



BEARPARK PRIMARY SCHOOL: PUPIL PREMIUM REPORT

Pupil Premium	
Total number of pupils on roll	105
% of pupils eligible	47%
Total amount of PPG received	£60,720

Area for Development Barriers Proposed Impact	Strategy <i>Rationale</i>	Cost	Impact (end of academic year)
<p>Early Years - There is a difference in attainment between disadvantaged pupils and other pupils. Some pupils do not reach the standards expected.</p> <p>Cohorts entering school are very different. They are usually below national averages. 2017 YR cohort came in below average. S&L difficulties impact upon progress made in phonics, reading and writing that often do not even out until upper key stage 2.</p> <p>Proportion of pupils making good progress from starting points improves. The differences from starting points between disadvantaged and other pupils' narrows. Pupils who access intervention from adults show increased rates</p>	<p>Increase opportunities for talk and vocabulary extension</p> <ul style="list-style-type: none"> Teaching assistants to engage children in purposeful conversation, modelling good practice <p>Speech & Language interventions</p> <ul style="list-style-type: none"> HLTA to deliver focused interventions to identified pupils <p>Development of fine motor skills (to improve pencil grip and therefore physical ability to write)</p> <p>Continue to focus on improving basic skills provision</p> <ul style="list-style-type: none"> Deliver a systematic daily phonics programme – teachers and TAs used to provide targeted phonics teaching for range of abilities. Phonics App for iPads <p>Improve the frequency of reading</p> <ul style="list-style-type: none"> Use of adults to support pupils who are not supported at home 	<p>EYs apprentice £7000 (to free TA to work in YR) Tales Toolkit £800</p> <p>Speech and Language Link £755</p> <p>Write from the Start - fine motor and visual perception programme £30</p> <p>Bug Club subscription</p>	<p>75% of pupils entitled to the PP grant in reception Class achieved the expected standard in all aspects of CLL. This is a significant increase from last year and brings the school data much closer to last year's National Averages of 77%.</p> <p>All children supported by the Pupil Premium grant met the expected standard in Moving and Handling which included Physical Development. This means that fine motor skills and pencil control were developed to an appropriate standard by all children entitled to the grant after accessing the Write from the Start intervention.</p> <p>The percentage of PP children reaching the expected standard in reading has increased from 17% in 2017 to 50% in 2018 after children have received targeted phonics teaching and resources to support their learning in this area. This brings the school much closer to the national figure of 63%.</p> <p>The percentage of children reaching the expected standard in writing has increased from 17% in 2017 to 50% in 2018 after children have received targeted phonics teaching and resources to support their learning in this area. This brings the school much closer to the national figure of 58%.</p>

BEARPARK PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY
Total allocation for year - £60,720

