

# Pupil premium strategy statement



## 1. Summary information

|                               |                                     |   |  |   |               |
|-------------------------------|-------------------------------------|---|--|---|---------------|
| <b>School</b>                 | Bearwood Primary and Nursery School |   |  |   |               |
| <b>Academic Year</b>          | 2019/20                             | <b>Total PP budget</b>                  | £57700<br>FSM £1320 x 32:<br>£44240<br>E6 £1320 X 8:<br>£10560<br>AFC £2300 x 1:<br>£2300<br>SF £300 x 2:<br>£600<br>EYPP £300 X 0<br>(Calculated 13/8/18) | <b>Date of most recent PP Review</b>                  | Jan 2017      |
| <b>Total number of pupils</b> | 204                                 | <b>Number of pupils eligible for PP</b> | 43   | <b>Date for next internal review of this strategy</b> | December 2019 |

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 (2018-19)     |                                    |  |
|--|------------------------------------|--|
|  | <i>Pupils eligible for PP (11)</i> | <i>Pupils not eligible for PP (national average)</i> |
| <b>% achieving in reading, writing and maths</b> | 80% (8/10)                         | %  |
| <b>% making progress in reading</b>              | 90% (9/10)                         | 80%  |
| <b>% making progress in SPAG</b>                 | 80% (8/10)                         | 83%  |
| <b>% making progress in maths</b>                | 90% (9/10)                         | 81%  |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                      |   |
|--|---|
| In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |
| <b>A.</b>  | Parental engagement – in particular EYFS (early intervention) and Key Stage One.  |
| <b>B.</b>  | Fluency in reading at the end of KS1 and KS2.<br>*PP attainment at the end of KS1 is below other pupils nationally reading, writing and maths (2018). NB there are very small FSM cohorts ( $\leq 6$ ) in both 2019 and 2020. |
| <b>C.</b>  | Ensure Maths progress is at least in line with national at the end of KS1 and KS2.  |
| External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| <b>D.</b>  | Attendance for PP remains slightly below national average.  |

| 4. Desired outcomes |   |  |                   |                 |               |
|---------------------|---|--|-------------------|-----------------|---------------|
|                     | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>  |                   |                 |               |
| <b>A.</b>           | Increase the level of parental engagement with learning.  | Parents are engaging well in celebratory events and 'one off' events. The next step is to engage them in bespoke teacher led workshops across all year groups to enable them to support their children at home and increase their knowledge and understanding of the curriculum. |                   |                 |               |
| <b>B.</b>           | To ensure there is evidence of impact of funding in KS1 and impact of governance for PPG progress in reading. |  | PP Target for ARE | On track for GD | Target for GD |
|                     |   | EYFS   | tbc               | tbc             | tbc           |
|                     |   | Year One   | 67% (4/6)         | 17% (1/6)       | 17% (1/6)     |
|                     |   | Year Two   | 50% (2/4)         | 25% (1/4)       |               |
|                     | To ensure there is evidence of impact of funding in KS2 and impact of governance for PPG progress in reading. |  | PP Target for ARE | On track for GD | Target for GD |
|                     |   | Year Three   | 25% (1/4)         | 25% (1/4)       | -             |
| Year Four           |   | 60% (3/5)  | -                 | -               |               |

|           |  |  |                   |                 |               |
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|           |  | Year Five  | 89% (8/9)         | 22% (2/9)       | -             |
|           |  | Year Six   | 80% (8/10)        | 4% 0(4/10)      | -             |
| <b>C.</b> | Maths outcomes evidence maintenance of standards without drop off at the end of KS1 and KS2. |  | PP Target for ARE | On track for GD | Target for GD |
|           |  | Year 2   | 100% (5/5)        | 20% (1/5)       | -             |
|           |  | Year 6   | 90% (9/10)        | 40% (4/10)      | -             |
| <b>D.</b> | Target children (PA 2018/19) have improved attendance.                                       | Reduce the number of persistent absentees among pupils eligible for PP to 6% or below. |                   |                 |               |

| <b>5. Planned expenditure</b>  |   |   |   |  |   |
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| <b>Academic year</b>   |   | <b>2019/20</b>  |   |  |   |
| 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. |   |   |   |  |   |
| <b>i. Quality of teaching for all</b>  |   |   |   |  |   |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>  | <b>When will you review implementation?</b>   |
| B. To ensure there is evidence of impact of funding in KS1 and 2 and impact of governance for PPG progress in reading.   | Pupil Premium Leader (0.2 £10000.00) reviewing progress of children half termly and challenging staff to implement bespoke provision to enable rapid progress and prevent drop off. | Having a designated leader for PP enables careful monitoring of this group of pupils. It also means 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 and Deputy  | Termly accountability meetings and reports to Governors (PP leader)<br><br>Half termly tracking of all PP children. |
| C. Maths outcomes evidence maintenance of standards without drop off at the end of KS1 and KS2.  | Targeted intervention who are on the cusp of ARE and GDS.   |   | Ensure year 1 and 2 teachers have the full range of data and information about the children and identify lower ability of GLD/ARE children who will need targeting to secure ARE and middle ability to target GDS.<br><br>Ensure planning is accurately pitched and opportunities for secure ARE and greater depth are regular and thorough – work scrutiny to take place | Y1 NQT mentor<br><br>PP leader<br><br>English and Maths leaders<br>PP leader | Half termly accountability meetings with class Teachers; focus children selected based on needs.                    |

