

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Bearnese Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£54,120	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	91	<b>Number of pupils eligible for PP</b>	37	<b>Date for next internal review of this strategy</b>	June/July 2019

2. Attainment 2017 (Based on Y6 results)		
	<i>Bearnese figures for pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expectations in reading</b>	62.5%	71.4%
<b>% achieving expectation in writing</b>	50%	71.4%
<b>% achieving expectation in maths</b>	62.5%	71.4%

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>	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally)
<b>B.</b>	Limited speech & language skills on entry in the EY Foundation Stage
<b>C.</b>	Previous higher attaining disadvantaged pupils achieved lower than national average progress in reading and maths.
<b>D.</b>	Attainment in writing
<b>E.</b>	Attainment in EGPS
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	Attendance of PP children.
<b>G.</b>	Low aspirations about what can be achieved and how to be successful - limited access to positive role-models.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils can access learning in class because their physiological, safety, belonging and esteem needs are met.	Pupils receive appropriate SEMH support to enable them to access their learning in the classroom, from the start of the school day.
<b>B.</b>	Improve oral language skills for pupils eligible for PP in the EYFS	Pupils eligible for PP in Reception make rapid progress by the end of the

		year so that all pupils eligible for PP meet age related expectations. Where an additional SEND need has been identified, support is quickly put in place so that they make a good level of progress.
<b>C.</b>	Improved progress for previously higher attaining PP children in reading and maths	Effective use of tools to monitor progress of this group, with a particular focus of this group on provision mapping.
<b>D.</b>	Attainment and progress in writing makes sustained improvements towards meeting national standard, with significant movement on overall progress.	Improved writing progress measure (over time), and measurable closing of the attainment gap for writing (as measured by the school's decile rating)
<b>E.</b>	Attainment in EGPS improves, and progress checked at regular intervals throughout KS2 via standardised testing.	Careful monitoring of EGPS progress to ensure the attainment gap closes.
<b>F.</b>	Increased attendance rates for pupils eligible for PP.	Continue the positive trend of increasing attendance for pupils eligible for PP, with prompt intervention and effective monitoring of this group.
<b>G.</b>	PP children have aspirations for the future, and have access to positive role-models within our local community. This will be measured via qualitative information gathered through pupil interviews.	Increased opportunities for PP children to have access to inspirational role-models within our community, as well increased aspirations for the future.

5. Planned expenditure					
Academic year	2018-19				
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?
Improve oral language skills for pupils eligible for PP in Reception	<p>All Reception pupils assessed through the Speechlink programme. Follow-up support will be implemented via a trained member of staff.</p> <p>Continuation of S&amp;L support via SALT. Children are identified through their Speechlink assessment.</p> <p>Children entering ‘in year’ will be assessed on arrival to ascertain need.</p>	<p>Speechlink provides targeted age-appropriate recommendations based on an individual assessment and identified needs. It allows for aged-based, early identification of potential issues.</p> <p>We use Speechlink because it provides a complete speech programme for targeted intervention.</p> <p>Levels of oracy are poor on entry so an immediate integrated screening and support tool is necessary to ensure early targeted intervention.</p>	<p>Designated, and fully trained staff member will lead the implementation of this programme. This will include training others on using the screening tool, and providing teachers with programmes of tailored support.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Monitoring of progress via the programme.</p>	<p>Kelly Yeo (Reception teacher)</p> <p>Barbara Sutton (TA)</p>	June/July 2019

<p><b>Improved progress for previously higher attaining PP children in reading and maths</b></p>	<p>Continue subscription for Accelerated Reader.</p>	<p>Accelerated Reader - a web-based programme that encourages children to read for pleasure. Accelerated Reader (AR) is a whole-group reading management and monitoring programme that aims to foster the habit of independent reading among primary aged pupils.</p>	<p>Fully trained staff will support new teachers on the implementation of AR.</p> <p>Built in 'star test' results will allow us to monitor reading comprehension and reading age. The school will cross reference this with standardised comprehension tests.</p>	<p><b>Alice Eeles (Head of School)</b></p> <p><b>Becky Humphreys (Inclusion Hub Manager)</b></p>	<p><b>June/July 2019</b></p>
	<p>Advanced precision teaching training from MAST for all teachers and TA's.</p>	<p>'The core of precision teaching is the unique focus on building fluency....fluency or 'true mastery' is 'the fluid combination of accuracy plus speed that characterises competent performance'</p> <p>Richard Kubina, Rebecca Morrison, David Lee (2002)</p> <p>"Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach"</p> <p>Carl Binder, Cathy Watkins (1990)</p>	<p>Previous high attainers and 'non disadvantaged' pupils progress data will be better than expected in that they will sit in line with or above historical data.</p> <p>Staff knowledge of children's learning needs will be reflected in children's progress and supported by high quality, well informed professional dialogue.</p> <p>Pupil provision mapping will show measurable progress and the impact will be tangible.</p>		

