

Bellenden projected PP Fund April 2024 to 2025 – Please note that this is a projection only



## Bellenden Pupil Premium

# Impact of interventions for financial year April 2023/2024

Details of challenge	Impact over financial year 2023/2024		
<p>Assessment, observations, and discussions with pupils indicate underdeveloped verbal skills – ranging from Reception to KS2. Many children are on the Speech and Language Caseload.</p> <p>Assessment, observations and discussion with children suggest disadvantaged generally have greater difficulties retaining phonics than their peers, meaning that reading skills are delayed.</p>		PP	NPP
	Rapid progress	56%	13%
	Expected progress	44%	87%
	Steady progress	0%	0%
	Overall progress	100%	100%
	An Improvement in verbal skills will show through children’s writing across the school:		
	Year 1 writing		
	IN this class there are 9 children who are eligible for the PP grant. Out of those, 3 children have English as a second language. However, PP and NPP children are achieving in line with each other. Which indicates very good impact.		
	Reading		
		PP	NPP
Rapid progress	22%	0%	
Expected progress	56%	80%	
Steady progress	22%	20%	
Overall progress	78%	80%	

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	PP	NPP
Rapid progress	29%	19%
Expected progress	71%	63%
Steady progress	0%	19%
<b>Overall progress</b>	<b>100%</b>	<b>81%</b>

**Year 2 writing**

In this class, 9 children are eligible for the pupil premium grant but out of these, 3 have English as an additional language ( 30% of the PP children also have protected characteristics)

However, children eligible for the PP grant are out performing NPP children. Which indicates excellent impact.

**Reading**

	PP	NPP
Rapid progress	0%	13%
Expected progress	86%	69%
Steady progress	14%	19%
<b>Overall progress</b>	<b>86%</b>	<b>81%</b>

**Year 3 writing**

	PP	NPP
Rapid progress	0	20
Expected progress	90	73
Steady progress	10	07
<b>Overall progress</b>	<b>90</b>	<b>93</b>

In this class, there are 10 children eligible for the pupil premium grant. Of these children, 1 has SEN and 3 have EAL meaning 40% of our pupil premium children also have protected characteristics. However, PP and NPP children are achieving in line with each other. Which indicates very good impact.

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Reading

	PP	NPP
Rapid progress	0	0
Expected progress	70	73
Steady progress	30	27
Overall progress	70	73

Year 4 Writing

	PP	NPP
Rapid progress	11	14
Expected progress	89	86
Steady progress	0	0
Overall progress	100	100

In this class, 10 children are eligible for the pupil premium grant out of these, 4 children have EAL and 1 child has SEN. Therefore, out of the 10 children who are eligible for the PPG, 50% of them have additional protected characteristics. However, PP and NPP children are achieving in line with each other. Which indicates very good impact.

Reading

	PP	NPP
Rapid progress	13	29
Expected progress	78	71
Steady progress	9	0
Overall progress	91	100

NB each PP child in this year group is equivalent to 10 percentage points. This means that the difference between PP and NPP in reading is less than one child ∴ both sets of children are making comparable progress.

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Year 5 writing

	PP	NPP
Rapid progress	7	8
Expected progress	71	75
Steady progress	21	17
Overall progress	78	83

In this class, 14 children are eligible for the Pupil Premium grant. Of these 14 children, 8 children have either EAL, SEN or both. This means that of the children eligible for the PP grant in this year group, about 60% of them have additional protected characteristics.

(being that 14 children are eligible for the PPG, this means that each PP child = 7% meaning that PPG children and NPP children are achieving in line with each other) Which indicates good impact.

Reading

	PP	NPP
Rapid progress	14	0
Expected progress	79	83
Steady progress	7	17
Overall progress	93	83

Year 6 writing

	PP	NPP
Rapid progress	0	20
Expected progress	90	73
Steady progress	10	7
Overall progress	90	93

In this class, 10 children are eligible for the Pupil Premium grant. Of these 10 children, 5 (50%) are either on the special education needs register, have English as an additional language or both.

