

For 'Catch up Fund', please see the CupF report 2020



Bearpark Primary School

Pupil Premium Strategy Statement 2020/2021

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	105	Number of Pupils Eligible	47	Date of most recent PP Review	October 2020
Total Pupil Premium Budget	47x£1320=£62,040 4xservice £310= £1240 1 CLA= £2300 2 PCLA= £3800	% of Pupils Eligible	51%	Date of next internal review	March 2021

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

13	3	1	2	Hourly Rate £0.53 £300 for year based on 15 hours per week £1500

PUPIL PROGRESS	
School was closed for most pupils from March to June 2020 and this data is based on teacher assessments and formal tests taken just before the lockdown period.	
CRITERIA	DATA
Percentage of KS1-Y2 pupils making expected or better than expected progress	Reading- 78% Greater Depth- 22% Writing- 62% Greater Depth- 22% Maths- 67% Greater Depth -11%
Percentage of KS1-Y2 disadvantaged pupils making expected or better than expected progress	Reading- 60% of children receiving PPG Writing- 60% of children receiving PPG Maths- 60% of children receiving PPG

Percentage of KS2 – Y6 pupils making expected or better than expected progress	Reading- 69% Greater Depth- 67% Writing- 46% Greater Depth- 44% Maths- 62% Greater Depth - 44%																																								
Percentage of KS2- Y6 disadvantaged pupils making expected or better than expected progress	Reading- 69% of children receiving PPG Writing- 60% of children receiving PPG Maths- 60% of children receiving PPG																																								
Other Year Groups	<table border="1"> <thead> <tr> <th data-bbox="539 507 857 560"></th> <th data-bbox="864 507 1182 560">% expected +</th> <th data-bbox="1189 507 1520 560">% of PP at expected +</th> </tr> </thead> <tbody> <tr> <td data-bbox="539 564 857 617">Y1 Reading</td> <td data-bbox="864 564 1182 617">80%</td> <td data-bbox="1189 564 1520 617">86%</td> </tr> <tr> <td data-bbox="539 622 857 675">Y1 Writing</td> <td data-bbox="864 622 1182 675">90%</td> <td data-bbox="1189 622 1520 675">100%</td> </tr> <tr> <td data-bbox="539 679 857 732">Y1 Maths</td> <td data-bbox="864 679 1182 732">70%</td> <td data-bbox="1189 679 1520 732">100%</td> </tr> <tr> <td data-bbox="539 737 857 790">Y3 Reading</td> <td data-bbox="864 737 1182 790">72%</td> <td data-bbox="1189 737 1520 790">75%</td> </tr> <tr> <td data-bbox="539 794 857 847">Y3 Writing</td> <td data-bbox="864 794 1182 847">33%</td> <td data-bbox="1189 794 1520 847">38%</td> </tr> <tr> <td data-bbox="539 852 857 904">Y3 Maths</td> <td data-bbox="864 852 1182 904">61%</td> <td data-bbox="1189 852 1520 904">63%</td> </tr> <tr> <td data-bbox="539 909 857 962">Y4 Reading</td> <td data-bbox="864 909 1182 962">59%</td> <td data-bbox="1189 909 1520 962">43%</td> </tr> <tr> <td data-bbox="539 967 857 1019">Y4 Writing</td> <td data-bbox="864 967 1182 1019">41%</td> <td data-bbox="1189 967 1520 1019">0%</td> </tr> <tr> <td data-bbox="539 1024 857 1077">Y4 Maths</td> <td data-bbox="864 1024 1182 1077">53%</td> <td data-bbox="1189 1024 1520 1077">29%</td> </tr> <tr> <td data-bbox="539 1082 857 1134">Y5 Reading</td> <td data-bbox="864 1082 1182 1134">47%</td> <td data-bbox="1189 1082 1520 1134">56%</td> </tr> <tr> <td data-bbox="539 1139 857 1192">Y5 Writing</td> <td data-bbox="864 1139 1182 1192">40%</td> <td data-bbox="1189 1139 1520 1192">56%</td> </tr> <tr> <td data-bbox="539 1197 857 1249">Y5 Maths</td> <td data-bbox="864 1197 1182 1249">53%</td> <td data-bbox="1189 1197 1520 1249">67%</td> </tr> </tbody> </table>			% expected +	% of PP at expected +	Y1 Reading	80%	86%	Y1 Writing	90%	100%	Y1 Maths	70%	100%	Y3 Reading	72%	75%	Y3 Writing	33%	38%	Y3 Maths	61%	63%	Y4 Reading	59%	43%	Y4 Writing	41%	0%	Y4 Maths	53%	29%	Y5 Reading	47%	56%	Y5 Writing	40%	56%	Y5 Maths	53%	67%
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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 the year for all year groups, especially KS2.
Pupils are not making required progress from EYFS to Y2 reading test due to under developed CLL.	To close the skill gap between reading on-sight words and comprehending a text. Increased CLL evidence in Learning journals and in EL goals. 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 and English 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 and English.
A prolonged period of school closure creating academic regression in all subjects, for most pupils.	Children 'recover' from lost learning due to school closure and missed skills and concepts from Summer 2020 are incorporated and taught in Autumn 2020.
Pupil Wellbeing (SEMH) following lockdown period and 6 months away from school.	Children are more resilient, clam and engaging better with learning.
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 for pupils

