



Use of the Pupil Premium in 2019/20 and plans for the next academic year

The following have been identified as possible barriers to be addressed using the funding:

In school barriers	
1.	Communication and Language, including vocabulary
2.	Special Educational Needs in learning - 20% of pupils in receipt of PPG have SEND
3.	Children's resilience and self-esteem
4.	Attitudes to Learning
External barriers	
1.	Home Circumstances
2.	Emotional Needs or mental health concerns with parents
3.	Support with Learning
4.	Children arriving at school unprepared or late
5.	Communication and language in the home
Desired outcomes	
1.	Children will be enthusiastic learners and make progress in the subjects taught.
2.	Children will demonstrate a keenness to read more regularly. Children will be able to discuss the material they have read and express opinions.
3.	Children will be enthusiastic learners and make progress in writing. Children will be able to articulate targets and achievements.
4.	Children will be enthusiastic learners and make progress in maths. Children will be able to articulate targets and achievements.
5.	Children's self-esteem, emotional well-being and resilience will be developed; this may be achieved through the development of fitness and sporting skills and additional clubs
6.	Children will have increased vocabulary and apply to communication, reading and writing
7.	Children will have access to experiences, such as 'WOW days', residential visits and extra-curricular clubs

We have adopted a 3 tiered approach to use of pupil premium funding:

1. Spending on improving teaching, including: professional development, training and support for teachers; ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.
2. Targeted academic support, including linking structured one-to-one or small group intervention to classroom teaching.

3. Wider strategies that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. This includes the financial investment in our Welfare Officer.

Action Plan to Address Areas for Development

Focus	Barriers To Learning	Desired Outcomes	Success Criteria	Strategies	Impact
Improving levels in Reading	<p>20% of pupils in receipt of PPG are SEN</p> <p>Pupil voice informs us that children don't read for enjoyment</p> <p>Children may come into school unprepared for the day's learning.</p> <p>Pupil voice tells us that children don't see reading as a strategy to improve their writing</p> <p>Attitude to learning and 'cultural capital' to engage effectively with the curriculum</p>	<p>Children will be enthusiastic learners and make progress in the subjects taught.</p> <p>Children will demonstrate a keenness to read at home more regularly.</p> <p>Children will be able to discuss the material they have read, express opinions, retrieve information and make inferences (PIRA data shows that inference is an area for development).</p> <p>Engagement in learning and the 'cultural capital' to engage effectively with the curriculum</p>	<p>Children will achieve expected progress or better, aiming for Age Related Expectations (ARE) or above.</p>	<p>CPD/training for teachers on teaching of inference and deduction within whole class guided reading.</p> <p>Teacher visits to schools identified by English specialists as good examples.</p> <p>Individual support with reading (i.e. pre-teaching); whole class reading comprehension; Additional phonics support through ReadWrite Inc., where appropriate</p> <p>Use of funding to purchase inspiring texts for curriculum and class libraries/whole school library</p> <p>Ensure children have access to food and water.</p> <p>Key worker meetings to discuss support and needs.</p>	<p>60% of children in receipt of PP achieved ARE at the end of KS2 in reading.</p> <p>40% of children in receipt of PP achieved ARE at the end of KS1 in reading.</p> <p>80% of children in receipt of PP achieved ARE at the end of KS2 in writing and GPS.</p> <p>60% of children in receipt of PP achieved ARE at the end of KS1 in writing.</p> <p>80% of children in receipt of PP achieved ARE at the end of KS2 in maths</p> <p>60% of children in receipt of PP achieved</p>

				<p>Cross curricular links that provide hooks for children's learning and build cultural capital</p>	<p>ARE at the end of KS1 in maths.</p> <p>Children in receipt of Pupil Premium across the school made an average of 3.67 points progress in reading, 3.53 in writing and 3.73 in maths. This is not significantly different to the progress made by all children.</p>
Improving levels in Writing		<p>Children will be enthusiastic learners and make progress in writing.</p> <p>Children will be able to articulate targets and achievements.</p>		<p>CPD/training in use of expanded success criteria and in modelling writing.</p> <p>Develop teaching of vocabulary and use of knowledge organisers across the school.</p> <p>Booster sessions after school; Small group support in class; Individual target work; RWI. staff training and pupil teaching.</p> <p>Key worker meetings to discuss support and needs.</p>	
Improving levels in Maths		<p>Children will be enthusiastic learners and make progress in maths.</p> <p>Children will be able to articulate targets and achievements.</p>		<p>Booster sessions after school; Small group support in class; Individual target work; mastery maths; 1-1 support, where appropriate; Observations and learning walks to monitor engagement and provide support</p>	

Focus	Barriers To Learning	Desired Outcomes	Success Criteria	Strategies	Impact
To improve children's self-esteem, emotional well-being and resilience; fitness and sporting skills	Disadvantaged or disrupted domestic situations, including parents' mental well-being	Children are confident to talk through concerns and have a key worker to support and meet needs.	Children are making progress emotionally and educationally; achieving ARE.	Lunchtime nurture club; 1:1 nurture; small group sessions (i.e. managing emotions) Social development through group interaction; Use of Welfare Officer to re-engage in learning; Therapeutic mentoring; Activators and Sports clubs Support for parents from Welfare Officer, including leading EHAs, support at TAFs, 1:1 meetings and support, phone support	See above for academic achievement Parents report that support is excellent and that their children feel safe and happy in school.

