

# Bewley Primary School: Pupil premium strategy statement 2019/2020



1. Summary information					
<b>School</b>	Bewley Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£121,580	<b>Date of most recent PP Review</b>	Sept 19
<b>Total number of pupils</b>	385 <i>(excluding nursery)</i>	<b>Number of pupils eligible for PP</b>	94	<b>Date for next internal review of this strategy</b>	Jan 20
2. Attainment for previous academic year 2018 – 2019					
<i>Key Stage</i>	<i>Indicator</i>	<i>Number PP/All</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
EYFS	% Good Learning Development	15/59	25%	(school)	
Y1	% Achieving Standard in Phonics	11/47	73%	(LA)	
Y2	% Achieving Standard in Phonics' resit	5/11	18%	(LA)	
Y2	% making expected standard in Reading (end of key stage 1)	14/56	43%	(LA)	
Y2	% making expected standard in Writing ( end of key stage 1)	14/56	43%	(LA)	
Y2	% making expected standard in Maths( end of key stage 1)	14/56	64%	(LA)	
Y6	% making expected progress in Reading (end of key Stage 2)	16/53	56%	(LA)	
Y6	% making expected progress in Writing (end of key stage 2)	16/53	69%	(LA)	
Y6	% making expected progress in Maths (as measured by the school)	16/53	81%	(LA)	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>					

<b>A.</b>	On entering the school, almost half of the children, including PP pupils, arrive with a poor exposure to a broad range of age-appropriate language, typical for children of their age. This inhibits early acquisition specifically in the areas of learning associated with communication and language, which has a detrimental effect on their academic progress at the very start of their education.	
<b>B.</b>	There are PP children who have emotional and social difficulties which means that they struggle to access learning and maintain a good level of concentration in class. They need access to additional support beyond the curriculum in order to prepare them for learning in order to make good progress.	
<b>C.</b>	Many PP children are lacking in resilience and, in particular, those eligible for PP often struggle to rise to the demands of greater independence and increased expectations. They display poor behaviour for learning and give up too easily which prevents them from making any sustained progress across core subjects	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Pupils who are in receipt of Pupil Premium funding, can also have additional vulnerabilities eg. Poor attendance and punctuality; SEND and families in crisis (CP through to Early Help; bereavement, eviction, divorce and poverty). Parents lack confidence around engagement with their children's readiness for learning and have low family aspiration including a lack of access, outside of school, to a broad range of activities.	
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	All children eligible for pupil premium make at least expected progress from their baseline assessment in core areas especially language and communication	Greater number of PPG children achieving GLD  Increased attainment for PPG children in Y1 phonics screening
<b>B.</b>	Disadvantaged children able to participate fully in all areas of the school curriculum to improve combined reading writing and maths progress, with a specific focus on reading.	Greater number of disadvantaged children achieving CRWM at end of KS1 and KS2. More disadvantaged children reaching greater depth at end of KS1 and KS2, thus reducing the gap between disadvantaged and non-disadvantaged children. To oversee a successful transition to their next phase in education

<b>C.</b>	Eligible pupils, including, more able develop a growth mind-set enabling them to work with increasing independence or collaboratively in a group challenge.	Greater number of PPG children are able to take on challenges and show greater resilience. To support targeted groups and individuals to develop social skills in order to have successful friendship groups and be able to take full responsibility that comes with being an active member of the school.
<b>D.</b>	Good links made to liaise with parents and families to support learning of disadvantaged children in order to improve pupil progress.	Higher levels of punctuality and attendance maintained and stronger links made with families. More parents of disadvantaged children supporting school activities and come into school more readily/ children attend breakfast club

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<b>0.5 Deputy Head teacher Responsibilities</b>	To further reduce the gaps at the end of key 2 stage in Reading, Writing and Maths between disadvantaged and non-disadvantaged children.	<p><b>Writing:</b></p> <p>Overall attainment in writing dropped from 90% to 85% for the cohort This was due to a large majority of children having low attainment at the end of KS1. However, overall progress increased from 0.7 to 1.8 and those pupils achieving GD rose from 16% to 30%.</p> <p>11 out of 16 PPG children achieved expected or greater depth. 2PPG children achieved GD.</p> <p>5 PPG children who did not achieve the standard,</p>	<p><b>Writing</b></p> <p>This year group was boy heavy 2:1. It was decided to make a gender based writing group of boys and plan writing to meet their particular interests. The approach worked well as it also relieved the pressure on the main classes where there was now an equal distribution of gender which also benefitted the remaining PPG children. It was an approach which worked well for this particular cohort but future groupings will depend on the needs of individual cohorts.</p>	£22,500

All these children had multiple vulnerabilities: LAC, social and emotional difficulties; late joining the school with attendance issues; SEND; prior low attainment; fine motor skills.