<p><b>Attainment and progress in writing makes sustained improvements towards meeting national standard, with significant movement on overall progress.</b></p> <p><b>Attainment in EGPS improves, and progress checked at regular intervals throughout KS2 via standardised testing.</b></p>	<p>Quality teaching and learning in writing and EGPS, consistent across the school, supported by strong observation/moderation and coaching.</p> <p>Continue to use No Nonsense Spelling – a robust spelling scheme which will ensure consistency across the school.</p> <p>Pupil attainment and progress tracking, assessment and monitoring.</p> <p>Advanced precision teaching training from MAST for all teachers and TA's.</p>	<p>Precision Teaching:</p> <p>‘The core of precision teaching is the unique focus on building fluency....fluency or ‘true mastery’ is ‘the fluid combination of accuracy plus speed that characterises competent performance’</p> <p>Richard Kubina, Rebecca Morrison, David Lee (2002)</p> <p>“Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach”</p> <p>Carl Binder, Cathy Watkins (1990)</p>	<p>Alice Eeles to regularly monitor progress (1/2 termly) to ensure progress.</p> <p>Provision Mapping reviews – termly (completed by individual teachers, and feeds in data meetings with Head of School)</p> <p>No Nonsense Spelling will be rigorously monitored by English Lead.</p>	<p><b>Alice Eeles (Head of School)</b></p> <p><b>Becky Humphreys (Inclusion Hub Manager)</b></p> <p><b>Tracey Clarke (English Lead)</b></p>	<p><b>June/July 2019</b></p>
<p><b>For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.</b></p>	<p>Breakfast Club</p>	<p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>PPG will be used to offer a heavily subsidised breakfast club. This will enable children to a healthy breakfast and a positive social environment to start their day.</p> <p>Breakfast clubs improve attendance/punctuality.</p>	<p>Daily breakfast club register (monitored by admin team).</p> <p>Head of School will target specific PP families to encourage good attendance.</p> <p>Introduction of an additional adult to run meaningful activities during breakfast club</p>	<p><b>Alice Eeles (Head of School)</b></p> <p><b>Joyce Hayes (Admin)</b></p>	<p><b>June/July 2019</b></p>
<p><b>Total budgeted cost</b></p>					<p><b>Staffing £17,318.40</b></p> <p><b>Resources £5,412</b></p>

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?
<b>Improve oral language skills for pupils eligible for PP in Reception</b>	1-1 and small group Speechlink provision for children in Reception.	Some of the pupils need targeted support to catch up. Speechlink provides targeted support.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	<b>Kelly Yeo (Reception teacher)</b>  <b>Barbara Sutton (TA)</b>	<b>June/July 2019</b>
<b>Attainment and progress in writing makes sustained improvements towards meeting national standard, with significant movement on overall progress.</b>  <b>Attainment in EGPS improves, and progress checked at regular intervals throughout KS2 via standardised testing.</b>	Children eligible for PP funding, receive additional bespoke small group intervention for areas relating to sentence structure and grammar that are a barrier to progress (Upper KS2)  Use Nesy writing programme to help 'stuck' learners to make progress with sentence formation.	Smaller group sessions allow teachers to plan work which support specific targets for individual children.   Nesy – EP recommended online programme of support.	Alice Eeles to regularly monitor progress (1/2 termly) to ensure progress.  Provision Mapping reviews – termly (completed by individual teachers, and feeds in data meetings with Head of School)  Nesy's in-built monitoring assessment allows for Head of School to monitor progress.	<b>Alice Eeles (Head of School)</b>  <b>SENDCO</b>  <b>Class teachers</b>	<b>June/July 2019</b>

