

# Pupil premium strategy statement (primary)

1. Summary information					
School	Bearness Primary School				
Academic Year	2019-20	Total PP budget	£54,120	Date of most recent PP Review	September 2019
Total number of pupils	91	Number of pupils eligible for PP	37	Date for next internal review of this strategy	June/July 2020

2. Attainment 2017 (Based on Y6 results)		
	<i>Bearness' figures for pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expectations in reading	71.4%	73%
% achieving expectation in spag	71.4%	78%
% achieving expectation in maths	42.8%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	PP children enter EYFS with a baseline below the national average across the board
<b>B.</b>	PP children are achieving lower than the national average in writing and maths at the end of KS2
<b>C.</b>	At the end of year 1, the number of PP pupils who passed the phonics screening was below the national average (Bearness 66.6% National 82%)
<b>D.</b>	PP pupils achieving below the national average in Reading at the end of KS1 (Bearness 60% National 82%)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Very complex challenges faced by some pupil premium children which may include: ill health of parent, difficulties in securing adequate housing, vulnerable to witnessing and suffering from anti-social behaviour or domestic violence. Pupils have a narrower range of experiences which affect their culture capital, confidence and aspiration.
<b>F.</b>	Parental engagement with school remains a challenge which impacts the support given at home with reading and home learning.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved achievement for pupils in EYFS. PP pupils to achieve in line with their peers for progress and attainment.	<ul style="list-style-type: none"> <li>Children eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP achieve good level of development or exceeding (progress monitored in Pupil Progress)</li> </ul>

		<p>meetings)</p> <ul style="list-style-type: none"> <li>Quality of teaching and learning, including interventions, will be excellent.</li> </ul>
<b>B.</b>	Pupils eligible for PP to be achieving in line with the national average in writing and maths at the end of KS2	<ul style="list-style-type: none"> <li>Pupils eligible for PP to attain ARE in line with non-eligible peers in writing across the school.</li> <li>The progress of eligible pupils in writing is at least in line with National at the end of KS2</li> <li>Lead indicators are monitored and acted upon weekly</li> </ul>
<b>C.</b>	Improved attainment for Disadvantaged pupils in KS1 phonics screening check	<ul style="list-style-type: none"> <li>All children to be taught phonics through quality lessons in ability groups</li> <li>Regular assessments identify gaps in learning which are then plugged through daily interventions</li> <li>All interventions are high quality and focus on the child's gaps/needs</li> <li>Parents are clear on how to support phonics learning at home</li> <li>Progress is monitored by the Academy Head.</li> </ul>
<b>D.</b>	Pupils eligible for PP to be achieving in line with the national average in Reading at the end of KS1	<ul style="list-style-type: none"> <li>Pupils eligible for PP to attain ARE in line with non-eligible peers in reading across the school.</li> <li>The progress of eligible pupils in reading is at least in line with National at the end of KS1</li> <li>Lead indicators are monitored and acted upon weekly</li> </ul>
<b>E.</b>	Pupils will have access to support and counselling. Referrals will be made where deemed necessary. Pupils will have opportunities to be present in the community and have cultural and aspirational experiences.	<ul style="list-style-type: none"> <li>Pupils will be identified through Boxall profiling who need SEMH support.</li> <li>Pupils will access School Counsellor. Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</li> </ul>
<b>F.</b>	Parental engagement will be boosted and more support will be given to reading and home learning.	<ul style="list-style-type: none"> <li>Parents will feel involved in their child's learning in school and in turn implement more support at home.</li> </ul>