2017-2018

<p>of progress.</p>	<ul style="list-style-type: none"> • Purchase of online reading scheme to encourage parents to support children to read at home • Parents reading information meeting to share expectations • Development of story sacks to share with parents for home reading <p>Improve quality of writing</p> <ul style="list-style-type: none"> • Focus on teaching and learning of basic skills • Develop the EYs curriculum to provide experiences for children to write about <p><i>Children entering Reception may not be able to read or have experience of regular reading at home. HLTA can be targeted to adult-directed tasks to focus on talk, early language reading and phonics.</i></p> <p><i>Evidence from the Education Endowment Fund research shows:</i></p> <ul style="list-style-type: none"> - <i>Teachers and TAs trained in early talk and approaches to talking impacts on attainment by up to six months.</i> - <i>Early literacy approaches have a positive effect on early learning outcomes. (an average impact of +4 to +6 months' progress)</i> - <i>Best practice shows a range of strategies need to be put in place.</i> 	<p>£550</p> <p>(Tales Toolkit £800 – see above)</p> <p>Total spend: £9,135</p>	
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<p>Area for Development Barriers Proposed Impact</p>	<p>Strategy Rationale</p>	<p>Cost</p>	<p>Impact (end of academic year)</p>
<p>READING Attainment in reading needs to improve</p> <ul style="list-style-type: none"> - EYs baseline - 67% of PP pupils reached the expected level of reading by the end of Y2 - 0% of PP pupils (as opposed to 18% of non-PP) reached the expected level of reading by 	<p>Continue to subscribe to Accelerated Reader</p> <p>Improve the range of resources for reading to impact on reading at home and pupil engagement – Accelerated Reader</p> <p>Improve staff expertise in reading and mastery teaching</p> <ul style="list-style-type: none"> • CPD in Reading – for subject lead and disseminate to all staff – to embed high quality 	<p>£1200</p> <p>Purchase of further Accelerated Reader books £2000</p> <p>CPD for Reading</p>	<p>The profile of reading in school has been raised. Children are more aware of the importance of reading and are becoming interested in reading. School is developing a reading culture. Additional adult support is used effectively to target pupils children who don't read at home. This maximises the impact of Accelerated Reader. Improving reading standards for all children continues to be a focus of school improvement.</p> <p><u>Resources</u> In KS1, phonics based reading materials have increased</p>

<p>the end of Year 6.</p> <p>Reading results overall were low in KS1 and 2. No coherent approach to the teaching of reading. Pupils are not reading often enough or widely enough, or developing reading stamina, in and out of school, in order to reach the new demanding standards.</p> <p>The proportion of disadvantaged pupils achieving ARE at end of KS2 is more in line with national averages non-disadvantaged pupils) and progress measures improve from 2017 (-3.1)</p>	<p>practice in teaching and learning</p> <ul style="list-style-type: none"> • Staff CPD - to develop staff understanding of stretch & challenge <p>Further develop marking and feedback to impact upon progress</p> <p>Staff will feel more confident and skilled in delivering whole class teaching and interventions focused on pupil need, especially in basic skills.</p> <p>Small group and cohort provision allows staff to target pupils with more effective teaching and feedback</p> <p>Evidence from Education Endowment Fund research shows:</p> <ul style="list-style-type: none"> - Phonics approaches are consistently found to be effective in supporting younger readers to master the basics(up to +4 months gains) - A focus on reading comprehension can improve learning with up to +5 months gains - One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for improved attainment - Teaching assistants who target individuals and small groups show positive benefits where this supplements teaching in class - Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3 <p>The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement.</p>	<p>£1000</p> <p>TAs to allow for focus intervention in all classes = £24,122</p> <p>Total spend = £28,322</p>	<p>effectiveness of teaching as home reading is linked to class teaching. In KS2, additional resources purchased taking account of pupil preferences increasing interest in reading.</p> <p><u>CPD</u> Staff have undertaken extensive training, from within school, through the Local Authority and also from other training providers in order to develop the teaching of reading. Staff confidence in the teaching of reading has increased.</p> <p><u>KS1</u> 50% of pupils entitled to PP reached the expected standard in reading.</p> <p><u>KS2</u> The percentage of PP pupils achieving the expected standard increased from 0% to 30%. One pupil also achieved the higher standard.</p>
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Area for Development Barriers	Strategy	Cost	Impact (end of academic year)
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Proposed Impact	Rationale		
<p>WRITING Attainment in writing needs to improve</p> <ul style="list-style-type: none"> - EYs baseline - 67% of PP pupils reached the expected level of writing by the end of Y2 - 71% of PP pupils (as opposed to 82% of non-PP) reached the expected level of writing by the end of Year 6 - Across the rest of the school writing outcomes were low for PP pupils <p>Writing outcomes for PP pupils at end of KS1 and 2 appear to be good. Although PP pupils did not reach the higher level at end of KS2. Across the school writing outcomes were not low for both PP and Non PP pupils.</p> <p>The proportion of disadvantaged pupils achieving ARE at end of each year is more in line with outcomes for Non PP pupils</p>	<p>Increase opportunities for talk and vocabulary extension</p> <ul style="list-style-type: none"> • Teaching assistants to engage children in purposeful conversation, modelling good practice <p>Improve staff expertise in teaching the skills of writing</p> <ul style="list-style-type: none"> • CPD in Writing – for subject lead and disseminate to all staff – to embed high quality practice in teaching and learning <p>Further develop marking and feedback to impact upon progress</p> <p><i>Staff will feel more confident and skilled in delivering whole class teaching and interventions focused on pupil need, especially in basic skills.</i></p> <p><i>Small group and cohort provision allows staff to target pupils with more effective teaching and feedback</i></p> <p><i>Evidence from Education Endowment Fund research shows:</i></p> <ul style="list-style-type: none"> - Phonics approaches are consistently found to be effective in supporting younger readers to master the basics (up to +4 months gains) - A focus on reading comprehension can improve learning with up to +5 months gains - One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for improved attainment - Teaching assistants who target individuals and small groups show positive benefits where this supplements teaching in class - Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3 <p><i>The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and</i></p>	<p>Junior Language Link £500</p> <p>CPD for subject leader and staff writing £500</p> <p>Additional TAs to allow for focus intervention in all classes £24,122</p> <p>Total spend = £25,122</p>	<p><u>CPD</u> Staff have undertaken extensive training, from within school, through the Local Authority and also from other training providers in order to develop the teaching of writing. Staff confidence has increased. Impact was seen in improvements in teaching and learning.</p> <p>Staff also received training from the SEND and Inclusion team on targeted teaching strategies for children with specific learning difficulties in reading and spelling. The impact of this was that children with SEND were being taught skills in an appropriate way for the way that they learn to ensure that they made progress.</p> <p><u>EYFS</u> The percentage of children reaching the expected standard in writing has increased from 17% in 2017 to 50% in 2018 after children have received targeted phonics teaching and resources to support their learning in this area. This brings the school much closer to the national figure of 58%.</p> <p><u>KS1</u> 25% of pupils entitled to PP reached the expected standard in writing.</p> <p><u>KS2</u> 60% of pupils entitled to the PP grant reached the expected standard in writing. 100% of pupils made greater than expected progress over the year.</p>

