



Bearpark Primary School

Pupil Premium Strategy Statement 2019-2020

Rationale

At Bearpark Primary School, we believe that teaching and learning opportunities meet the needs of all pupils. We ensure appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of such pupils are adequately assessed and addressed. We ensure that these pupils benefit from individualised programmes based on an accurate understanding of what support best suits each pupil. Through this, we aim to accelerate progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not.

Pupil Premium Summary Information

Total numbers of pupils including FTE	110	Number of Pupils Eligible	46	Date of most recent PP Review	September 2019
Total Pupil Premium Budget	44x£1320=£58,080 4xservice=£300	% of Pupils Eligible	51%	Date of next internal review	March 2020

Early Years Pupil Premium Funding (Nursery only)

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget

17	5	2	3	Hourly Rate £0.53 £300 for year based on 15 hours per week £1500

2019 – Disadvantaged pupils outcomes								
EYFS – 19 (7 FSM)					School difference- comparing school FSM with non FSM National Difference – School PP to National non PP			
Good Level of Development	School FSM	NA Other 2018	School diff	Nat diff 2018				
	71%	75%	+15%	-4%				
KS1 Y2 – 18 pupils (7 disadvantaged)		Expected Standard			Greater Depth Standard			
	School Dis	NA Other 2019	School diff	Nat diff 2019	School Dis	NA Other 2019	School diff	Nat diff 2019
Reading	29%	78%	-53%	-49%	14%	28%	-13%	-14%
Writing	29%	73%	-53%	-44%	14%	17%	-13%	-3%
Maths	43%	79%	-21%	-36%	14%	24%	+5%	-10%
KS2 Y6 - 12 pupils (8 disadvantaged)		Expected Standard			Higher/ Greater Depth Standard			

	School Dis	NA Other 2019	School diff	Nat diff 2019	School Dis	NA Other 2019	School diff	Nat diff 2019
Reading	50%	78%	-50%	-28%	13%	31%	-37%	-18%
Writing	63%	83%	-37%	-20%	13%	24%	-12%	-11%
Maths	25%	83%	-50%	-58%	13%	31%	-12%	-18%
GPS	25%	83%	-50%	-58%	13%	40%	-37%	-27%
RWM combined	25%	71%	-50%	-46%	13%	13%	+13%	0%

Internal Barriers to Future Attainment	Desired Outcomes
Outcomes for some pupils in receipt of PPG are not as strong as for other groups in reading at the end of KS2	To raise attainment in Reading to ensure good progress and exceeding progress is made at the end of KS2
Pupils are not making required progress from EYFS to Y2 reading test due to under developed comprehension skills	To close the skill gap between reading on-sight words and comprehending a text. To diminish the difference in outcomes of EYFS to end of Year 2 reading attainment
A proportion of PPG pupils are not achieving the expected standard in Maths in comparison to Non-PPG pupils	To diminish the difference between the number of PPG and non PPG children achieving the expected standard in maths
An increased proportion of PPG children are displaying challenging behaviour and low-level disruption during playtimes, lunchtimes and lessons which impacts on their academic progress	Children are offered support to deal with their challenging behaviour to enable a smoother transition to lessons and lessen the impact of behaviour on their progress
In general, PPG pupils are not making the expected progress in reading, writing and maths compared to that of their peers nationally	To diminish the difference between PPG attainment in reading, writing and maths compared to peers nationally
Many of our pupils in receipt of PPG have SEND	Specific interventions having impact on attainment

External Barriers to Future Attainment	Desired Outcomes
Attendance and punctuality is low for PPG children, impacting significantly on their progress	Improved attendance and support for parents
Emotional Wellbeing of a high proportion of PPG children is preventing them from achieving good progress	Positive/improved mental wellbeing (Resilience)- fewer outbursts throughout the day, especially during lessons, impacting positively on their progress.
Many children, mainly PPG, coming to school hungry	Parent support and free breakfast club offered
The range of opportunities for PPG pupils is low in comparison to non-PPG pupils. This can impact on both their academic progress, in particular relation to vocabulary, writing and relationships with peers.	Enrichment activities/trips will provide the children with experiences to reflect upon their writing and develop their written and verbal vocabulary

