

Pupil premium strategy statement **END OF YEAR REVIEW**



1. Summary information

| | | | | | |
|-------------------------------|-------------------------------------|---|--|---|---------------|
| School | Bearwood Primary and Nursery School | | | | |
| Academic Year | 2019/20 | Total PP budget | Pupils on roll: 200 Total eligible for PPG: 45 FSM: 40 (@ £ 1.320) LAC: 3 - (@£2,300) Forces: 2 - (@£300) Total PPG of £65,580 (calculated 08.06.2020) | Date of most recent PP Review | Jan 2017 |
| Total number of pupils | 204 | Number of pupils eligible for PP | 45 | Date for next internal review of this strategy | December 2020 |

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 (2019-20) | | |
|--|------------------------------------|--|
| | <i>Pupils eligible for PP (11)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 82% | 71% |
| % making progress in reading | 91% | 80% |
| % making progress in writing | 82% | 83% |
| % making progress in maths | 82% | 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>) | |
| A. | Parental engagement – in particular EYFS (early intervention) and Key Stage One. |
| B. | Fluency in reading at the end of KS1 and KS2. *PP attainment at the end of KS1 is below other pupils nationally reading, writing and maths (2018). NB there are very small FSM cohorts (≤ 6) in both 2019 and 2020. |
| C. | 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>) | |
| D. | 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> |

A

Parental engagement – in particular EYFS (early intervention) and Key Stage One.
 Break down of parental workshops /events and number of PP parents engaging. (6 children in total)

EYFS

| Event | time | Number of PP parents | % |
|-------------------------------|--|---|------|
| Reading workshop | 3pm | 3 | 50% |
| Phonics workshop | 9 am | 4 | 67% |
| Phonics workshop | 3pm | 0 | |
| Maths workshop | 9am | 4 | 67% |
| Maths workshop | 3pm | 0 | |
| Fab finish for topic question | 9 am | 5 | 83% |
| Maths open morning | 9am | 5 | 83% |
| Christmas production | 9.30 am | 6 | 100% |
| Parents evening | 2 different evenings | 5 1 met with Mrs Wall as part of TAF meeting | 100% |
| Echo reading work shop | Mornings and afternoon for a whole week. Small groups with their child | 5 | 83% |

The workshops were run twice at different times in order to reach out to parents working shifts however, all PP parents attending came to morning sessions.

The echo reading workshop was a great success and gave the parents insight into their child's ability and how to help them at home. One parent in particular completely changed her engagement with reading and became very involved with reading at home. As a result, the child moved from emergent to expected.

LOCK DOWN PROVISION AND ENGAGEMENT

| Provision | Engagement |
|------------------------|------------|
| Weekly telephone calls | 67 % |

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.

| | |
|---|--|
| | 2 parents not engaging were contacted by DHT to offer support. |
| Daily phonics videos | 83% |
| Packs of work/ resources sent out for handwriting, craft and maths | 50% |
| Video stories | 83% |
| Daily online work for maths, writing, phonics and science. (Purple mash) | 67 % |

Most parents were fully engaged during the time the school was closed. One family were in contact with school through TAF meetings and she provided them with packs of work to do as accessing the family computer was causing stress.

3 sets of families were provided with handwriting and craft packs as requested by the parents after weekly phone calls.

Currently (15.06.2020) 50 % of PP children have returned to the classroom.

One child is at home because mother is shielding and she is going to have possible zoom sessions to maintain engagement. Weekly phone calls are successful in maintaining the relationship.

One child is at home and using all online learning. They are coming in to look at provision with the possibility of returning to school. Weekly phone calls are being used to sign post learning and communicate next steps.

One parent not engaging with phone calls and is being contacted by the school office to offer support.

Final data (20.03.2020) shows 83% of PP children attained GLD

Reading – 83%

Writing - 83%

Maths – 100%

B

Fluency in reading at the end of KS1 and KS2.

*PP attainment at the end of KS1 is below other pupils nationally reading, writing and maths (2018). NB there are very small FSM cohorts (≤ 6) in both 2019 and 2020.

| | PP Target for ARE | PP Achieved ARE | On track for GD | Achieved GD |
|--------|-------------------|-----------------|-----------------|---------------|
| EYFS | 83% (5/6) | 83% (5/6) | 0% (0/6) | 17% (1/6) |
| Year 1 | 67% (4/6) | | 17% (1/6) | 17% (1/6) |
| Year 2 | 50% (2/4) | 25% (1/4) | 25% (1/4) | 25% (1/4) |
| | PP Target for ARE | | On track for GD | Target for GD |
| Year 3 | 25% (1/4) | 33% (2/6) | 25% (1/4) | 17% (1/6) |
| Year 4 | 60% (3/5) | 57% (4/7) | - | 14% (1/7) |
| Year 5 | 89% (8/9) | 78% (7/9) | 22% (2/9) | 11% (1/9) |
| Year 6 | 80% (8/10) | 91% (10/11) | 40% (4/10) | 27% (3/11) |

Book band tracking from end of Spring 1:

| | PP ARE book band | PP GDS book band |
|--------|------------------|------------------|
| EYFS | 83% (5/6) | 33% (2/6) |
| Year 1 | 50% (3/6) | 33% (2/6) |
| Year 2 | 25% (1/4) | 25% (1/4) |

- In EYFS, 5/6 PP children were on at least phase 3 books, which is where they were targeted to be by spring term.
- In EYFS, 1 child was on the higher set of phase 3 books, putting them on track to reach a GDS band by the summer.
- In year 1, 2 children had moved from phonics books to coloured book bands, meaning they were on track to reach GDS.
- In year 1, the 3 children not on track were all ARE- at the end of EYFS so still making appropriate progress.
- In year 2, one children targeted to be GDS was on track on white books.
- In year 2, 1 further child should have been on track for ARE, but was not on appropriate colour band. Regular reading had been put in place to try to catch this child up before school closure.