## 5. Planned expenditure

Academic year

2019 - 20

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?
<p><b>Progress and attainment for eligible pupils is at least in line with national averages by the end of their EYFS year.</b></p>	<p>EYFS teacher to attend Academy Hub meetings with all EYFS teachers from across the hub to share best practice and ensure quality first teaching is central to all teaching and learning.</p> <p>EYFS staff to attend CPD where available to maximise learning opportunities for the children.</p> <p>Strategic staff movement to support the need of the school.</p>	<p>Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children.</p> <p>The Teacher Development Trust (TDT) states that high quality CPD opens the door to raising student achievement. John Hattie's synthesis of 800 metaanalyses puts CPD as a large effect size on pupil achievement. CPD has the potential to raise the bar and close the gap in pupil attainment. Therefore, it is of extremely high importance that our teachers and teaching assistants are able to access high quality training and development which is tailored to their needs</p>	<p>Learning walks demonstrate high quality learning across the curriculum</p> <p>Regular development hub meetings with Trust EYFS peers.</p> <p>EYFS teacher to attend Link EYFS CPD</p> <p>Moderations carried out across the MAT</p> <p>Devon moderation reinforces judgements at the end of 2019/20</p> <p>Quality assurance shows that all teaching is at least good with targeted individual attention, challenge and feedback to the children</p> <p>Assessment data shows that progress for all children is at least good and in line with their peers.</p>	<p><b>EYFS teacher</b></p> <p><b>Academy Head</b></p>	<p><b>Termly</b></p>

<p><b>Improved attainment in writing and maths at the end of KS2</b></p>	<p><b>Hubs;</b> Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.</p> <p>All staff to focus on 'Implement/Intent and Impact'.</p>	<p>Ofsted's new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.</p> <p>The inspectorate has said that it will assess curriculum through intent, implementation and impact.</p> <p>Ms Fearn (Inspector for Curriculum Development, Ofsted) said: "Intent is about what leaders intend pupils to learn. It's as simple as that. Intent is everything up to the point at which teaching happens."</p> <p>She said that, according to Ofsted's new framework, "good intent" has the following four features:</p> <ul style="list-style-type: none"> <li>a curriculum that is ambitious for all pupils;</li> <li>a curriculum that is coherently planned and sequenced;</li> <li>a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;</li> <li>a curriculum that is broad and balanced for all pupils.</li> </ul> <p>Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders".</p>	<p>All staff to have a greater understanding of the position of each subjects current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been ie- has it improved the child's progress?</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	<p><b>Termly</b></p>
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<p><b>Improved attainment for Disadvantaged pupils in the KS1 Phonic screening check</b></p>	<p>1:1 programme Small group and individuals targeted with additional interventions delivered daily or twice daily to aid retention of sounds if necessary .</p> <p>Strategic staff movement to support the need of the school.</p>	<p>Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie</p> <p>Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)</p>	<p>Regular Phonics assessments to review progress and intervene where necessary through excellent, well planned interventions.</p>	<p><b>KS1 staff</b></p> <p><b>Academy Head</b></p> <p><b>English Leader</b></p>	<p><b>Termly</b></p>
<p><b>Improved attainment for disadvantaged pupils in reading at the end of KS1</b></p>	<p>Strategic staff movement to support the need of the school.</p> <p>Hubs; Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.</p>	<p>Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie</p>	<p>Star Reader Assessments and quiz – Accelerated reader</p> <p>Monitoring and progress meetings with English Leader and Academy Head</p>	<p><b>English Lead</b></p> <p><b>Academy Head</b></p> <p><b>KS1 staff</b></p>	<p><b>Termly</b></p>

<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>
<p><b>Progress and attainment for eligible pupils is at least in line with national averages by the end of their EYFS year.</b></p>	<p>Small group and individuals targeted with additional interventions delivered through continue provision</p> <p>1:1 and small group social skills interventions by highly skilled teaching assistant or the class teacher</p> <p>Work closely with parents to ensure that they are able and equipped to support pupils at home.</p>	<p>Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie.</p> <p>EYFS children learn best through an enriched continuous provision. Ongoing research group activities within LINK schools supported by SLE to enrich continuous provision activities for Reading, Writing and PSED</p> <p>EEF Winter '18 Research suggests that parental involvement is key to improving progress in the early years. By involving parents in their children's learning from an early age and developing their understanding of ways in which to support their children, progress and attainment will be accelerated</p>	<p>EYFS practitioner to develop high quality continuous provision activities closely linked to research and the needs of the children.</p> <p>Monitoring through LINK staff meetings and Insets, Progress meetings with Academy Head termly</p> <p>Daily or 2 x Daily phonic sessions for individuals falling behind - identified by regular assessments</p> <p>Termly 'Back to School' sessions for all EYFS parents supported by EYFS practitioners</p>	<p><b>Academy Head</b></p> <p><b>EYFS Lead and teacher</b></p> <p><b>EYFS Teaching Assistants</b></p>	<p>Throughout the year</p>