	have a string focus on pupil outcomes have a significant impact on student achievement		
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Area for Development Barriers Proposed Impact	Strategy Rationale	Cost	Impact (end of academic year)
<p>MATHS Attainment in maths needs to improve</p> <ul style="list-style-type: none"> - EYs baseline - 33% of PP pupils (as opposed to 60% of non-PP) reached the expected level of maths by the end of Y2 - 14% of PP pupils (as opposed to 27% of non-PP) reached the expected level of reading by the end of Year 6. <p>Pupils achieved better in procedural aspects but did not do well on reasoning papers. Stamina and ability to think and reason were barriers to completing the papers. Disadvantaged pupils did not achieve the higher levels (0%)</p> <p>The difference in proportion of disadvantaged pupils achieving ARE at KS2 is more in line with proportion achieved by non-disadvantaged pupils) and an increased proportion achieve greater depth.</p>	<p>Continue to improve staff expertise in maths and mastery teaching</p> <ul style="list-style-type: none"> • CPD in maths – leaders and all staff – to embed high quality practice in teaching and learning • Mastery learning –support and development time for staff to implement mastery learning • Planning review –Autumn term focus on basic skills: place value, calculation and fractions <p>Develop accurate assessment in maths</p> <ul style="list-style-type: none"> • Subscribe to STAR maths to improve accuracy of assessments and identification of next steps for learning <p>Staff will feel more confident and skilled in delivering whole class teaching and interventions focused on pupil need, especially in basic skills.</p> <p>Smaller group and cohort provision allows staff to target pupils with more effective teaching and feedback</p> <p>Evidence from Education Endowment Fund research shows:</p> <ul style="list-style-type: none"> - <i>mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches.</i> - <i>Studies have identified positive benefits where the aim is to improve learning outcomes in reading or mathematics or</i> 	<p>CPD for maths subject lead £500</p> <p>STAR maths £700</p> <p>Additional TAs to allow for focus intervention in all classes £24,122</p> <p>Total spend = £25,322</p>	<p><u>CPD</u> Staff have undertaken extensive training, from within school, through the Local Authority and also from other training providers in order to develop the teaching of maths. Staff confidence has increased.</p> <p><u>EYFS</u> The percentage of children reaching the expected standard in maths, in both number and shape space and measure, has increased from 17% in 2017 to 50% in 2018 after children have received a new approach to teaching and learning in the subject and resources to support their learning through continuous provision in this area. This brings the school much closer to the national figures for last year of 66% and 69%.</p> <p><u>KS1</u> 25% of pupils entitled to PP reached the expected standard in maths.</p> <p><u>KS2</u> 30% of pupils entitled to the PP grant reached the expected standard in maths. 10% of pupils made greater than expected progress over the year.</p>

