

Bearwood Primary School Pupil Premium Strategy / Self-Evaluation

1. Summary information					
School	Bearwood Primary School				
Academic Year	2019/20	Total PP budget	£61 960	Date of most recent PP Review	2019
Total number of pupils	278	Number of pupils eligible for PP	44	Date for next internal review of this strategy	2020
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths			End KS2 – 50%	End KS2 – 65%	
End KS2 reading progress score			- 0.01	0.03	
End KS2 writing progress score			-2.8	0.03	
End KS2 maths progress score			-1.07	0.03	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Limited range of vocabulary impacts on comprehension and writing.				
B.	Gaps in learning – especially maths.				
C.	Poor progress in writing.				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	A significant group of PP children are persistently absent.				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)				Success criteria	
A.	Attainment in reading comprehension and writing increases as a result of children's increased vocabulary.			PP children make expected+ progress in reading and writing.	

B.	Attainment in maths increases as a result of effectively filling gaps in children's learning.	PP children make expected+ progress in maths.
C.	Virtually all children produce writing at the expected standard for their age group.	PP children make expected+ progress in writing.
D.	Persistent absence is below the national average.	Persistent absence, including for PP children is below NA

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
A range of planned actions focused on developing teaching and learning.	Increased % of Pupil Premium pupils working at or above the ARE in Reading, Writing and Maths	Not met to the degree wanted. There were still sizable gaps between PP children and the rest.	Our focus on increasing the quality of T&L will be more specific and rigorous.	£34700

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
Actions focused on parent meetings and workshops.	Increased parental engagement of all PP families and support for children at home. Attendance at Parents' Interviews, curriculum events, increased daily support with reading, times tables and spellings	As above	To plan parent meetings and workshops with a focus closely aligned with the school's strategic development plan.	£18510
iii. Other approaches				
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
Range of systems for the management of attendance	Increase the attendance figures for PP children and reduce the number of Lates	Not met to the degree wanted. Attendance percentage for PP children still significantly lower than the school percentage.	Ensure the approach is rigorously applied.	£0

6. Planned expenditure					
Academic year		2019 to 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					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Introduce Accelerated Reader to the school – investment in books required	Children make rapid progress in reading and writing.	Children will read a range of high quality books, introducing them to new vocabulary and wider experiences. Evidence shows that limited vocabulary negatively impacts on reading and writing ability.	<ul style="list-style-type: none"> - Investment in books. - Training for teachers. - Ordered library. - Workshops for parents. 	DHT	Jan 2021
Embed the White Rose Maths Mastery approach	Children make rapid progress in maths.	The mastery approach to the teaching of maths ensures high expectations for all, small steps learning, thorough embedment and the closing of gaps.	<ul style="list-style-type: none"> - White Rose professional development programme for teachers. - Investment in concrete resources. 	Maths Subject Leader	July 2020
Total budgeted cost					£30 000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Appoint Inclusion Lead	Improved oversight of PP children	We need a more strategic approach, with someone who is tasked to ensure provision for PP children is effective.	<ul style="list-style-type: none"> - Rigorous application process. - Experienced person appointed. - Person has time to fulfil the role. 	HT	July 2020
Planned coherent curriculum ensuring progress, especially for disadvantaged. A particular focus will be on the development of literacy skills.	PP children make accelerated progress from starting points.	To make sure children keep up with age-related rather than need to catch-up. Ensuring there are no gaps in learning.	<ul style="list-style-type: none"> - Time for teachers to review and plan new curriculum. - Invest in resources for the new curriculum. - Teacher professional development, so they implement the new curriculum in line with the latest research on how children learn. 	HT / DHT	July 2020
Total budgeted cost					£30 000

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Introduce a rigorous approach to the management of attendance as part of an updated attendance policy.	The attendance rate of PP children will be close to in-line with the whole school.	A rigorously implemented approach to the management of attendance should help to improve our attendance rate, including for our PP children.	<ul style="list-style-type: none"> - Make sure all staff are aware of the policy. - Make sure all parents are aware of the policy. - Keep accurate records of the policy's implementation. 	HT	July 2020
Support to finance school trips, uniform and extra-curricular activities.	Ensure high self-esteem and widen experiences.	To help ensure PP children do not feel deprived compared to their peers.	<ul style="list-style-type: none"> - Make it easy for parents of PP children to apply for support with funding. 	HT	July 2020
Total budgeted cost					£1960

7. Additional detail

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