<p><b>Improved attainment in writing and maths at the end of KS2</b></p>	<p>Precision Teaching 1:1 sessions. 1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>SATs Booster Club</p>	<p>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)</p> <p>EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice</p>	<p>All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.</p> <p>All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).</p> <p>Lesson observations to look at <b>challenge/impact</b>.</p> <p>Pupil progress meetings identify target children forensically.</p> <p>Book monitoring to dig deeper into how effective the teacher/pupil 'response' to the work has been i.e.- has it improved the child's progress?</p>	<p><b>Teaching staff and senior leadership</b></p> <p><b>Subject Leaders</b></p>	<p>Termly</p>
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<p><b>Improved attainment for Disadvantaged pupils in the KS1 Phonic screening check</b></p>	<p>Precision Teaching</p> <p>1:1 programme Small group and individuals targeted with additional interventions delivered daily or twice daily to aid retention of sounds if necessary</p>	<p>Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)</p> <p>Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie</p>	<p>Regular Phonics assessments to review progress and intervene where necessary through excellent, well planned interventions.</p>	<p><b>KS1 staff</b></p> <p><b>Academy Head</b></p> <p><b>English Leader</b></p>	<p>Termly</p>
<p><b>Improved attainment for disadvantaged pupils in reading at the end of KS1</b></p>	<p>Accelerated Reader</p> <p>1:1 Reading where needed</p> <p>1:1 comprehension/understanding support</p> <p>Pre-Teaching and same day conferencing</p> <p>Precision Teaching</p>	<p>Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)</p> <p>Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie</p> <p>Analysis of data shows that the greatest impact is from timely ‘catch up, not keep up’ interventions to catch eligible pupils before they fall</p>	<p>Star Reader Assessments and quiz – Accelerated reader</p> <p>Monitoring and progress meetings with English Leader and Academy Head</p>	<p><b>English Lead</b></p> <p><b>Academy Head</b></p> <p><b>KS1 staff</b></p>	
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p><b>Staffing £21,648.00</b> <b>Resources £5,412</b></p>

<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>Pupils will feel supported and safe in school and will become community members with greater life experience</p>	<p>Pupils will be identified through Boxall profiling who need SEMH support.</p> <p>Pupils will access School Counsellor. Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</p> <p>P 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>The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Nurture UK</p> <p>When PTUK was formed there was a dearth of quantitative research upon the effectiveness of play and creative arts therapies. The latest findings (are based on over 8000 cases which show that between 74% and 83% of children receiving play therapy from PTUK Members exhibit a positive change.</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>Fortnightly reviews in staff meetings</p> <p>Regular monitoring thorough the Inclusion Hub and support offered</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 members of our community.</p>	<p>IiH Manager</p> <p>Academy Head</p>	<p>July 2020</p>
<p>Parents will feel involved in their child's learning in school and in turn implement more support at home.</p>	<p>Parents will feel involved in their child's learning in school and in turn implement more support at home.</p> <p>Home Learning review to take place with parental contribution</p> <p>Staff meeting to be held for planning and implementing</p> <p>Parents invited to attend in school workshops etc to become more involved</p> <p>Schoolf fayres and fetes</p>	<p>EEF Winter 18 Research suggests that parental involvement is key to improving progress in the early years. By involving parents in their children's learning from an early age and developing their understanding of ways in which to support their children, progress and attainment will be accelerated</p>	<p>Regular reviews by Academy Head.</p>	<p>Academy Head</p> <p>Senior teacher with responsibility for parent engagement</p>	<p>July 2020</p>

	held inviting parents to help PTA to be developed					
					<b>IIH Contribution</b>	<b>£27,060</b>
					<b>Total Budgeted Cost</b>	<b>£54,120</b>

## 6. Review of expenditure 2019-20

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

### 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

### iii. Other approaches

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

## 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)