	<p><i>in recall of information In general.</i></p> <ul style="list-style-type: none"> - <i>Research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact.</i> - <i>Research has shown feedback has positive effects on all types of learning across all age groups</i> <p>TIMS (Trends in International Maths & Science) data shows Confucian Countries higher position than UK (11th) in world mathematics.</p>		
<p>Social Communication – some pupils require support and guidance to ensure they are ready and able to learn.</p> <p>A wide range of social communication issues and the resulting barriers to learning for some disadvantaged pupils resulting in poor behaviour, attitudes, actions and emotions.</p> <p>Pupils access social communication support or intervention enabling them to access learning successfully.</p>	<p>CPD for a range of staff members - Drawing & Talking, social communication etc</p> <p>Intervention for identified pupils e.g Drawing & Talking</p> <p>Staffing costs to deliver intervention programmes</p> <ul style="list-style-type: none"> - Drawing & Talking - Talk About - Getting Along - Rainbow’s end resilience work <p>Research commissioned by gov.uk recognises the importance of supporting pupils in this area in order for effective learning to take place.</p>	<p>CPD £250</p> <p>Talk About resources £50</p> <p>Resilience workshops £500</p> <p>£6000</p> <p>Total £6,800</p>	<p>Staff member has been trained in Drawing and Talking Therapy. Talkabout resources have been purchased and staff have received some training. Dedicated time was given to emotional well-being interventions.</p> <p>Impact on pupils has been positive - growing self-confidence and self-awareness which has facilitated greater engagement within the classroom. Children appear happier and more settled and are able to speak more positively about themselves and others. It has been very pleasing to observe that this positivity has transferred into the classroom with pupils receiving the support being more willing to contribute in whole class sessions too.</p> <p>Overall behaviour in school has improved.</p>

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<p>Curriculum enhancement and enrichment opportunities</p> <p>Pupils lack relevant experiences which would provide them with ideas for writing etc</p> <p>Curriculum to be enriched to provide a variety of learning experiences.</p>	<p>Subsidised enrichment opportunities for disadvantaged pupils:</p> <ul style="list-style-type: none"> - Curriculum enrichment e.g. author, cookery etc - Residential visits - School visits e.g. Hall Hill Farm - Drama/art/music opportunities - After school clubs (delivered by external providers) 	<p>£3000</p> <p>Total £3000</p>	<p>All children entitled to PP grant have accessed curriculum enrichment activities both within school and as a result of educational visits. No child has missed out on an opportunity or activity that they wanted to participate in. Such activities have resulted in a greater enthusiasm for learning and engagement in learning tasks related to experiences.</p>
<p>Total pupil premium spending</p>		<p>£90,901</p>	<p>Additional costs in excess of pupil premium met from school budget</p>