

Pupil premium strategy statement **NB: Highlighted yellow is end of year data/review**

1. Summary information					
School	Bearwood Primary and Nursery School				
Academic Year	2017/18	Total PP budget	£84180 FSM £1320 x 59: £76,560 AFC £1900 x 3: £5700 SF £300 x 2: £600 (Calculated 11/01/18)	Date of most recent PP Review	Jan 2017
Total number of pupils	222	Number of pupils eligible for PP	64	Date for next internal review of this strategy	July 2018

At Bearwood Primary and Nursery School we believe that all pupils should achieve their full potential and benefit from enjoyable learning experiences, whatever their background or circumstances. We pride ourselves on recognising that every pupil in our school is unique, and therefore we need to make sure that all our activities reach out to each and every pupil. The targeted and strategic use of the pupil premium will support us in achieving our vision for all disadvantaged pupils, which is to close the attainment gap between them and their peers.

Principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups or pupils, the school has legitimately identified as being socially disadvantaged. The greater proportion of any group, supported through Pupil Premium funding, will be made up of disadvantaged pupils.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Due to the continual nature of the teaching, assessment and learning cycle, not all pupils receiving free school meals will be in receipt of pupil premium interventions at all times.
- Our work through the Pupil Premium will be aimed at accelerating progress, moving disadvantaged pupils to at least age related expectation and matching the attainment of their peers.
- We will use the latest evidence based research on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils.

2. Current attainment - End of KS2 (2016-17)		
	<i>Pupils eligible for PP (8)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	63%	%
% making progress in reading	63%	72%
% making progress in writing	88%	79%

% making progress in maths	75%	77%
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Parental engagement
B.	Progress of middle ability PP children

External barriers (issues which also require action outside school, such as low attendance rates)

C.	Attendance for PP remains below national average
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>			
A.	Increase the attendance rates for pupils eligible for PP to bring it in line with PP Other.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.			
B.	Increase the proportion of children leaving KS1 as middle ability attaining the standard/greater depth in reading, writing and maths by the end of KS2 (current Year 6). Monitoring to take place via in-school tracking systems and testing.		PP Target for ARE	On track for GD	Target for GD
		Reading	83%	17% (2/12 chd)	50% (6/12 chd)
		Writing	75%	17% (2/12 chd)	42% (5/12 chd)
		Maths	92%	17% (2/12 chd)	50% (6/12 chd)
			PP SATS actual ARE	PP actual teacher assessments	PP Actual GD
		Reading	67%	83%	17% (2)
		Writing	83%	83%	8% (1)
	Maths	58%	67%	8% (1)	
C.	Ensure all Year 3 children are secure in their KS1 phonic knowledge and are confident to pass the Phonic Screening.	The three children who have yet to meet the Phonic Screening standard will be confident in Letters and Sounds knowledge by the end of the academic year.			
D.	Increase the level of parental engagement with learning and wider school life.	Monitoring of % of parental engagement with Marvellous Me and usage across the school. Half termly report with overview of interventions for individuals. Ensure all families that are eligible for PP are aware of the benefits. Monitor teacher activity ensuring positive praise and encouragement is consistent and targeting vulnerable learners.			

5. Planned expenditure

Academic year	2017/18
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Increase the proportion of children leaving KS1 as middle ability attaining the standard/greater depth in reading, writing and maths by the end of KS2.	Employ a non-class based Pupil Premium Leader (0.4) (£19000.00)	Having a designated leader for PP will enable strategies to be tailored to the needs of the Bearwood children and families and embed a whole school ethos of aspiration and attainment in line with the findings of the NFER Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice (NFER, November 2015).	Performance management reviews.	Head	Summer 2018
	Engagement with ReflectEd metacognition action research to develop pupils' understanding of the growth mindset and plasticity of the brain.	Rosendale School is leading national research on the impact of metacognition on children's understanding of themselves as active learners and the need to take responsibility for their learning. In this up-scaled trial overseen by York University, we have the opportunity to be at the forefront of metacognition work in the UK.	Regular links with local Hub and ReflectEd support staff. Staff meetings allocated for training and review. Based on the drivers of the Single Plan this year, it was decided to withdraw from this project. We remain on their mailing list with the aim of becoming involved in the future.	Head PP leader	Summer 2018
	Introduction of Class Inclusion Files, specifically highlighting PP children. Electronic versions of all proformas to be stored on Server for easy access by SLT.	Storing all intervention and data in one place makes it easy to reference and use as a working document, ensuring interventions are delivered and individual targets remain at the forefront of thinking for all staff working in the classrooms.	Half termly monitoring of Inclusion files in Week 2 (in line with Pupil Progress meetings) to show impact. December: Inclusion files in place in all classes. Teachers and TAs have received input about expectation for content and use. These have been using for triangulation in work scrutiny and are enabling easy monitoring of intervention. Using the information from Vulnerabilities Overview, a whole school spreadsheet has been developed and is being used by SLT to monitor attendance. March: Intervention files updated and being used by class teachers. Teachers have improved understanding of individual needs	PP leader Deputy Head	Half termly