<p><b>For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.</b></p>	<p>Breakfast Club</p>	<p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>PPG will be used to offer a heavily subsidised breakfast club. This will enable children to a healthy breakfast and a positive social environment to start their day.</p> <p>Breakfast clubs improve attendance/punctuality.</p>	<p>Daily breakfast club register (monitored by admin team).</p> <p>Head of School will target specific PP families to encourage good attendance.</p> <p>Introduction of an additional adult to run meaningful activities during breakfast club</p>	<p><b>Alice Eeles (Head of School)</b></p> <p><b>Joyce Hayes (Admin)</b></p>	<p><b>June/July 2019</b></p>
	<p>Counsellor/access to MAST</p>	<p>Continue to hire a counsellor 1 x day per week through the year to support those children who have been identified as needing additional SEMH support.</p> <p>Utilise the support offered by Plymouth Excellence Cluster's MAST – to access a variety of support pertaining to SEMH, such as play therapy, etc.</p>	<p>School counsellor submits termly reports to Head of School, providing a summary of sessions. Class teachers are informed of best approaches for day-day interactions.</p> <p>Inclusion Hub Manager will get regular feedback from Heads of School, to inform evaluation of service.</p> <p>Inclusion Hub Manager to seek evaluations from SENDCo/Head of School in the summer term to evaluate the service bought in from MAST.</p>	<p><b>Viv Taylor (Counsellor)</b></p> <p><b>Alice Eeles (Head of School)</b></p> <p><b>Becky Humphreys (Inclusion Hub Manager)</b></p>	

	Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)	<p>Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively.</p> <p>Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions.</p>	<p>Pre-course questionnaires and SDQs sent out to participating children, teachers, and parents (pre and post sessions) to measure impact.</p> <p>Inclusion Manager and Head of School to monitor the reduction of dysregulation via Behaviour Watch.</p>	<p><b>Becky Humphreys (Inclusion Hub Manager)</b></p> <p><b>Alice Eeles (Head of School)</b></p>	
<b>Total budgeted cost</b>					<b>£31,389.60</b>
<b>iii. Other approaches</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>
<p><b>PP children have aspirations for the future, and have access to positive role-models within the Community.</b></p> <p><b>For pupils to access a range of social, cultural and sporting experiences, visits and activities.</b></p>	<p>PP premium children to work alongside members of our community during Community Day.</p> <p>Subsidise residential trips to ensure PP children have access to a range of different activities and experiences.</p>	<p>Pupils' horizons will be broadened and they will learn more about culture, history and geography.</p> <p>Pupils' aspirations will increase, and provide an alternative future model for careers and goals in life.</p>	<p>Reviewing programme of trips and attendance.</p> <p>Children evaluate their experience of Community Day and working alongside member of our community.</p>	<p><b>Alice Eeles (Head of School)</b></p> <p><b>Becky Humphreys (Inclusion Hub)</b></p>	<b>June/July 2019</b>
<b>Increased attendance rates for pupils eligible for PP.</b>	Close monitoring of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and	Children cannot learn if they are not in school. Increased levels of attendance will ensure that children are in sessions and are consistently in school to learn.	Head of School, alongside inclusion Manager and admin to identify those PP pupils who are in the amber/red range. Actions to be agreed and carried forward promptly. Termly	<b>Becky Humphreys (Head of School)</b>	<b>June/July 2019</b>



	<p>red for below 92%)</p> <p>Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.</p> <p>Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport).</p>		<p>reviewed.</p>	<p><b>Becky Humphreys</b> <b>(Inclusion Hub Manager)</b></p> <p><b>Tam Russell</b> <b>(Admin support)</b></p>	
<b>Total budgeted cost</b>					<b>As above</b>

6. Review of expenditure 2017-18				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Improve oral language skills for pupils eligible for PP in Reception	All Reception pupils assessed through the Speechlink programme. Follow-up support will be implemented via a trained member of staff.  Continuation of S&L support via SALT. Children are identified through their Speechlink assessment.  Children entering 'in year' will be assessed on arrival to ascertain need.	All EYFS pupils were assessed via Speechlink and interventions were put in place where indicated. SALT referrals were made where recommended.  Interventions were assessed throughout and show progress across the board.  All children entering in year were assessed.	We need to develop our system of assessing Language and Communication. The Link Academy DELP (Devon Early Language programme) team are developing this across the academy.  Preference would be Language Link – School looking into budget.	
Improved progress for previously higher attaining PP children in reading and maths	Continue subscription for Accelerated Reader.	Great feedback from staff and children making good progress using this system.	More parental involvement as it is mainly managed in school as pupils are unreliable when bringing books to and from school.	

