



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	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>Evidence from the Education Endowment Foundation states:</p>	<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>	<ul style="list-style-type: none"> Books have been purchased for our PP children and reading. (£340 per term) High quality books are now available in Nursery and Reception and support learning in areas of the classroom. Guided Reading resources have been purchased – Traditional Tales (£200) Infant Language Link purchased (£175) No purchase Maths Resources- £800 (Nexus) PE apprentice leads physical sessions weekly and supports in class when required.

	<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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READING Attainment in reading needs to improve - EYs baseline	Continue to subscribe to Accelerated Reader Improve the range of resources for reading to impact on reading at home and pupil engagement – Accelerated Reader	£1200 Purchase of further Accelerated Reader books	<ul style="list-style-type: none"> • Continued Subscription to Accelerated Reader (£1300) (£3859 for 3 years and due to be paid 2020) • We have audited existing books from the library and supplemented the AR scheme in this way.

BEARPARK PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2018-2019
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<p>- 67% of PP pupils reached the expected level of reading by the end of Y2</p> <p>- 0% of PP pupils (as opposed to 18% of non-PP) reached the expected level of reading by the end of Year 6.</p> <p>Reading results continue to be low in KS1 and 2. Pupils are beginning to read more widely and are developing reading. However, developments are needed in the teaching of reading 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 2017 (-3.1)</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 practice in teaching and learning • Staff CPD - to develop staff understanding of stretch & challenge <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"> - <i>Phonics approaches are consistently found to be effective in supporting younger readers to master the basics(up to +4 months gains)</i> - <i>A focus on reading comprehension can improve learning with up to +5 months gains</i> - <i>One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for improved attainment</i> - <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>	<p>£2000</p> <p>CPD for Reading £1000</p> <p>TAs to allow for focus intervention in all classes = £24,122</p> <p>Total spend = £28,322</p>	<ul style="list-style-type: none"> • CPD for English Lead teacher (EDA contract) • Staff meetings regarding embedding practice, carousel of reading, timetabled reading and setting up reading areas around school. (£100) • Focused interventions from TAs supporting in class. • £500 resources bought for specific resources recommended by English Co-ordinator • Class Split Y3/4 English £11000 for 2 terms • PIRA tests purchased (£225) for 2 terms <p>IMPACT:</p> <p>Increased number of PP children in KS2 SATs achieving</p> <p>Reading PP 50% expected+ and 12% GDS Writing PP 62% expected + and 12% GDS</p>
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<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"> - <i>Phonics approaches are consistently found to be effective in supporting younger readers to master the basics(up to +4 months gains)</i> - <i>A focus on reading comprehension can improve learning with up to +5 months gains</i> - <i>One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for improved attainment</i> - <i>Teaching assistants who target individuals and small groups show positive benefits where this supplements teaching in class</i> 	<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>	<ul style="list-style-type: none"> • Junior Language Link Purchased (£175) • Speech Link Purchased (£100) • New SLT leading staff in delivery of reading and writing • TA focus on individual writing targets for all children and supporting children with this. • Adam Bushnell, Author, Creative Writing workshops for all pupils. (£400) <p>Impact :</p> <p>62% PP children at KS2 Y6 achieved expected+ in writing 12% PP children at KS2 Y6 achieved GDS in writing</p>

BEARPARK PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2018-2019
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	<p>- <i>Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3</i></p> <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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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-</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"> - mastery learning 	<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>	<ul style="list-style-type: none"> • New SLT led arithmetic drive across whole school • Mastery roadshow attended • STAR maths not purchased TT Rockstars purchased instead • Class split (Y5/6) 2 full days April 2018 to April 2019 (£13885) <ul style="list-style-type: none"> • Class split Y3/4 Maths 2 terms £11000 • PUMA test purchased £225 for 2 terms

BEARPARK PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2018-2019
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<p>disadvantaged pupils) and an increased proportion achieve greater depth.</p>	<p><i>approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</i></p> <ul style="list-style-type: none"> - <i>Studies have identified positive benefits where the aim is to improve learning outcomes in reading or mathematics or in recall of information In general.</i> - <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>Maths KS2 SAT 25% PP children achieved expected+ Maths KS2 SAT 12% PP children achieved GDS</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>	<ul style="list-style-type: none"> • Dr Tom Robson- Gem Powers CPD for staff and workshop for children (£450) • Resources purchased (£200) • Resilience Audit and Action plan complete • Traded Service ASD professional advice • CAMHS training for staff • 1:1 Lego Therapy (£1000) • Transport to alternative provision (£450)

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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>	<ul style="list-style-type: none"> • Residential visit supplemented by overspend in Sports Premium budget
Total pupil premium spending		£90,901	

- 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.