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	<p>Reading</p> <table border="1" data-bbox="432 309 805 593"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>Rapid progress</td> <td>22</td> <td>6</td> </tr> <tr> <td>Expected progress</td> <td>63</td> <td>88</td> </tr> <tr> <td>Steady progress</td> <td>20</td> <td>6</td> </tr> <tr> <td>Overall progress</td> <td>85</td> <td>94</td> </tr> </tbody> </table> <p>NB each PP child in this year group is equivalent to 10 percentage points. This means that the difference between PP and NPP in reading is less than one child ∴ both sets of children are making comparable progress.</p> <p>In summary, Across the school, the progress made by children eligible for the PPG either exceeds or is line with children ineligible for the grant. Meaning that interventions to close the gap between PP and NPP children have been very successful.</p>		PP	NPP	Rapid progress	22	6	Expected progress	63	88	Steady progress	20	6	Overall progress	85	94
	PP	NPP														
Rapid progress	22	6														
Expected progress	63	88														
Steady progress	20	6														
Overall progress	85	94														
<p>National studies, and indeed our observations and discussion with families, indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.</p> <p>This has resulted in a significant lack of mathematical fluency.</p>	<p>An Improvement in mathematical fluency would best be measured by looking at the progress children have made throughout the year in mathematics. The data below shows children eligible for the PP grant ( PP) compared to their counterparts who are not eligible for the grant ( NPP)</p> <p>Year 1 Maths</p> <p>IN this class there are 9 children who are eligible for the PP grant. Out of those, 3 children have English as a second language. As can be seen below, PP and NPP children are making comparable progress.</p> <table border="1" data-bbox="432 1512 745 1803"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>Rapid progress</td> <td>0</td> <td>0</td> </tr> <tr> <td>Expected progress</td> <td>89</td> <td>87</td> </tr> <tr> <td>Steady progress</td> <td>11</td> <td>13</td> </tr> <tr> <td>Overall progress</td> <td>89</td> <td>87</td> </tr> </tbody> </table>		PP	NPP	Rapid progress	0	0	Expected progress	89	87	Steady progress	11	13	Overall progress	89	87
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**Year 2 Maths**

In this class, 9 children are eligible for the pupil premium grant but out of these, 3 have English as an additional language ( 30% of the PP children also have protected characteristics) However, it can be seen in the table below that PP children are making better progress than NPP children, meaning that interventions have been very successful.

	PP	NPP
Rapid progress	29	13
Expected progress	70	69
Steady progress	0	19
<b>Overall progress</b>	<b>100</b>	<b>81</b>

**Year 3 Maths**

In this class, there are 10 children eligible for the pupil premium grant. Of these children, there are 3 who have EAL and 1 who has special educational needs. (40%) Despite this, PP and NPP are making comparable progress.

	PP	NPP
Rapid progress	0	20
Expected progress	80	60
Steady progress	20	20
<b>Overall progress</b>	<b>80</b>	<b>80</b>

**Year 4 Maths**

In this class, 9 children are eligible for the pupil premium grant out of these, 4 children have EAL and 1 child has SEN.

Therefore, out of the 9 children who are eligible for the PPG, 56% of them have additional protected characteristics. This shows that PP and NPP are making comparable progress (NB. Each PP child is 'worth' 11% - therefore there is 'less than one child' difference)

	PP	NPP
Rapid progress	0	14
Expected progress	90	86
Steady progress	13	0
<b>Overall progress</b>	<b>90</b>	<b>100</b>

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**Year 5 Maths**

In this class, 14 children are eligible for the Pupil Premium grant. Of these 14 children, 8 (57%) are either on the special education needs register, have English as an additional language or both. However, it can be seen in the table below that PP children are making comparable progress to their NPP counterparts. Therefore, our interventions have been very successful.

	PP	NPP
Rapid progress	0	0
Expected progress	86	83
Steady progress	14	17
Overall progress	86	83

**Year 6 Maths**

In this class, 10 children are eligible for the Pupil Premium grant. Of these 10 children, 5 (50%) are either on the special education needs register, have English as an additional language or both. However, it can be seen in the table below that PP children are making better progress than NPP children, meaning that interventions have been very successful.

	PP	NPP
Rapid progress	20	13
Expected progress	80	81
Steady progress	0	6
Overall progress	100	94

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Through assessment, discussion and observation we have deduced that the children's dependency on technology during partial school closures has resulted in fewer opportunities to write sustained pieces of work. This impacts on the children's written sentence organisation, letter formation, spelling and grammar.

	PP	NPP
Rapid progress	56%	13%
Expected progress	44%	87%
Steady progress	0%	0%
<b>Overall progress</b>	<b>100%</b>	<b>100%</b>

**Year 1**

IN this class there are 9 children who are eligible for the PP grant. Out of those, 3 children have English as a second language. However, PP and NPP children are achieving in line with each other. Which indicates very good impact.

	PP	NPP
Rapid progress	29%	19%
Expected progress	71%	63%
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**Year 2**

In this class, 9 children are eligible for the pupil premium grant but out of these, 3 have English as an additional language ( 30% of the PP children also have protected characteristics)  
However, children eligible for the PP grant are out performing NPP children. Which indicates excellent impact.