External Barriers to Future Attainment	Desired Outcomes
Attendance and punctuality is low for PPG children, impacting significantly on their progress (addressed in Ofsted report January 2020)	Improved attendance and support for parents through AIT
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>Launchpad to Literacy into EYFS and KS1- Staff training and support to audit provision</p> <p>Purchase National Geographic subscription for 51% of pupils as an alternative to books</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>Upgrade phonics scheme to fit with L+S £1000</p> <p>Accelerated reader £1300</p> <p>Speech and language link £500</p> <p>PIRA £300</p> <p>LEXIA (COL)</p> <p><u>Catch up Fund – see separate report</u></p> <p>EDS CPD8 contracts</p> <p>L to L purchased with CupF</p>	<p>Learning Journals</p> <p>Tracking data- AR scores</p> <p>Initial audits by subject leaders</p> <p>Engagement in reading at home and shared interest</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>Recover from academic regression in national lockdown period. Positive/improved mental wellbeing SEMH (Resilience)- fewer outbursts throughout the day, especially during lessons, impacting positively on their progress.</p>	<p>Increase adult pupil ratio to maintain Y3/4 in separate classes</p> <p>Effectively use CupF for targeted individuals</p> <p>Resilience Nurse</p> <p>Counselling Service EWEL</p> <p>YOGA</p> <p>Boxall Profile assessment samples</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 Cognition referrals £1000 Sensory Worx- £500</p>			
<p>To diminish the difference between PPG attainment in reading, writing and maths compared to peers nationally</p> <p>Specific interventions having impact on attainment</p> <p>Children regain lost learning through lockdown period- staff take advantage of smaller classes when CupF and Academic mentor working with groups.</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>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 AIT 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>Parent support and free breakfast club offered Reopen breakfast club, when it is safe to do so (this is a priority for staff and governors)</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>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>All children to experience a range of opportunities Each class to create a passport and complete actions- display these</p>	<p>Create experiences for our children that they would not normally get.</p>	<p>£1000</p>			
<p>To ensure that all pupils have access to remote learning in the event of a further school closure.</p>	<p>Gather parent views on devices Staff support and training on platform Pupil engagement with platform Blended learning 2-4 times each week for pupils who are isolating/absent</p>	<p>Government expectation</p>	<p>£1000</p>	<p>Limited home learning (1/3 of pupils)</p>		

Budget Summary

<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>Purchase 'interest reading' for all disadvantaged pupils</p>	<p>Purchase phonics scheme £1000 Accelerated reader licence £1200 Purchase additional AR books £1000 Speech and language link £500 PIRA £300</p> <p>National Geographic subscription for 54% of pupils £1000</p>
<p>To diminish the difference between the number of PPG and non PPG children achieving the expected standard in maths</p>	<p>PUMA £300 TT Rockstars £600</p>
<p>Therapeutic intervention- counselling C+L, ASD, EWEL , Sensoryworx, etc.</p> <p>Positive/improved mental wellbeing (Resilience)- fewer outbursts throughout the day, especially during lessons, impacting positively on their progress. Boxall Profile training and purchase</p>	<p>TA support for Zones of Regulation/RA £20,000 EWEL £2000 Boxall Profile tokens £1000</p>
<p>To diminish the difference between PPG attainment in reading, writing and maths compared to peers nationally</p> <p>Specific interventions having impact on attainment</p>	<p>Reducing class size of large mixed Y3/4 pupils with huge proportion of PPG (15 children) £34000 (keep Y5/6 class smaller 17PPG)</p>
<p>Improved attendance and support for parents</p>	<p>No cost</p>
<p>Parent support and free breakfast club offered – unable to offer this at present</p>	<p>£1000 partial fund (staffing)</p>
<p>Enrichment activities/trips will provide the children with experiences to reflect upon their writing and develop their written and verbal vocabulary</p> <p>Developing cultural capital through a range of opportunities- especially after school clubs (including teatime club)</p>	<p>£5000</p> <p>£4000- for staffing while fewer children are using this facility</p>

Governance

Autumn 2020	
Spring 2021	