



BEARPARK PRIMARY SCHOOL: PUPIL PREMIUM REPORT

Pupil Premium	
Total number of pupils on roll	108
% of pupils eligible	40%
Total amount of projected PPG	£72,326

Area for Development Barriers Proposed Impact	Strategy Rationale	Cost	Evaluation (end of Dec, Apr, Jul)	Impact (end of academic year)
<p>Early Years - There continues to be a difference in attainment between disadvantaged pupils and other pupils.</p> <p>Pupil Premium children achieved less well in reading, writing, numbers and shape, space and measures than non-pupil premium.</p> <p>Pupil premium pupils attain a GLD at end of YR</p>	<ul style="list-style-type: none"> Reading books delivered to home 6 times a year to encourage reading at home and develop parental support High quality story books available in Nursery and Reception Resources to support the teaching of guided reading in reception (e.g. Oxford Reading Tree: Traditional Tales) Infant Language link yearly subscription Tales Toolkit – using stories to improve all types of learning and increase engagement and memory capacity and impact upon pupils’ ability to construct and later write a simple story. Resources to support the teaching of maths in reception. Apprentice TA to support T&L in Early Years 	<p>5 children x 6 books = 30 books at approximately £8 per book. Total spend: £240</p> <p>Story books for N & R - £1000</p> <p>Guided reading books - £2000 S&L Link - £275</p> <p>Tales Toolkit £800</p> <p>Maths resources - £2000</p> <p>Apprentice: £3,500</p> <p>Total spend: £9,815</p>		

	<p>Evidence from the Education Endowment Foundation states:</p> <p><i>Early literacy approaches aim to improve young children’s skills, knowledge or understanding related to reading or writing. Common approaches include:</i></p> <ul style="list-style-type: none"> • <i>storytelling and group reading;</i> • <i>activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and</i> • <i>introductions to different kinds of writing.</i> <p>How effective is it?</p> <p><i>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.</i></p> <p><i>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes</i></p> <p><i>All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds.</i></p> <p>In the case of developing maths, evidence from the education Endowment Foundation claims that:</p> <p><i>Improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision.</i></p>			
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<p>READING Attainment and progress in reading needs to improve</p> <ul style="list-style-type: none"> 50% of PP pupils reached the expected level of reading by the end of Y2. 0% reached greater depth. 30% of PP pupils (as opposed to 33% of non-PP) reached the expected level of reading by the end of Year 6. 10% reached the higher standard. <p>Reading results continue to be low in KS1 and 2. Pupils are beginning to read more widely and are developing reading. However, continual developments are needed in the explicit teaching of reading skills to ensure pupils are developing the skills required for reading for understanding.</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 2018 (-5.2))</p>	<p>Reading books delivered to home 6 times a year to encourage reading at home and develop parental support.</p> <p>Continue to subscribe to Accelerated Reader</p> <p>Continue to improve the range of resources for reading to impact on reading at home and pupil engagement.</p> <p>Resources to support staff in the teaching of reading.</p> <p>Resources to support the teaching of guided reading – Pearson Bug Club and guided reading books.</p> <p>Assessment: PIRA assessment materials to ensure accurate data</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 	<p>40 pupils x 6 books = 240 books at approximately £8 per book. Total spend: £1920</p> <p>AR costs = £250</p> <p>£2000</p> <p>£1000</p> <p>£1800</p> <p>PIRA - £250</p> <p>TAs to allow for focused intervention in reading in all classes = £20,000</p> <p>0.4 class teacher to support Y5/6 interventions = £3,000</p> <p>Total spend = £30,220</p>		