**Writing Group** 4 PPG boys worked in a smaller group of 12 children. All these children achieved level 2 at end of KS1. However, at the start of the year, this group were at risk of not achieving ARE in writing at end of KS2. 10 out of 12 of whole group achieved ARE; of which 3 achieved greater depth. 3 out of 4 PPG children in the group achieved ARE.

**PPG writing progress score 1.7 (0.7 2018)**

**Reading:**

Overall attainment in reading dropped from 81% to 77% for the cohort This was due to a large majority of children having low attainment at the end of KS1. However, overall progress increased from 0.4 to 0.9 and those pupils achieving GD rose from 28% to 32%.

9 out of PPG children achieved ARE.

7 PPG children did not achieve the standard; this group had multiple vulnerabilities with prior low attainment; headteacher also applied to standards and testing agency for special consideration to be given when marking the SATs

**PPG reading progress score 1.6 (-0.4 2018)**

**Maths:**

Overall attainment in maths increased from 84% to 91% for the cohort. However, progress increased from 0.3 to 0.6 and those pupils achieving GD rose from 19% to 30%.

13 out of 16 PPG children achieved the standard.

The 3 who did not achieve the standard had multiple vulnerabilities including mental health issues, attendance and SEND. Two children joined the school late.

**Reading**

The children did most of the reading in the main class groups. to be addressed earlier in the year. However, it was decided to have a discrete reading group four weeks before the SATs to give more focussed teaching to a small group of 15 which included 4PPG children. 2 of the 4 PPG children achieved the standard and 9 out of the 11 remaining non-PPG children achieved the standard. However, reading has been flagged up as a weakness across the whole school which is being addressed in next year's school development plan

**Maths**

Progress does not look as good as the attainment but this was due to many of the children having just attained level 2c at the end of KS1 SATs. However, the approach worked with these children and would continue to be used again.

<p><b>Review of Read Write Inc</b></p>	<p>To improve the outcomes of the phonics' screening check so that a greater number of children will be able to access higher levels of reading materials. This should set firm foundations for them to reach expected standards at the end of KS1 in reading and writing.</p>	<p><b>Maths Group:</b> 13 children of which 7 were PPG children all at risk of underachieving. All PPG children achieved ARE.</p> <p><b>PPG maths progress score 0.3 (0.2 2018)</b></p> <p>Phonics results improved overall from last year with 87% of the whole cohort reaching the expected standard.</p> <p>3 out of 11 PPG children did not meet the standard. All 3 had multiple vulnerabilities: cognition and learning' speech and language; mental social and emotional difficulties; summer born</p> <p>11 children in Y2 resat the phonics screening. 6 children in total met the standard.</p> <p>5 of these children were PPG children of which 2 met the standard.</p> <p>The remaining 3 children are SEND with multiple needs and low language acquisition.</p>	<p>New approaches were used to monitor the children throughout the year in order to act swiftly on those children who appeared to be slipping behind. Assessment of the children was every 6 weeks making the groups much more fluid.</p> <p>All the staff have had updated training and staff are confident in the teaching of phonics at all levels with much greater consistency across EYFS and KS1 which should continue to produce improving results.</p>	
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**ii. Targeted support**