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|   |  |   | <p>termly linking with English and Maths leads.</p> <p>Ensure vulnerable children are carefully tracked and monitored; children to be highlighted in accountability meeting as focus for intervention and GAPS.</p> <p>Monitoring of Vernon reading tests and Miscue Analysis</p> <p>Cusp children identified and staff accountability targets centre on moving these children to secure ARE within six weeks.</p> <p>PP children are focus of teacher and support staff accountability meetings in October, February and June.</p> <p>TLA PM targets linked to PP children</p> <p>Ensure robust interventions for all PP children including 1:1, booster.</p> | <p>Head and Deputy</p> <p>PP leader, English Leader and CTs</p> <p>CTs and Headteacher</p> |                      |
| A. Increase the level of parental engagement with learning. | Embed the Marvellous Me app (£750.00) across all classes to ensure regular consistent communication and information sharing about curriculum, teaching and learning. | During the last year over 98% of Bearwood parents engaged with Marvellous Me; many children had multiple followers; 277 follow the Mme app. | <p>PP leader to ensure all parents are confident in using the app. Individual targeting of families not joined.</p> <p>Ensure badges are sent to praise achievements in English and Maths; emphasis on successes in Weekly Spelling Bee,</p> <p>Star Reader badges to be sent for children being heard read three times a week at home.</p> <p>Attendance badges sent weekly for 100% and improved attendance.</p> <p>Weekly summary messages to outline learning to enable parents to ask children more about their learning.</p>   | <p>PP leader</p> <p>CTs</p>  | Termly Summer 2 2020 |

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|                             |   |   | Children with self-esteem concerns highlighted and shared with staff for focus.  |                   |  |
|                             | <p>Build on the successes of EYFS to increase engagement in curriculum events to enhance understanding of how to support at home and expectations of year groups through;</p> <ul style="list-style-type: none"> <li>carefully timed events</li> <li>promotion of curriculum events at celebratory events where parents are engaging well e.g. invites given to parents to next event at Christmas performances etc.</li> </ul> | <p>“Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in the school. It is their support of learning within the home environment that makes the maximum difference to achievement.” A Harris 2007</p> <p>Parental engagement is heavily linked to socio-economic status, as well as parental experience of education. Parents of certain ethnic and social groups are less likely to engage with the school. Schools that offer bespoke forms of support to these parents (i.e. literacy classes, parenting skill support) are more likely to engage them in their children’s learning.” A Harris 2007</p> | <p>Teachers to plan events across the year bespoke to the needs of their class and consider when and how best to present based on group needs (Autumn 1). Evaluation after each event to ensure next event has increased reach for engagement.</p> <p>Events to be held at different times to capture maximum numbers; questionnaires for each year group to find out what parents would like and when suits to ensure participation.</p> <p>Events to include at a minimum;<br/>Sharing stories and extending language<br/>Phonics<br/>Fine motor skills<br/>Early Writing (introduce home writing packs)</p> <p>KS1 workshops on phonics and grammar.<br/>KS2 upper and lower grammar and spelling workshops.</p> <p>£2000 for resourcing and parent support materials; approx. £80 per session (EEF 2019)</p> | PP leader<br>CTs  | <p>Post session evaluations</p> <p>Monitoring of parental engagement through registers</p> |
| <b>Total budgeted cost</b>  |   |   |  |                   | £12750.000   |
| <b>ii. Targeted support</b> |   |   |  |                   |  |
| <b>Desired outcome</b>      | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b>  |