Pupil Premium Planned Expenditure						
Desired Outcome	Action	Evidence Source	Expenditure	Baseline Data	February Evaluation	July Evaluation
<p>To raise attainment in Reading across the school to ensure good progress and exceeding progress is made by the end of KS2</p> <p>To close the skill gap between reading on-sight words and comprehending a text. To diminish the difference in outcomes of EYFS to end of Year 2 reading attainment</p>	<p>Tighter focus on Accelerated Reader- use pupil analysis to target and offer interventions</p> <p>Create a positive attitude toward reading with rewards.</p> <p>Read to children, with children, model reading and timetable reading across the school day.</p> <p>Children given opportunities for daily reading To establish guided reading in each class to focus key skills of reading To introduce Lexia to develop reading skills</p>	<p>Education Endowment Fund EEF states that 'Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement.'</p> <p>EEF state that 'On average, reading comprehension approaches deliver an additional six months' progress.' EEF states 'A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report Improving Literacy in Key Stage One'</p>	<p>Purchase phonics scheme £1000</p> <p>Accelerated reader £1200</p> <p>Speech and language link £500</p> <p>PIRA £300</p> <p>LEXIA</p>	<p>Reading Expected</p> <p>+</p> <p>Rec- 79%</p> <p>Y1 -83%</p> <p>Y2 – 61%</p> <p>Y3-61%</p> <p>Y4-29%</p> <p>Y5-57%</p> <p>Y6-67%</p> <p>Lexia baseline on website for individual pupils</p> <p>PIRA scores tracked for individuals</p>	<p>6 million words have been read so far on Accelerated Reader.</p> <p>Timetabled reading has been observed where a carousel of reading associated activities enable children to gain fluency and learn/apply skills.</p> <p>Lexia is being monitored by HLTA weekly to ensure full access.</p> <p>PIRA tests are showing progress for all pupils and interventions are in place for pupils not making progress (pupil progress meetings w/c 3.2.20</p> <p>Next Steps: Introduce whole class, dedicated reading time at 3pm every day.</p>	<p>50 children are now using the Lexia programme. In September 2019, 67% of pupils were working below their year level. Currently, 20% are working below.</p> <p>15 children are accessing Lexia at home during school closure.</p> <p>20 million words have been read thi academic year on Accelerated Reader.</p> <p>Due to Covid-19, we do not have data for the Summer term, but can make predictions from Spring Term Data using teacher assessment and PIRA tests.</p> <p>Rec. 89%</p> <p>Y1 80%</p> <p>Y2 78%</p> <p>Y3 72%</p> <p>Y4 59%</p> <p>Y5 57%</p> <p>Y6 69%</p>