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>Teaching Assistants to be deployed to support to individuals and small groups of PP children with the greatest needs.</b></p>	<p>To further reduce the gaps at the end of key stage 1 in Reading, Writing and Maths between disadvantaged and non-disadvantaged children.</p>	<p><b>Writing:</b> 6/14 PPG children achieved the standard</p> <p>8 children who did not 2 children were SEND with multiple needs; the remaining children all had multiple vulnerabilities – summer born; home issues, S&amp;L outside agency involvement; LAC; attachment disorder; cognition and learning. All these children will continue to access a personalised curriculum and be closely monitored.</p> <p><b>Reading</b> 6/14 children achieved the standard.</p>	<p>GLD for PPG children remains the same for the current academic year. This is due to many children entering school with multiple vulnerabilities and have much lower than average starting points.</p> <p>Many of the PPG children who did not achieve the standard in one or more of reading, writing and maths have a history of multiple vulnerabilities since entering the school and have struggled to access learning . To impact with this an experienced</p>	<p><b>£51,400</b></p>

<p><b>Accelerated Reader</b></p>	<p>To promote a love of reading and to develop confidence and positive reading experiences.</p>	<p>The same 8 children who did not reach the standard in writing also did not meet the standard in reading, However, 3 children made accelerated progress in reading over the last term ( average &gt;+4 months) although still not achieving the standard.</p> <p><b>Maths</b> 9/14 children achieved the standard.</p> <p>The remaining 5 children all had multiple vulnerabilities - children were SEND with multiple needs; SEND needs for cognition and learning and language skills; LAC with social emotional and attachment issues.</p> <p>The year 4 children had been using Accelerated reader for approximately 18 months. 57% of the whole cohort made at least expected progress in reading over the year.</p> <p>11 out of 18 PPG children made at least expected progress over the last academic year in reading. 15 out of 18 were working at ARE at end of Y4.</p> <p>The 3 PPG children who did not achieve all have significant social and emotional problems with involvement from EP and ABC counselling. PSA has had significant involvement and access to draw and talk.</p> <p>The year 3 children have been using the programme for just under the academic year. 76% of the whole cohort made at least the expected progress in reading.</p>	<p>member of staff was on 6 months long term sickness during the spring and summer term during the time they were in Y1. This resulted the remaining inexperienced year 1 teacher working with a supply teacher for the majority of the academic year.</p> <p>The reorganisation of the read write inc, close monitoring of phonics, and the subsequent interventions were starting to pay dividends in progress during the last term. Children will continue to be monitored and appropriate interventions administered to ensure accelerated progress continues.</p> <p>Interventions such as Sums Up and Catch up Numeracy will continued to be used next year as they met the needs of the majority of our PPG children.</p> <p>Accelerated Reader has been bought in to use for another year as the children enjoy using it and are reading more books in order to complete the quizzes.</p>	
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<p><b>Reading Plus</b></p>	<p>To develop fluency and increased reading speeds and further develop language and comprehension skills in order to improve the outcomes for greater depth in reading and further reduce the gap in reading at the end of key stage 2.</p>	<p>13 out of 17 PPG made at least the expected progress in reading. 13 out of 17 were working at ARE. The 4 children who did not achieve ARE are also SEND with multiple vulnerabilities. However, 1 child made expected progress and the other 3 made at least 18 months progress over the year.</p> <p>The Year 6 children have used accelerated reader from the start of the summer term until the end of the following spring term) 51% (27) of the whole cohort made at least expected progress in reading.</p> <p>4 out of 15 PPG children made accelerated progress: +28 months; +18 months; +18 months; +20 months) 2 of these children achieved ARE, 1 child made expected progress 12 months but did not achieve ARE; 7 children made 10 months progress; of whom 5 achieved ARE; 3 children made 4 months progress (1 achieved ARE)</p> <p>For analyses of attainment see section i Quality of Teaching for All</p>	<p>T</p> <p>he programme is being used in school for at least another academic year.</p> <p>Observations from class teachers recognised that the reading speeds had greatly increased for the children.</p> <p>However, it was also recognised that the programme did not suit all children as progress was not consistent for all children – generally for those children who were already working at ARE.; for these children some other provision needed to be put in place.</p>	
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<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>Buy in additional EP support and Counselling Services</p> <p>Training of our own in house Play Therapist</p> <p>Training of Drawing and Talking Mentors Speech and Language HLTA</p> <p>Parent Support Advisor</p>	<p>To improve children's mental health.</p> <p>To improve children's everyday speech and language skills and their emotional well-being in order to make them ready for learning.</p> <p>To work with hard to reach families, develop nurture groups, run TAC/TAF meetings, improve attendance across school.</p> <p>To maintain good attendance records, provide advice to parents and signpost parents to appropriate agencies.</p>	<p>Many children across the school including non PPG children have had access to in house therapeutic counselling; drawing and talking to improve their emotional well-being. Tracking shows that these children are continuing to make steady progress across a range of subjects and are working in a whole class situation for increasing periods.</p> <p>PSA continues to reach these parents and support them with their children's education. Many of these parents make PSA their first port of call should they need advice.</p> <p>Attendance continues to improve (above LA); No FTE ( below LA); No persistent absences (below LA)</p>	<p>Approach will continue as there continues to be a list of children waiting to receive therapy.</p> <p>PSA to continue with this approach.</p>	<p><b>£53,500</b> + ongoing costs from school budget</p>