**Year 3**

	PP	NPP
Rapid progress	0	20
Expected progress	90	73
Steady progress	10	07
<b>Overall progress</b>	<b>90</b>	<b>93</b>

In this class, there are 10 children eligible for the pupil premium grant. Of these children, 1 has SEN and 3 have EAL meaning 40% of our pupil premium children also have protected characteristics. However, PP and NPP children are achieving in line with each other. Which indicates very good impact



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Year 4

	PP	NPP
Rapid progress	11	14
Expected progress	89	86
Steady progress	0	0
Overall progress	100	100

In this class, 10 children are eligible for the pupil premium grant out of these, 4 children have EAL and 1 child has SEN.

Therefore, out of the 10 children who are eligible for the PPG, 50% of them have additional protected characteristics. However, PP and NPP children are achieving in line with each other. Which indicates very good impact.

Year 5

	PP	NPP
Rapid progress	7	8
Expected progress	71	75
Steady progress	21	17
Overall progress	78	83

In this class, 14 children are eligible for the Pupil Premium grant. Of these 14 children, 8 children have either EAL, SEN or both. This means that of the children eligible for the PP grant in this year group, about 60% of them have additional protected characteristics.

( being that 14 children are eligible for the PPG, this means that each PP child = 7% meaning that PPG children and NPP children are achieving in line with each other) Which indicates good

Year 6

	PP	NPP
Rapid progress	0	20
Expected progress	90	73
Steady progress	10	7
Overall progress	90	93

In this class, 10 children are eligible for the Pupil Premium grant. Of these 10 children, 5 (50%) are either on the special education needs register, have English as an additional language or both. It can be seen that the PP children and their NPP counterparts have made comparable progress.

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	<p>In summary, Across the school, the progress made by children eligible for the PPG either exceeds or is in line with children ineligible for the grant. Meaning that interventions to close the gap between PP and NPP children have been very successful.</p>
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## Bellenden

### Projection for 2024 2025 based on a Pupil Premium Grant of £136,080

Teaching			
Spending on	Description and formula	Evidence that supports this approach	Spending
Tracking and Assessment	The Assessment Co-ordinator (Headteacher) spends one afternoon per week tracking and analysing the attainment and progress data for PP children. She then identifies PP children who will need interventions and arranges them accordingly. She also compares attainment and progress of children eligible for the pupil premium grant compared to those who are not eligible.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  Evidence: Standardised tests   Assessing and Monitoring Pupil Progress	£11,020
Subscriptions	Purple Mash Classroom secrets White Rose Twinkl Kapow Access Art		£2818

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Assistant HT Developing teaching	1 day per week developing subject leadership.	Enhancement of subject leadership in terms of teaching and leading, underpinning the curriculum in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of leadership.	£18,787
Revision materials	It has been proved that regular assessment of children's attainment and progress can provide teachers with opportunities to address misconceptions. The school buys assessment and revision resources to enable them to do this.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Evidence: Standardised tests   Assessing and Monitoring Pupil Progress	£2000
		<b>Total for teaching</b>	<b>£34,625</b>
<b>Interventions</b>			
Interventions	TAs and HLTAs are released from class for 8 hours each week to deliver targeted interventions to close the gap. The interventions are aimed at those children who are not yet on track and who are eligible for the PP grant. The interventions can take the form of post-teaching, pre-teaching, addressing misconceptions and	Our own data shows that these highly targeted interventions have a positive impact on attainment.  <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	£45,979

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	consolidation. Those children who are on track and eligible for the PP grant will receive interventions to push them to achieve their full potential. At present this involves 7 TAs		
Inclusions Leader Interventions	Inclusions leader works in class with those children who are eligible to the PP grant and who have SEN reading, writing and maths.	Our own data shows that these highly targeted interventions have a positive impact on attainment.  Teaching Assistant Interventions   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	£11, 618
Senior Leadership interventions.	Year 6 children receive small group teaching to close the gap in reading, writing and maths.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	£12, 650
Speech and Language	Speech and Language therapist's work directly with children who have language organisation difficulties, limited vocabulary and sentence building difficulties. These children receive support from a trained TA and may not necessarily be on the SEN register.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	£11,040
Giovanna – 2 day per week	intervention for children who have EAL and eligibility for the PP grant	<a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	£11,447
<b>Total spend for interventions</b>			£92,734 (£79,466 used from PP).

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<h2>Wider School</h2>			
Breakfast Club and ASC	Children who are eligible for the pupil premium grant will receive free breakfast and after school.	<a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	£5,882
Subsidies for trips and visits	All children who are entitled to the PPG will be entitled to heavy subsidies for trips and visits.	<a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	£2662
Mental Health and well being	We employ a play therapist for those children who have emotional needs, are bereaved or have experienced trauma. Our therapist is currently working with a number of children who are eligible for the PP grant	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	£2600
Music and PE	Specialist teacher to deliver music and PE sessions throughout the year on a rotation basis	<a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	£10,845
Total Wider School Spend			21989
<b>Total Pupil Premium Spend £136,080</b>			