<p>To diminish the difference between the number of PPG and non PPG children achieving the expected standard in maths</p>	<p>White Rose Meetings to be completed over the course of the year to develop fluency, reasoning and problem solving skills alongside concrete and pictorial methods.</p> <p>Assessment procedures to be implemented in school to allow accurate tracking. (PUMA)</p> <p>Children will receive interventions to develop confidence, skills and application to a wider context.</p> <p>To engage with parents through calculation workshops and sharing of school policies.</p>	<p>EEF states 'Concrete manipulatives can be a powerful way of enabling learners to engage with mathematical ideas, provided that teachers ensure the learners understand the links between the manipulatives and the mathematical ideas they represent.....</p> <p>Fluent recall of procedures is important, but teachers should also help learners understand how the procedures work and when they are useful.' EEF also states that 'Teacher knowledge, more particularly pedagogic content knowledge is crucial in realising the potential of mathematics curriculum resources and interventions to raise attainment.'</p>	<p>PUMA £300 TT Rockstars £600</p>	<p>KS1 -21% school difference</p> <p>KS2- -50% school difference</p>	<p>Arithmetic interventions in place for all classes (Early Maths)</p> <p>PUMA tests used to track progress of individuals (PP meetings)</p> <p>Children observed using and applying in books.</p> <p>Maths work shared on Facebook- to allow parents to see the work that pupils are doing.</p>	<p>Maths PPG</p> <p>Y1- 100% PPG expected+ Y2 – 60% PPG expected+ Y3 – 63% PPG expected+ Y4 – 29% PPG expected+ Y5- 67% PPG expected+ Y6- 44% PPG expected+</p>
<p>Children are offered support to deal with their challenging behaviour to enable a smoother transition to lessons and lessen the impact of behaviour on their progress</p> <p>Positive/improved mental wellbeing (Resilience)- fewer outbursts throughout the day, especially during lessons, impacting positively on their progress.</p>	<p>Increase adult pupil ratio at lunchtime to ensure enrichment activities to be provided for all To provide specialist support for a small number of children presenting challenging behaviours.</p>	<p>EEF states that 'Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions and feedback from children shows this is a valuable resource behaviours aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression, violence, bullying, and substance abuse'</p> <p>EEF states 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).'</p>	<p>TA support for Zones of Regulation/RA £20,000 Resources – EWEL £200</p>	<p>Low-level disruption during lessons (Health check) and on yard (Parent Q'aire 2019)</p> <p>Support required Crisis Response and Behaviour intervention Team</p>	<p>Ofsted, January 2020, said behaviour was good in Bearpark Primary School.</p> <p>Yoga course completed for all pupils in Autumn 2020 (see DRP impact)</p> <p>Parents said....</p> <p>90% of parents said that school makes sure that pupils are well behaved. 7% neither agree or disagree and 3% don't know.</p> <p>(parent Questionnaire October 2019)</p> <p>Pupils said....</p> <p>D****, Y6, said that there is good behaviour in this school. Some people are silly and shout out but not often.</p> <p>K****, Y5, said that behaviour is really good. Friends play together.</p>	

