriculum singing across the school. This has already helped feed into our peripatetic programme, with an increased take-up in instrumental tuition through the year.

		Homework Club	£975	Disadvantaged pupils and families were identified by teachers to attend a weekly homework and reading club after school, which was run by our learning mentor. This club provided additional support after school. <b>All pupils</b> who attended the club completed their homework on time and made progress in the core subjects.
Attendance and Wellbeing	£5,050	Reviews and Support	£1,000	During the year we met with families of <b>11</b> disadvantaged children to discuss and support their attendance. In conjunction with the school nurse and other professionals, we set targets and met regularly through the year to monitor improvement. The average improvement through the year for these children was an increase of <b>+3%</b> in their school attendance.
		Attendance Incentives	£50	Overall attendance through the year was broadly in line with national averages. Weekly individual prizes were awarded for attendance through the year. All children who achieved 100% attendance in the week entered into a random draw, with winning child winning a yo-yo.
		Daily Fruit	£4,000	All children across the school were given a daily piece of fruit during the year. This had a positive impact on the children's wellbeing and overall health. <b>85%</b> of pupils say that school helps them to stay healthy. <b>92%</b> of pupils say that they eat 1-3 portions of fruit/vegetable a day, of which 48% say that they eat 4 to 5 plus.
TOTAL	£155,000			

## Academic Year 2019-20

### Projected Pupil Premium Expenditure

	Programme	Rationale	Impact Measure	Overseen By	EEF Impact	Cost	Category Total
Leadership	TLR Maths	<i>In order to continue maintaining high standards for Pupil Premium learners in Maths, we have a TLR position with a responsibility for the subject across the school. In line with outcomes last year, attainment at KS1 for disadvantaged pupils will be a focus.</i>	PP Attainment and Progress from starting points in Maths in all year groups	Maths Leader	N/A	£4500	£27,000
	TLR English	<i>This year we have redesigned our Reading curriculum. Our new strategy carefully addresses barriers faced by our cohort, specifically our disadvantaged pupils. This TLR position will take responsibility for the implementation and impact of our Reading strategy.</i>	PP Attainment and Progress from starting points in English, particularly Reading	English Leader	N/A	£4500	
	TLR Science	<i>Our Science TLR holder leads on our STEM specialism. We developed this specialism in light of research which shows that disadvantaged pupils are less likely to obtain degrees in these subjects than their peers. Our new STEM Centre seeks to redress this imbalance.</i>	PP Attainment and Progress in Science; aspirations of pupils, leaver destinations	Science Leader	N/A	£4500	
	TLR KS1	<i>We have a TLR position for a KS1 phase leader. We recognise that the transition from EYFS into KS1 can be difficult for disadvantaged pupils, and this leadership position exists to ensure this is successful and that outcomes are excellent for all groups.</i>	KS1 SATs results; Phonics Screening results; Progress from starting points in KS1	KS1 Leader	N/A	£4500	
	TLR LKS2	<i>This year in lower KS2, we are focusing on outcomes at greater depth in all subjects. We also intend to ensure that all pupils are secure in their spelling and times table knowledge as this is foundation of Writing and Maths. This TLR position will oversee this initiative.</i>	End of year in school data; Y4 Multiplication Check results; Evidence from monitoring	LKS2 Leader	N/A	£4500	
	TLR EYFS	<i>Early Years features heavily in our School Improvement Plan this year. We aim for pupils to have the absolute best start to their education. There will be a significant focus on Phonics in Early Years, and our EYFS TLR holder will monitor the implementation of this.</i>	EYFS Achievement in all areas, especially Reading; Phonics data; GLD data for PP	EYFS Leader	+5	£4500	

Teaching and Learning	School Direct Placements	<i>We are committed to training the next generation of teachers. Our Schools Direct Programme focuses on harnessing talent within our school to place individuals on teacher training programmes. The additional personnel also enable class teachers to provide further support to pupils in need, increasing as the year continues. This year we have two staff members on the school direct programme.</i>	Successful training placements; Additional support improves learning and progress in target year groups	SLT	+4	£35,000	£69,060
	EYFS Apprentices	<i>We train and employ two EYFS Apprentices to support the pupils in our Early Years Setting. Disadvantaged pupils start our setting with limited language, being unable to express themselves and to manage their feelings. The additional adults are able to support the pupils develop these key skills.</i>	EYFS Profile Achievement in all areas, especially Speech and Language; Phonics data	EYFS Leader	+5	£20,060	
	Professional Development	<i>We have set aside funds to train and develop our staff. This year, our priorities will be SEN, Reading, Phonics, Early Literacy and STEM. These priorities are all in line with our school development plan and will have a direct impact on disadvantaged pupils. We will also use the funding to train subject leaders with the knowledge required to become experts in their field.</i>	Impact on teaching and learning through school monitoring; End of year outcomes; Qualifications; Career Progression	SLT	N/A	£14,000	
Learning Mentor Support	One-to-one bespoke intervention	<i>Our SENCO and Learning Mentor co-ordinate a programme of one-to-one support for children displaying behavioural, social or emotional difficulty. These sessions are tailored to the individual and include in-class support, self-control, anger, communication and friendship support. The aim of these sessions is to remove social, emotional and behavioural barriers to enable children to learn at their full potential.</i>	Boxall Profile (assessment of social, emotional and behavioural development)	SENCO	+8	£8,873	£20,467
	Behaviour groups	<i>Our Learning Mentor runs a series of behaviour groups focused on friendship, anger-management and general behaviour for learning. Staff refer children for these groups who they identify as being at risk – particularly in EYFS and KS1. The aim of these sessions is early intervention and support.</i>	Boxall Profile (assessment of social, emotional and behavioural development)	SENCO	+4	£1,365	
	Comm. and Language	<i>We run small group sessions for Early Years pupils focused on Communication and Language. Often these will be pupils who struggle to communicate effectively. We aim to address these difficulties to allow pupils to flourish as they go through EYFS into KS1.</i>	Communication Trust (speech and language progression tool)	SENCO	+5	£1,365	
	Emotional/ Self-Esteem support	<i>We have identified a group of pupils who suffer from emotional difficulties, especially related to self-esteem, which have an impact on their learning. These pupils work weekly with our Learning Mentor to improve their self-esteem and attitude to learning.</i>	Weekly Intervention Sheets	SENCO	+4	£2,048	