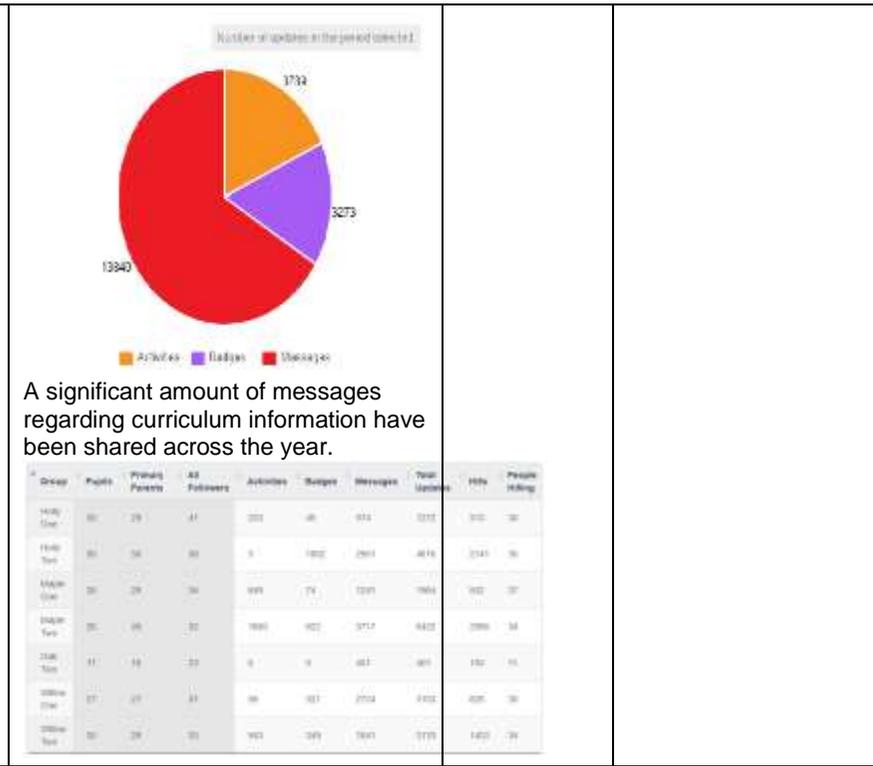
			<p>however format needs reviewing to streamline.</p> <p>July: In line with GDPR, all inclusion files will be stored electronically from next academic year. Individualised targets for TAs being implemented for September to improve quality intervention.</p>		
D. Increase the level of parental engagement with learning and wider school life.	Introduction of the Marvellous Me app (£1000.00)	In a Bournemouth school using the app, 96% of parents are better engaged with their children's learning and achievements. It is helping to create a positive classroom environment where children are motivated and excited to share their successes.	<p>Staff meeting and guidance reference information given to all staff in September. Regular monitoring of the Leadership Portal to ensure effective use. PP leader to target staff and families to promote use.</p> <p>December: 97% of children have at least one parent registered for Marvellous Me. There 275 follows on the app. 173 of these users are high-fiving to acknowledge messages sent. In the November parent questionnaire, in response to the question receive "I receive valuable information from the school e.g. school performance, key dates", 76.32% answered 'always' and 23.68% answered 'most the time'. March: 99% of the parent community is engaged with Mme. 279 people are following Mme. Badges are being awarded predominantly for reading. Effort, confident communication and homework. More activities are being sent that badges; these are predominantly related to CU, educational visits, maths, July: End of year 97% engagement; Gold Award received from Marvellous Me. Many children have multiple family members registered for updates; 277 parents follow Mme overall. Issues with some parents not receiving notifications have been fed back to the creators and modifications made as a result. Children's University this year has been promoted through MME and seen the highest level of engagement to date</p>	PP leader	Half termly Summer 2 2018