	<p><i>sessions result in optimal impact for improved attainment</i></p> <ul style="list-style-type: none"> - <i>Teaching assistants who target individuals and small groups show positive benefits where this supplements teaching in class</i> - <i>Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3</i> <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 have a string focus on pupil outcomes have a significant impact on student achievement.</i></p>			
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<p>WRITING Attainment in writing needs to improve</p> <ul style="list-style-type: none"> - 50% of PP pupils reached the expected level of writing by the end of Y2. 0% reached greater depth. - 60% of PP reached the expected level of writing by the end of Year 6. 0% reached the higher standard. - 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 are in line with non-PP pupils. However, PP pupils did not reach the higher level at end of KS1 or KS2.</p>	<p>Continue to develop opportunities for talk and vocabulary development.</p> <p>Improve staff expertise in teaching the skills of writing and in particular achieving greater depth.</p> <ul style="list-style-type: none"> • CPD in Writing for staff new to teaching or new to year group. <p>Focused interventions aimed at developing pupils' technical skills as writers.</p> <p>Implementation of revised marking and feedback policy to impact upon progress, especially for those with potential to achieve the higher standard.</p> <p>Staff will feel more confident and skilled in delivering whole class teaching and interventions focused on pupil need, especially in basic skills. Small group and cohort provision allows staff to target pupils with more effective teaching and feedback Evidence from Education</p>	<p>Junior Language Link £500</p> <p>CPD for and staff writing £300</p> <p>Additional TAs to allow for focus intervention in all classes £20,000</p> <p>0.4 class teacher to support Y5/6 interventions = £3,000</p> <p>Total spend = £23,800</p>		

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<p>The proportion of disadvantaged pupils achieving ARE and greater depth at end of each year is more in line with National Averages.</p>	<p><i>Endowment Fund research shows: - 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 months.</i></p> <p><i>Marking & feedback: • studies have identified positive benefits where the aim is to improve learning outcomes in reading or mathematics or in recall of information In general, studies focusing on formative assessment in schools indicates the gains are more modest, suggesting an improvement of about three months' additional progress is achievable in schools or nearer four months' when the approach is supported with professional development.</i></p> <p><i>Formative assessment: • Formative assessment involves teachers using evidence of pupils' understanding and learning to make decisions, minute-by-minute and day-by-day, about the next steps in teaching and learning. This evidence could also be used when planning lessons or differentiating activities for individual pupils. When assessing formatively, the feedback given by teachers moves learners forward. Students are developed to be owners of their own learning and support each other to progress. 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.</i></p>			
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<p>MATHS Attainment in maths needs to improve</p> <ul style="list-style-type: none"> - 50% of PP pupils reached the expected level of maths by the end of Y2. 0% achieved greater depth. - 30% of PP pupils reached the expected level of reading by the end of Year 6. 10% achieved the higher standard. <p>Pupils achieved better in procedural aspects but did not do well on reasoning papers. Stamina and ability to read, think and reason were barriers to completing the papers. Disadvantaged pupils did not achieve the higher levels (10%)</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"> • New subject lead in maths • CPD in maths – for subject lead and all staff on reasoning skills • Planning review –Autumn term focus on calculation and times tables <p>Development of accurate assessment:</p> <ul style="list-style-type: none"> • Adopt White Rose assessment procedures to ensure accurate pitch for provision. • PUMA assessment materials <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"> - mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. - Studies have identified positive benefits where the aim is to improve learning outcomes in reading or mathematics or in recall of information In general. - Research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. - Research has shown feedback has positive effects on all types of learning across all age groups 	<p>CPD: £500</p> <p>PUMA - £250</p> <p>Additional TAs to allow for focus intervention in all classes £20,000</p> <p>0.4 class teacher to support Y5/6 interventions = £3,000</p> <p>Total spend = £23,750</p>		

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	<i>TIMS (Trends in International Maths & Science) data shows Confucian Countries higher position than UK (11th) in world mathematics.</i>			
<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>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>Support of counsellor for pupils with emotional/behavioural barriers to learning.</p> <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>Staffing costs £6000</p> <p>Resilience workshops £500</p> <p>£1500</p> <p>Total: £8000</p>		
<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 - Subsidised residential visits - School visits e.g. Hall Hill Farm - After school clubs (delivered by external providers) 	<p>£2000</p> <p>Total £2000</p>		
Total pupil premium spending		£97,585	Additional costs in excess of pupil premium met from school budget	

- Pupil premium spending is reviewed termly by Governors through Governing body meetings
- Evaluations are completed throughout the year and the impact of the strategy is reviewed at the end of academic year.

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