					<p>L****, Y5 and Behaviour Ambassador, said that behaviour is good on the yard and in classrooms. He said that he helps people sometimes to behave.</p> <p>J****, Y2, said that people are friendly and no one bullies.</p> <p>J***, Year 3, said behaviour is brilliant. Children always get on with their work.</p> <p>Y4 teacher, said that it had helped with the extremely difficult friendship situation in the class. The children were sorting out their own problems now and talking about others' feelings.</p> <p>Yoga is helping the nursery children to follow instructions. VC, Nursery teacher, said that benefits of Yoga can be seen in social situations.</p> <p>There were no FTE since January 2020.</p>																								
<p>To diminish the difference between PPG attainment in reading, writing and maths compared to peers nationally Specific interventions having impact on attainment</p>	<p>Reducing class size with high PPG.</p>		<p>Reducing class size of large mixed Y3/4 pupils with huge proportion of PPG (13 children) £34000</p>	<p>Proportion of PPG pupils achieving expected+</p> <p>Y3 Reading 50 Y3 Writing 33 Y3 Maths 50</p> <p>Y4 Reading 29 Y4 Writing 14 Y4 Maths 43</p> <p>Proportion of all pupils achieving expected+</p> <p>Y3 Reading 61 Y3 Writing 39 Y3 Maths 50</p> <p>Y4 Reading 29 Y4 Writing 21 Y4 Maths 36</p>	<p>There has been lots of mobility of PPG pupils during the first half of the year.</p> <p>The class split for Y3/4 is working well. Internal data will be continuously monitored.</p> <p>Due to Covid-19, we do not have accurate data for the Summer term, but can make predictions from Spring Term Data using teacher assessment and PIRA tests. The children missed school learning from March 2020 onwards.</p> <table border="1" data-bbox="1944 967 2175 1070"> <thead> <tr> <th>Year 3</th> <th>End of Year 2</th> <th>End of Year 3</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>72%</td> </tr> <tr> <td>Writing</td> <td>61%</td> <td>33%</td> </tr> <tr> <td>Maths</td> <td>56%</td> <td>61%</td> </tr> </tbody> </table> <table border="1" data-bbox="1944 1099 2175 1203"> <thead> <tr> <th>Year 4</th> <th>End of Year 3</th> <th>End of Year 4</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>61%</td> <td>59%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>41%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>53%</td> </tr> </tbody> </table>	Year 3	End of Year 2	End of Year 3	Reading	61%	72%	Writing	61%	33%	Maths	56%	61%	Year 4	End of Year 3	End of Year 4	Reading	61%	59%	Writing	39%	41%	Maths	50%	53%
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<p>Improved attendance and support for parents</p>	<p>To reward good attendance /punctuality through the school merit system Children understand the value of being at school Effective monitoring of attendance will ensure a swift response and follow up to absence Increase parental awareness of need for good attendance and the impact on attainment/achievement. To work with EWO and other agencies to improve links between parents The open channels of communication with parents through the school text system, Facebook and school website Free breakfast club offered.</p>	<p>EEF states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.'</p>	<p>No cost</p>	<p>£1 breakfast club charge 94% attendance 2018/2019</p>	<p>Attendance continues to be a focus. Parent 'Stay and Read' sessions for all year groups help us to engage better. Current attendance: 94.85% 94.2% for the same period last year Free breakfast club is now running and popular (31 children) Facebook is now used to promote all of the great things happening in school. We have, and use, an Early Help Advisor from One Point who works with some of our families.</p>	<p>Ofsted 2020 reported that we are doing everything that we can to tackle attendance and to keep going with current procedures. The attendance tracker was praised. AIT are currently reviewing one family and prosecuting another family. 4 families met with AIT during the current year. The message of attendance through following procedures thoroughly with phone calls and texts, and promotion through Facebook and assemblies, has proven to be successful. Attendance Sept 18 to Feb 19-94.07% Attendance Sept 19 to Feb 20- 95.02%</p>
<p>Parent support and free breakfast club offered</p>	<p>Greggs offering free breakfast club resources-staff payment to allow as many children as needed.</p>		<p>£1000 partial funding staffing</p>	<p>14 children attending Breakfast club</p>	<p>Free breakfast club is now running and popular (31 children)</p>	<p>Prior to lockdown, we had up to 39 pupils attending a free breakfast club. 16 of these receive PPG.</p>
<p>Enrichment activities/trips will provide the children with experiences to reflect upon their writing and develop their written and verbal vocabulary (EH and KT to keep record of PPG)</p>	<p>The Railway Children- Theatre group</p>	<p>Create experiences for our children that they would not normally get.</p>	<p>£1000</p>	<p>Limited vocabulary and experiences observed and noted</p>	<p>A huge range of visits and visitors Theatre Yoga Sports- Gymnastics Reindeer hunt (See PPG files for impact)</p>	<p>A spreadsheet showing attendance at clubs for pupils and a huge range of opportunities for all pupils is recorded. This growing 'Cultural Capital' for all pupils continues. This year has included: School visits Singing and music with Amy Yoga Performing Chinese visitors Pantomime Theatre- Railway Children Magic Lantern Art observation</p>

						Sporting festivals and workshops Swimming Church visit and visitors in school Mini-police visit to dogs and cells Road Safety Re-enactment at Beaufort Bauble Making Creative Writing Fun to Cook Bikeability Each Class has an Activity Passport.
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Budget Summary	
To raise attainment in Reading across the school to ensure good progress and exceeding progress is made by the end of KS2 To close the skill gap between reading on-sight words and comprehending a text. To diminish the difference in outcomes of EYFS to end of Year 2 reading attainment	Purchase phonics scheme £1000 Accelerated reader £1200 Speech and language link £500 PIRA £300
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To diminish the difference between PPG attainment in reading, writing and maths compared to peers nationally Specific interventions having impact on attainment	Reducing class size of large mixed Y3/4 pupils with huge proportion of PPG (13 children) £34000
Improved attendance and support for parents	No cost
Parent support and free breakfast club offered	1000 partial fund (staffing)
Enrichment activities/trips will provide the children with experiences to reflect upon their writing and develop their written and verbal vocabulary	1000

Governance
Autumn 2019

Mrs Victoria Williams is the Pupil Premium Link Governor. HT and Link PPG Governor met to agree strategy. Signed copy in file.

July 2019- Due to Covid-19, this document was shared via email.