Planned Expenditure 2019-20

We estimate that we will be allocated £48,000 for DA students. (Research shows that investment in staffing has the biggest impact upon Pupil Premium students so it is for this reason that we have continued to recruit new staff or fund existing staff with a large proportion of this funding. Each intervention undertaken is impact assessed so that we can streamline our position in the most effective way.)

The money is currently being spent in the following way:

Activity	Amount
Additional support through intervention programmes	£ 4,800
CPD	£1,000
Welfare Officer	£27,000
Trauma training – TA attendance at whole school INSET day	£1,000
Year 6 maths and English booster (after-school)	£1000

Non-contact time to for children in receipt PPG to meet with key workers	£700
Residential Visits financial support	£850.00
Educational Visits	£1360
Breakfast Club, After-school and Homework Clubs	£1800
Reading books	£2,000
Resources for the teaching of Phonics, Spelling, Reading and Writing	£500
Curriculum resources to ensure a rich set of learning experiences	£3000
Resources for Mastery Maths and interventions	£500
Forest Schools	£ 1,000.00
Extra-curricular clubs	£1500
Total:	£ 48010

Planned Expenditure 2020/21

We have estimated that we will receive approximately £46,000 for the academic year 2019/20. This has currently been allocated in the following way but is possibly subject to change:

Activity	Amount
Additional support through intervention programmes	£ 4,800
CPD	£1000
Welfare Officer	£28,000
Year 6 maths and English booster (after-school)	£600
Non-contact time to for children in receipt PPG to meet with key workers	£700
Curriculum resources to ensure a rich set of learning experiences	£3000
Residential Visits financial support	£ 850.00
Educational Visits	£ 700.00
Breakfast Club, After-school and Homework Clubs	£1800
Reading books	£1,550
Resources for Mastery Maths and interventions	£ 500
Forest Schools	£ 1,000.00
Extra-curricular clubs	£1,500
Total:	£46,000

How will we evaluate impact?

Monitoring strategies for student achievement include:

- Attainment measures
- Levels of progress made by students in English and Maths
- Detailed value added data
- Qualitative data on overall learning experiences

Current levels of achievement

Outcomes from Academic Year 2018-19

For the academic year 2018-19, when assessing the National Curriculum, 4 points progress equates to good progress.

Average point score comparison between children in receipt of Pupil Premium and all Children

	Reading	Writing	Maths
All children	3.92	3.81	3.91
Disadvantaged pupils	3.67	3.53	3.73

DA children make slightly less progress than non-DA children. The gap is 0.25 in reading; 0.28 in writing and 0.18 in maths. 38% of DA pupils did not begin their primary education at BLS. DA pupils are mobile pupils (moved within the last 2 years). 29% of the DA children have SEND.

Previous Performance of Disadvantaged Pupils in Phonics Screening End of Academic Year 2018-19

Year 1	In July 2019, 33% of disadvantaged pupils passed the phonics screening test.
Year 2	In July 2019, there were 80% disadvantaged pupils have passed the phonics' test
The above Year 1 assessments involved 3 pupils.	

Previous Performance of Disadvantaged Pupils in KS1 End of Academic Year 2018-19

Reading	In July 2019, 40% of disadvantaged pupils attained the expected level at KS2 in reading assessment.
Writing	In July 2019, 60% of disadvantaged pupils have attained the expected level at KS2 in writing assessment.
Maths	In July 2019, 60% of disadvantaged pupils attained the expected level at KS2 in maths assessment.

The above assessments involved 5 pupils. Four of these children have SEND.

Previous Performance of Disadvantaged Pupils in KS2 End of Academic Year 2018-19

Reading	In July 2019, 60% of disadvantaged pupils attained the expected level at KS2 in reading assessment.
Writing	In July 2018, 80% of disadvantaged pupils attained the expected level at KS2 in writing assessment.
Maths	In July 2017, 80% of disadvantaged pupils attained the expected level at KS2 in maths assessment.
GPS	In July 2017, 80% of disadvantaged pupils attained the expected level at KS2 in the Grammar, Punctuation and spelling assessment.

The above assessments involved 5 pupils. 1 of these pupils has identified SEND and one is mobile