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| <p>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.</p> | <p>Embed Challenge the Gap ('GAPS') intervention, enabling teachers quality blocks of conferencing time with specific pupils to establish and review SMART targets for writing. Funding TLAs for GAPS release £3420 TAs</p>  |   | <p>TLAs employed to cover the first half an hour of the afternoon in classrooms to release class teachers to undertake GAPS work.</p>   | <p>Head PP lead</p> | <p>Half termly during Pupil Progress meetings.</p> |
|  | <p>Targeted booster groups for Year 6 'capture' children during Autumn 1 to ensure the best start to the school year.</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 EYFS 1, 2, 6 (£25195.00)</p> <p>One-to-one mentor for focus Y6 children.</p> <p>All Y6 PP children allocated a link member of staff for social, emotional and academic support beyond the staff team in their classroom.</p> <p>Robust intervention for all PP children in KS2.</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>The Head teacher works in a bespoke manner with the Y6 teacher to split the class for targeted intervention for GDS focus children and ARE boosters.</p> <p>Teacher accountability meetings target PP child progress within a half term block.</p> <p>TLAs have PP related accountability targets with a six week block.</p> <p>Head, Deputy and PP leader all have focus children.</p> <p>PP leader to touch base with staff and children half termly to ensure this support is being offered and is benefiting the children.</p> | <p>Head PP lead</p> | <p>Half termly during Pupil Progress meetings.</p> |
|  | <p>Bespoke intervention for target KS1 children delivered by the DHT.</p> <ul style="list-style-type: none"> <li>Develop sight vocabulary</li> <li>Regular opportunities to read</li> <li>Interventions for the targeted children who are at the lower end of ARE children</li> </ul>  | <p>EEF Toolkit August 2019:</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that</p> | <p>Intervention records maintained by the DHT. Monitoring by PP leader.</p> <p>Close liaison with CTs to share planning and individualised next steps.</p>  | <p>DHT</p>          | <p>Half termly tracking of all PP children.</p>    |

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|  | (personalised and continuum from intervention to application)– monitored and tracked through accountability meetings | teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.   |   |  |   |
| D Increase attendance rates to reduce persistent absence for target children | Increased whole staff focus and tracking of children who are at risk of being PA, have previously been PA.           | <p>In March 2016, the Department for Education published statistics on <a href="#">Absence and attainment at key stages 2 and 4: 2013 to 2014</a>, which included the Department's conclusion that all absence had an adverse impact on attainment:</p> <p>The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome. Extending this to look at individual reasons for absence did not add a greater understanding of the link between absence and attainment.</p> <p>“Persistent absence can have a detrimental effect on performance for all pupils, regardless of background”</p> <p>Hancock, Kirsten J., Lawrence David, Shepard, Carrington C. J., Mitrou, Francis and Zubrick Stephen, R. (2017) 'Associations between school absence and academic achievement: Do socioeconomics matter? Journal of the British Educational Research Association 43:3 pp.415-440</p> | <p>Teachers to be made aware of the children in their class who were PA during the last year.</p> <p>Focus children tracked as part of Single Plan.</p> <p>Target children for leaders – x 5 to raise their attendance above 90% across the year.</p> <p>PP leader to meet with PA families 2018/19 in Autumn 1 to discuss attendance during last year and set expectation and create bespoke support packages to increase attendance.</p> <p>Track attendance of children were PA and 'at risk of PA' during last year on a weekly basis to enable rapid intervention.</p> <p>Tracking of individual children weekly. Class teachers made aware of children of concerns as soon as attendance begins to drop to enable rapid response.</p> |  | <p>Half termly attendance breakdowns</p> <p>Termly reports to governors</p> <p>Attendance Audit with School Attendance Worker</p> |
| <b>Total budgeted cost</b>   |  |  |   |  | £35500.00   |
| <b>iii. Other approaches</b>   |  |  |   |  |   |

| 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?   |
|--|---|---|--|---|--|
| <p>B.<br/>To ensure there is evidence of impact of funding in KS1 and impact of governance for PPG progress in reading.</p> <p>C. Maths outcomes evidence maintenance of standards without drop off at the end of KS1 and KS2.</p> | <p>PP leader and Family support worker to provide bespoke social and emotional support for PP children to enhance readiness to learn. Specialised programmes to support those with social and emotional needs will be delivered alongside school-level approaches to enhance engagement in learning. (£3115.00)</p> <p>Free breakfast club provision to be offered where it has been proven to have impact of attendance during last academic year and for families as needed (individually assessed based on need) £3420</p> | <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF 2019)</p> <p>In the case of families who have had funded breakfast club during the past year, attendance has risen and none of the children are in the PA category they previously were in. The children are emotionally more prepared for their school day by participating in these sessions.</p> | <p>DHT supervision meetings with FSW.</p> <p>PP leader to monitor breakfast club attendance and liaise with staff about behaviours and impact.</p> | <p>Pupil Premium Leader</p> <p>Pupil Premium Leader</p> | <p>Intervention monitoring and triangulation half-termly.</p> <p>Half termly attendance monitoring</p> |
|  | <p>Allocation of roles of responsibility within school for PP children via the Bearwood Job Centre to promote sense of responsibility and belonging.</p> <p>Subsidised clubs and trips £2915</p>  | <p>Taking a role within the school community at Bearwood has increased motivation for a number of existing pupils and given them a focus for playtimes and lunchtimes when some may find social situations challenging.</p>   |  | <p>Pupil Premium Leader</p>                             |  |
| <p><b>Total budgeted cost £9450.00</b></p>   |   |   |  |   |  |