Although progress has clearly been made in some year groups, we need to ensure that this is consistent. At the point of lockdown due to COVID 19 (20.03.2020) there were definite signs of success and projections for heading in the right direction, however the time constraint resulted in a shorted time to measure impact. Reading will continue to be targetd for PP pupils in 2020/2021.

| | PP Target for ARE | On track for GD | Target for GD |
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| | PP Target for ARE | On track for GD | Target for GD |
| Year 3 | 25% (1/4) | 25% (1/4) | 25% (1/4) |
| Year 4 | 60% (3/5) | - | - |
| Year 5 | 89% (8/9) | 22% (2/9) | 22% (2/9) |
| Year 6 | 80% (8/10) | 40% (4/10) | 40% (4/10) |

| <p>C</p> | <p>Ensure Maths progress is at least in line with national at the end of KS1 and KS2.</p> <table border="1" data-bbox="235 159 1025 363"> <thead> <tr> <th></th> <th>PP Target starting point progress</th> <th>On track for GD</th> <th>Target for GD</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>50% (2/4)</td> <td>0% (0/4)</td> <td>-</td> </tr> <tr> <td>Year 6</td> <td>55%</td> <td>9%</td> <td>-</td> </tr> </tbody> </table> <p>There will not be national figures for progress this year as the DfE have decided not to collect results due to COVID 19. We have measured progress from starting points e.g. end of KS1 results to the end of KS2 so that if they achieved ARE at the end of year 2, they should have made expected progress and at least achieved ARE (age related expectations) by the end of year 6. Of the 4 pupil premium pupils in Year 2, 2 pupils achieved ARE. The two pupils who achieved working towards had made progress but were not secure in some aspects of maths. This will be targeted next academic year in a specific catch up programme. 6 out of 11 pupils achieved age related expectations. Progress was calculated on the mock SATS tests and teacher assessment. 3 out of the 5 pupils who did not achieve ARE, achieved a scaled score of 99 and required 100 to achieve ARE. Evidence in these pupils books did not show a secure understanding of all maths concepts thus ARE was not awarded.</p> | | PP Target starting point progress | On track for GD | Target for GD | Year 2 | 50% (2/4) | 0% (0/4) | - | Year 6 | 55% | 9% | - | <table border="1" data-bbox="1364 95 2157 300"> <thead> <tr> <th></th> <th>PP Target starting point Progress</th> <th>On track for GD</th> <th>Target for GD</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>100% (5/5)</td> <td>20% (1/5)</td> <td>-</td> </tr> <tr> <td>Year 6</td> <td>90% (9/10)</td> <td>40% (4/10)</td> <td>-</td> </tr> </tbody> </table> | | PP Target starting point Progress | On track for GD | Target for GD | Year 2 | 100% (5/5) | 20% (1/5) | - | Year 6 | 90% (9/10) | 40% (4/10) | - |
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| | PP Target starting point progress | On track for GD | Target for GD | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 50% (2/4) | 0% (0/4) | - | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 55% | 9% | - | | | | | | | | | | | | | | | | | | | | | | | |
| | PP Target starting point Progress | On track for GD | Target for GD | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 100% (5/5) | 20% (1/5) | - | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 90% (9/10) | 40% (4/10) | - | | | | | | | | | | | | | | | | | | | | | | | |
| <p>D</p> | <p>Target children (PA 2018/19) have improved attendance.</p> <p>In 2019/2020, there were 5 PP pupils who had persistent absences (below 90%). As part of the target for 2019/2020, we have worked hard to target all 5 families and support the attendance of each and every pupil. Data up until March 2020:</p> <p>Pupil A – (68.85%) This pupil is working closely with other outside agencies on a range of needs with attendance being one of them. Working with the school attendance worker, this family was fast tracked and had a six-week period to improve attendance. The family did not engage in the support plan and the next step was in process as we entered lockdown. The decision was taken by the local authority to cancel the next stages due to COVID 19. As a vulnerable family, this pupil has been in school during lockdown 93.4% of the time. This family will be closely monitored in September.</p> <p>Pupil B – (81.40%) This pupil was on a fast track plan and unfortunately had so many lates as unauthorised that the local authority decided to fine the family. Again, as lockdown occurred, the decision was made to cancel this fine. We will reassess in September. This pupil has returned for the last four weeks of the summer term.</p> <p>Pupil C – This pupil left in Year 6.</p> <p>Pupil D – (72.69%) This pupil has specific medical needs. We are currently working with the school nurse and school attendance worker to ensure that appointments are made out of the school day where possible. This child has not returned to school in the summer term.</p> <p>Pupil E – (88.4%) This pupil has been targeted for support from the school attendance worker and has attended several meetings. This was successful and we saw the attendance improve. However, a</p> | <p>Reduce the number of persistent absentees among pupils eligible for PP to 6% or below.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

medical illness meant that a period of two weeks was taken off and the attendance slipped once again.
We will continue to monitor.

2019/2020 – Persistent absence among PP pupils (minus the medical PP) = 8% (4/50 pupils)

Pupil 1 = this is the same pupil as above (pupil A)

Pupil 2 = This is pupil B above

Pupil 3 = This pupil is open to social care on a child protection plan. We are working closely with outside agencies. This pupil joined in January 2020.

Pupil 4 = This is pupil E above.

We will continue to monitor and reduce PA, working closely with the school attendance worker and the parents.