			with 23 children graduating at BU this summer.		
Total budgeted cost					£20000.00
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Increase the proportion of children leaving KS1 as middle ability attaining the standard/greater depth in reading, writing and maths by the end of KS2.	Introduction of Challenge the Gap ('GAPS') intervention, enabling teachers quality blocks of conferencing time biweekly with specific pupils to establish and review SMART targets for writing. Funding teacher for GAPS release (£14000.00)	Delivery of this programme in a Portsmouth school has shown rapid progress made to target groups and significant impact on diminishing the difference. The lessons learnt through their pilot scheme have been addressed for this year – space, time and consistency.	<p>Qualified teacher employed three afternoons a week to cover classes, guaranteeing teachers the non-contact time required for GAPS work.</p> <p>December: PP work scrutiny identified GAPS being used effectively. Teachers feedback is positive about having the time to work one-to-one with children to set SMART targets.</p> <p>March: GAPS delivery is being adapted based on the needs of the children in different year groups e.g. some year groups having short daily sessions in lower school. Gaps evidence within books.</p> <p>July: GAPS working effectively being delivered in the first half an hour of each afternoon.</p> <p>3/3 PP children in Y3 who had GAPS support achieved their end of year target.</p> <p>3/4 PP children in Y4 who had GAPS support achieved their end of year target; the one child who did not is being targeted through additional sessions with Aim Community and Family Support Worker.</p> <p>2/4 PP children in Y5 who had GAPS support achieved their end of year target. One child who did not was as a result of attendance. Both children will have one-to-one mentoring in the coming year.</p> <p>11/11 PP children in Y6 had GAPS and achieved ARE in writing; 58% got combined RWM.</p>	Head PP lead	Half termly during Pupil Progress meetings.

	<p>CPD on providing stretch for high attaining pupils. Working with HAMWIC standards officers to raise awareness of ARE+ at the end of KS2. (£2000.00)</p>	<p>High ability pupils eligible for PP are making slightly less progress than other higher attaining pupils across Key Stage 1 and 2 in across the board. Our aim is to continue to diminish the difference. We want to ensure that PP pupils can achieve Greater Depth as well as simply 'meeting expected standards'. We want to train our leaders, including more able, literacy and numeracy to deliver bespoke training, coaching and mentoring to impact on every year group.</p>	<p>Course selected using evidence of effectiveness. (Ref; 'New to Leading More Able' 26th September, NACE website) Use staff meetings to deliver training. Monitoring the impact every half term by the more able lead working alongside the PP lead including evidence of planning for the more able PP and the impact directly in the pupils books.</p> <p>December: Staff training on More Able delivered. Conferencing identified need for higher expectation and further challenge in Year 4.</p> <p>March: Block of work undertaken with Y4 GDS group. Draft policy produced with More Able leader. PP More Able scrutiny identified good levels of challenge across the school. More able children being identified for Aim Community Writing Project.</p> <p>July: GDS policy in place. Staff introducing knowledge organisers to support vocabulary development across all areas of the curriculum (Y2,5,6). Year 6 SATS combined GDS was 17%; the highest across HAMWIC schools.</p> <p>More able children recognised in all areas of the curriculum. Curriculum Leader leading planning sessions to enable staff to create cross curricular learning journeys to establish high expectations and challenge across all areas of learning</p>	<p>Head</p>	<p>Half termly during work scrutiny and review with More Able Leader</p>
	<p>Targeted booster groups for Year 6 'capture' children during Autumn 1 to ensure the best start to the school year.</p>	<p>Focused intensive small group intervention targeting gaps in learning will enable children to feel more confident with the curriculum within the classroom.</p>	<p>Half termly monitoring and pupil conferencing.</p> <p>March: Mentoring two children with reading and maths. Improvement with self esteem and test confidence; KG to be reader in SATs test due to</p>	<p>Head PP lead</p>	<p>Half termly during Pupil Progress meetings.</p>

	<p>Booster groups delivered by Specialist TLA on a needs basis throughout the year four times a week. (£6885.00) Further booster sessions for Year 6 (£8615.00)</p>		<p>significant difference when tackling tests independently.</p> <p>July: One child with medical and attendance concerns, who received weekly one-to-one tuition for reading and maths from the PP leader, was one point off for reading and three points off for maths.</p> <p>* One child exceeded her target for reading, achieving GDS. This child had weekly one-to-one tuition and a reader for the tests (PP leader)</p> <p>* One PP SEN child achieved ARE in all areas; this child had weekly tuition from the SENCO. She was predicted ARE- in reading and writing.</p> <p>* One PP child targeted for GDS achieved ARE in all areas; this was down to performance on the day.</p>		
<p>C.Ensure all Year 3 children are secure in their KS1 phonic knowledge</p>	<p>Bespoke provision for three Y3 pupils who have yet to pass the phonic screening to secure knowledge and understanding of phonics to the end of Phase 5. (Child O, Child J, Child R) (£1500.00)</p>	<p>After significant input using traditional phonic teaching approaches, pedagogy must be reviewed and adapted to meet the individual needs of these learners and make the information accessible.</p>	<p>Dyslexia screening by Inclusion Leader. Delivery of intervention by PP leader and class LSA. Half termly sound checks and phonic screening mocks.</p> <p>December: A identified as dyslexic via formal screening. Focus on visual and auditory memory and tracking for Spring 1. Scored 0 in Autumn 2 screening. B parents do not want screening. Scored 8 in Autumn 2 screening. C progressing in reading. 29 in Autumn 2 screening. Attendance being closely monitored.</p> <p>March: A Bespoke memory training with KG and class ta. Able to recognise all Y1 and 2 HFW. Reading sentences with more fluency</p>	<p>Inclusion Leader PP Leader</p>	<p>Half termly testing</p>