<p>Before/After School Activities:</p> <p>Change for Life; Multisport; Choir; Street Dance; Lego Club; Breakfast Club; Ukuele Club; Extra-Curricular Support</p> <p>Robinwood Residential</p> <p>School Trips</p>	<p>Working together, self-confidence, Development of skills/social participation, making healthy lifestyle choices.</p> <p>Rise in progress, children ready for learning. Musical experiences</p> <p>Improvement in self-confidence, social interaction</p> <p>Learning outside the class room will give children a wide variety of opportunities to enrich their development impacting on their social and emotional well-being.</p> <p>Improved attendance and children were able to talk confidently about their new learning experiences.</p>	<p><b>KS2 TVMS Brass:</b> 9/12 children (75%)</p> <p><b>KS1 Dance Club:</b> 3/17 children (18%)</p> <p><b>KS2 Lego Club:</b> All PP children from KS2 were offered the opportunity to attend. However, those who did take up a place did not attend for very long and dropped out after 2 to 3 weeks.</p> <p><b>KS2 Choir:</b> 7/34 children (21%)</p> <p><b>Y5/6 Ukulele:</b> 2/13 children (15%)</p> <p><b>KS2 Dance Club:</b> 4/30 children (13%)</p> <p><b>Y1/2 Football Factory:</b> 5/20 children (25%)</p> <p><b>Girls' Football:</b> 1/11children (9%)</p> <p><b>Change4life:</b> 6/17 children (35%)</p> <p><b>Y5/6 Football:</b> 3/9 children (33%)</p> <p><b>Y3/4 Multi Sports:</b> 3/21 children (14%)</p> <p>Average of 23% of PPG children take up the opportunities of after school clubs.</p> <p>Take up is usually much higher at the start of the academic year but many of these children lack resilience and the support of parents, so dropout rates are usually higher than non-PPG children.</p> <p>Free breakfast club is offered to all PPG children of which approximately 14 attend on various days. (appx 50%)</p>	<p>Extra curricular activities and schhol trips will continue to be a valuable addition to the teaching and learning of all children.</p>	<p><b>£7,400</b></p>
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**6. Planned expenditure**

**Academic year**                      **2019 - 2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</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>0.5 Deputy Head teacher responsibilities</b>	To further reduce the gaps at the end of key 2 stage in Reading, Writing and Maths between disadvantaged and non-disadvantaged children with a strong focus on reading	<b>EEF research shows that greater impact on progress is made in groups less than 12 pupils. Therefore, direct teaching support by an experienced member of the staff will be offered to a small group made up mainly of Pupil Premium Children from Year 6.</b>	A personalised programme of support will be implemented for maths and English to specifically selected children. Tracking the progress of these children at the end of each term and completing gap analyses data will ensure that gaps in their learning addressed.	P Duncan	This will be reviewed on a termly basis through pupil progress meetings with the head teacher, deputy head teacher and year 6 teachers.