	Playground support	<i>Our Learning Mentor is on the playground every break and lunchtime to model good game-playing and social interaction. This also gives our Learning Mentor an opportunity to monitor the behaviour of pupils who struggle on the playground, putting in strategies to improve this when required.</i>	Behaviour Tracker; Individual Targets	SENCO	+1	£6,825	
Interventions	One-to-one tuition Upper KS2	<i>Our one-to-one tuition interventions which are run through the year for KS2 pupils, allow us to tailor support for individual pupils if required. Evidence suggests that individualised attention has greatest benefit on pupils' learning, so we are careful to fine-tune our intervention for maximum impact.</i>	Individual Attainment and Progress data	KS2 AHT	+5	£7,800	£21,900
	Easter School	<i>We run an Easter School for our Year 6 pupils. Intensive tuition is in small focussed groups. Reading groups focus on comprehension strategies, maths groups focus on reasoning and English groups focus on SPAG skills.</i>	Individual Attainment and Progress data	KS2 AHT	+2	£1,500	
	Educational Psychologist	<i>We have identified a number of pupils who have arrived at Bevington with un-diagnosed Special Educational Needs. We have therefore employed an Educational Psychologist to conduct the appropriate assessments which support the process for EHCP (Education and Health Care Plan) application.</i>	Successful EHCP Applications	SENCO	N/A	£3,600	
	West London Zone	<i>We have identified 20 disadvantaged pupils across the school that would benefit from the WLZ. The WLZ is a partnership of local organisations that work together to ensure that all the children they work with reaches their full potential. The support provided by the WLZ includes a cohort of EYFS children who have been identified for early Speech and Language Intervention – something we have identified as a barrier for disadvantaged pupils starting Bevington.</i>	Individual Attainment and Progress data	Link Worker	+5	£9,000	
Enrichment	Trips and Workshops	<i>We recognise that disadvantaged pupils at Bevington have fewer opportunities outside school for enrichment. We therefore plan an exciting variety of trips and workshops to extend pupils' learning beyond the classroom. We use our Pupil Premium funding to support parents who are not in a financial position to contribute towards this.</i>	All children able to attend regardless of cost	Business Manager	+2	£4,000	£8,000
	Music Support	<i>We are working closely with local music providers (The Rhythm Studio and The Voices Foundation) to provide music workshops and enrichment activities for pupils. We use these activities to identify children with particular talents and then use our Pupil Premium funding to allow them to take this talent further.</i>	Music has higher profile and take-up	Music Leader	+2	£4,000	

Attendance and Wellbeing	One-to-one pupil wellbeing support	<i>We have a dedicated Safeguarding Co-ordinator who works one-to-one with pupils in need to wellbeing support. This support is offered depending on pupils' needs and is tailored to individuals according to their situation. It can include regular in house one-to-one sessions or the organisation of further support such as Art Therapy.</i>	All pupils in difficulty are able to access support and take part in learning	Assistant Head (DSL)	+4	£9,555	£21,840
	Family work	<i>Our Safeguarding Co-ordinator also works closely with families to ensure they are best placed to help their children. This support is bespoke depending on family circumstances and can include parenting help, welfare guidance and signposting to additional services.</i>	Family feedback; number of successful referrals to additional services/welfare	Assistant Head (DSL)	+3	£6,825	
	Attendance Reviews	<i>We spend time each term meeting with parents of children whose attendance and/or punctuality is a cause for concern. We then work closely with professionals to plan a programme of support to help improve this. We monitor closely and follow-up any actions swiftly.</i>	Termly attendance tracking	Assistant Head (DSL)	+2	£5,460	
<b>TOTAL</b>							<b>£168,276</b>

## Programme Costs