			<p>B Confirmed dyslexia C: Achieved the standard. Attendance 88.52% due to holiday (fined)</p> <p>July Bespoke intervention remains in place for the children identified as having additional needs. A developed strong rapport with PP leader and increased confidence to persevere with reading. Phonic score of 25 (16, 0, 25, 17); unsure of capacity to learn phonetically and being further investigated by the SENCO. B Phonic scores; 7, 8, 10, 9 Confirmed dyslexia C: Achieved the standard with a phonic score of 34. Attendance 88.52% due to holiday (fined) These children will be tracked into year 4.</p>		
D. Increase the level of parental engagement with learning and wider school life.	Half termly reports for PP parents detailing progress, intervention participation and next steps will be given to parents of all PP children.	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. (School Attendance, Guidance for Schools, DFE November 2016)</p> <p>In a 2016 study by Capita SIMS found 57% of parents said that school reports were either too generic or did not contain enough information about how children are doing. 34% of parents felt they did not receive enough information.</p>	<p>Feedback from parents about their children's learning. Teacher feedback about levels of engagement. December: Having discussed PP reporting approaches with other schools, it was decided it was best practice to improve information sharing for all. As such, rather than formal reports we have focussed on the use of Marvellous Me. Data analysis of messages show PP children receive 20% more Marvellous Mes. Non PP badge average 17.65%, message average 18.25% Pp badge average 15.71% message average 20.88% Information sharing with PP families is higher than previously, however there has been slippage in the amount of badges awarded. This will be the focus for the summer term. July</p>	PP Leader	<p>Half termly during Pupil Progress meetings.</p> <p>Meetings with individual parents.</p>



Total budgeted cost £0

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Increased attendance rates	PP leader and Family support worker employed to monitor pupils and follow up quickly on absences. First day response provision. (£10000.00) Free breakfast club provision to be offered on a first-come-first-served basis (£6000.00). Allocation of roles of responsibility within school for PP children via the Bearwood Job Centre to	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	PP lead to champion and monitor attendance. Target children for leaders – LB, RR, AT to raise their attendance above 90% across the year. End of September LB 93.6% RR 94.4% AT 88.9% December LB 91.3%, RR 86.67%, AT 96.67% March LB 87.87% Scarlett fever and chicken pox RRR 90.16%, AT 96.72%	Pupil Premium Coordinator	Jan 2018

	<p>promote sense of responsibility and belonging. Subsidised clubs and trips (£7000.00)</p>		<p>July LB 90.29% Scarlet fever and chicken pox RR 89.66% CAMHS and GP involved, AT 94.25%</p> <p>Current Attendance 95.74% Target 96.1% (national last year)</p> <p>Pupil Premium 95.06%</p> <p>Non Pupil Premium 96.39%</p> <p>Number of authorised absences 2431 3.28%</p> <p>Number of unauthorised absences 727 0.98%</p> <p>Number of holidays (families) 38</p> <p>38.88% of Job Centre roles are filled by PP children.</p> <p>Breakfast Club October 72 sessions funded per week, 70.89% uptake, 95.8% average attendance.</p> <p>December 63 sessions funded per week, 82.87% uptake, 93.24% average attendance</p> <p>March 59 sessions funded per week, 81.84% uptake, 93.37% average attendance</p> <p>May 59 funded sessions a week, 94.88% uptake, 94.27% average attendance</p> <p>July 56 funded sessions a week, 88.88% uptake, 94.43% average attendance</p>		
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			<p>Five children for whom attendance has increased across the year and will continue to have funded provision in the coming year.</p> <p>No breakfast club children falling into PA with exception of one child with ongoing medical issues which result in hospitalisation (6.67%; 1/15 children attending breakfast club)</p> <p>End of year PP attendance (reception and above, FSM, E6 only) is 93.24% (51 children)</p> <p>9 children of these 51 were PA – 17.64%. Of the eleven children on roll who were persistent absent (PA) last year, five remain PA. Three of these children have medical conditions and absences have been unavoidable; it is notable that all three have improved attendance compared to the last academic year. One case was managed by the Head and saw an increase of 28%. One child whose attendance was 87.6% last year now has attendance of 98.56%.</p> <p>All of the PA children have attendance exceeding 84.8%</p>		
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