<p><b>Attainment and progress in writing makes sustained improvements towards meeting national standard, with significant movement on overall progress.</b></p> <p><b>Attainment in EGPS improves, and progress checked at regular intervals throughout KS2 via standardised testing.</b></p>	<p>Quality teaching and learning in writing and EGPS, consistent across the school, supported by strong observation/moderation and coaching.</p> <p>Continue to use No Nonsense Spelling – a robust spelling scheme which will ensure consistency across the school.</p> <p>Pupil attainment and progress tracking, assessment and monitoring.</p> <p>Advanced precision teaching training from MAST for all teachers and TA's.</p>	<p>Reading 75%</p> <p>Spag 75%</p> <p>Maths 50%</p> <p>Teacher assessed writing 62.5%</p> <p>Reading and writing both better than last year.</p>	<p>School Improvement Plan will focus on grammar and also bringing phonics into KS2 teaching.</p> <div> <p><b>Key Priority 1</b></p> <p><b>Quality of Education</b></p> <p><i>We will focus on improving the teaching &amp; learning challenge through forensic analysis reflected in improved progress data. This will focus on the progression of reading and spelling skills throughout the school.</i></p> </div>	
<p><b>For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.</b></p>	<p>Breakfast Club</p>	<p>Lots of PP pupils attending. This allows children to be fed and gets them ready to learn.</p>		<p>Staffing £17,318.40</p> <p>Resources £5,412</p>

## ii. Targeted support

Desired outcome	Chosen action/approach	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>Improve oral language skills for pupils eligible for PP in Reception</b></p>	<p>1-1 and small group Speechlink provision for children in Reception.</p>	<p>All EYFS pupils were assessed via Speechlink and interventions were put in place where indicated. SALT referrals were made where recommended.</p> <p>Interventions were assessed throughout and show progress across the board.</p>	<p>We need to develop our system of assessing Language and Communication. The Link Academy DELP (Devon Early Language programme) team are developing this across the academy.</p> <p>Preference would be Language Link – School looking into budget.</p>	

<p><b>Attainment and progress in writing makes sustained improvements towards meeting national standard, with significant movement on overall progress.</b></p> <p>Attainment in EGPS improves, and progress checked at regular intervals throughout KS2 via standardised testing.</p>	<p>Children eligible for PP funding, receive additional bespoke small group intervention for areas relating to sentence structure and grammar that are a barrier to progress (Upper KS2)</p> <p>Use Nessy writing programme to help 'stuck' learners to make progress with sentence formation.</p>	<p>Those children that have needed additional support have had access to additional interventions.</p> <p>5/7 Year 6 PP pupils passed their SATs SPAG test. This is an improvement on last year.</p>	<p>School Improvement Plan will focus on grammar and also bringing phonics into KS2 teaching.</p> <div> <p><b>Key Priority 1</b> <b>Quality of Education</b></p> <p>We will focus on improving the teaching &amp; learning challenge through forensic analysis reflected in improved progress data. This will focus on the progression of reading and spelling skills throughout the school.</p> </div>	
<p><b>For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.</b></p>	<p>Breakfast Club</p>	<p>Lots of PP pupils attending. This allows children to be fed and gets them ready to learn.</p>		
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p><b>PP children have aspirations for the future, and have access to positive role-models within the Community.</b></p> <p><b>For pupils to access a range of social, cultural and sporting experiences, visits and activities.</b></p>	<p>PP premium children to work alongside members of our community during Community Day.</p> <p>Subsidise residential trips to ensure PP children have access to a range of different activities and experiences.</p>	<p>Really successful Community Day</p> <p>Residential trips subsidised</p>		
<p><b>Increased attendance rates for pupils eligible for PP.</b></p>	<p>Close monitoring of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)</p> <p>Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.</p> <p>Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport).</p>	<p>All procedures followed correctly and rag rated on the PP tracker completed by Becky Humphreys Inclusion Hub Manager.</p> <p>Percentages for last year:</p> <p>PP: 94.88%</p> <p>non PP: 95.07%</p>	<p>Continuing following procedures with persistent absentees.</p>	<p>£31,389.60</p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)