**Total budgeted cost**    £20,000

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</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>Support Staff for Children in most need</b>	To further strengthen teaching assistant support across the school, particularly for the younger children.  To continue to identify the progress of vulnerable children in order for them to make maximum	There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support. The EEF has funded and recommends Catch Up® Numeracy because it is a structured intervention that has some evidence of promise from previous evaluations.	1:1 support is given to underachieving, disadvantaged children in Maths 2 times weekly. Extra support given to Year 2 in order to maintain no gaps at the end of KS1 in CRWM between disadvantaged and non- disadvantaged children  Group of 4 children in Y4 undertaken a developmental led curriculum with HLTA,	Team Leaders: J Patterson J Porritt S Clift P Duncan	Initial assessments will provide an approximate indication of the learner’s ability in each of the components (and subcomponents) of numeracy to identify the focus for intervention and data scores.

	progress and close the gaps in attainment across all year groups.	Progress of disadvantaged children is carefully monitored across other year groups with measurable outcomes to ensure that the intervention is fulfilling the needs of the child.	specialising in speech and language, as they are significantly below ARE.  Targeted interventions will continue to be used across school with use of teaching assistants.		New data scores will be generated at the end of each term to monitor progress and the impact of interventions.
<b>Total budgeted cost</b>					<b>£45,000</b>
<b>Accelerated Reader</b>	To promote a love of reading and to develop confidence and positive reading experiences.	Evidence from previous year's data shows that the majority of children are making at least expected progress. Children also have engaged well with the programme and enjoy the quizzes at the end of reading the book.	Progress of disadvantaged children in years 3 and 4 carefully monitored with measured with outcomes at different points throughout the programme to ensure that children are reading books targeted at their reading abilities and interest levels.	S Jones	At the end of this academic year
<b>Reading Plus</b>	Develop language and comprehension skills in order to improve the outcomes for greater depth in reading and further reduce the gap in reading at the end of key stage	Observations of children and data provided from the programme show that the children have increased reading speeds and make good progress. Improved progress and attainment in reading continues to be a target on the School development Plan	Progress of disadvantaged children in Years 5 and 6 carefully monitored with measured outcomes at the start and the end of the programme.	Year 6 Teachers: K Thomas G Jenkins Year 5 Teachers: K Tattersdill L Turner.	Reviewed annually until 2021
<b>Total budgeted cost</b>					<b>£4,400</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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>Parent Support Advisor</b>	To work with hard to reach families, develop nurture groups, run TAC/TAF meetings, To maintain good attendance, provide advice to parents and	Many PP children have low aspirations due to poor home learning environments where education is not valued. Pupils are not motivated or challenged by their parents, or given the opportunities to	Attendance to continue to be above LA thresholds. Positive relationships to be maintained as parents are now well aware of the role which PSA has in school and should continue to use her	J Hepple	Ongoing cycle.

	signpost parents to appropriate agencies	recognise what they are capable of achieving. Attendance continues to improve year by year.	as the first port of call should they require any advice.		
<b>Total budgeted cost</b>					£ 21,000 + on costs from school budget
<b>Educational Psychologist Drawing and Talking In house play therapist</b>	To improve children's everyday speech and language skills and their emotional well-being in order to make them ready for learning.	There are PP children who have emotional and social difficulties which means that they struggle to access learning and maintain a good level of concentration in class. They need access to additional support beyond the curriculum in order to prepare them for learning in order to make good progress.	Strength and Difficulties questionnaires will be used at the onset and at the end of each programme to monitor the effectiveness.	A Parker T Taylor S Beall J Patterson	Ongoing cycle
<b>Total budgeted cost</b>					£24,500
<b>Before/After School Activities:  Change for Life; Multisport; Choir; Street Dance; Lego Club; Breakfast Club; Ukuele Club;  Extra-Curricular Support  Robinwood Residential  School Trips</b>	To offer clubs to the children in order for them to benefit through the opportunity to work in teams and increase their confidence through participation. To offer clubs to those children who are achieving academically in order to give more out of school opportunities.	All disadvantaged children take up the extra opportunities and are able to attend events such as choir and theatre performances which they would not normally be able to attend.  Working together, self-confidence, Development of skills/social participation, making healthy lifestyle choices. Rise in progress, children ready for learning Musical experiences Improvement in self-confidence, social interaction	Termly monitoring of each club and rotas in place for those clubs which are the most popular to ensure all children have equal access.	Various outside personnel and staff.	Ongoing.

<b>Total budgeted cost</b>	£6,700
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### 7. Additional detail

The rationale for several elements of this strategy draws on the evidence base summarised by the Educational Endowment Foundation Toolkit which can be found at:

<http://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>