

# Bluebell Primary School Pupil Premium Strategy Outcomes 2017-2018



## 1. Summary Information

<b>School:</b>	Bluebell Primary School				
<b>Academic Year</b>	2017/2018	<b>Total PP Budget</b>	£132,240.0	<b>Date of most recent PP review</b>	July 2017
<b>Total number of pupils</b>	199	<b>Number of pupils eligible for PP</b>	97	<b>Date for next internal review of this strategy</b>	February 2018

<b>2. Prior Year's attainment (2016-2017)</b>		
	Pupils eligible for PP	Pupils not eligible for PP (National average)
<b>EYFS Good Level of Development</b>	25%	
<b>Year One Phonics check</b>	59%	84%
<b>Year Two phonics re-check</b>	0%	
<b>KS1 % achieving expected standard in reading, writing, maths</b>	69%	
<b>KS1 % achieving expected standard in reading,</b>	77%	79%
<b>KS1 % achieving expected standard in writing</b>	69%	72%
<b>KS1% achieving expected standard in maths</b>	77%	79%
<b>KS2 % achieving expected standard in reading, writing, maths</b>	22%	67%
<b>KS2 % achieving expected standard in reading</b>	44%	77%
<b>KS2 % achieving expected standard in writing</b>	56%	
<b>KS2 % achieving expected standard in maths</b>	28%	80%
<b>Progress measures for reading</b>	-3.4	+0.33
<b>Progress measure for writing</b>	-0.1	+0.17
<b>Progress measure for maths</b>	-6.6	+0.28

<b>3. Mission Statement</b>
Pupil Premium funding at Bluebell Primary School is used to support staff in enabling children to remove any barriers to learning that they may have,

in order for them to progress inline with their peers and have more children attaining the expected standards and above in English and Maths at the end of each phase of learning.

### Barriers to future attainment for pupils eligible for PP

**4. Barriers to future attainment (for pupils eligible for PP, including high ability) These are general difficulties, not every child entitled to pupil premium will have these barriers.**

#### In-school barriers:

<b>A.</b>	Low speech and language skills (especially in the Infants)
<b>B</b>	Low prior attainment in the basic skills of reading, writing and maths
<b>C</b>	Difficulty managing and regulating their own behaviours
<b>D</b>	Poor attendance or punctuality for identified children

#### External barriers

<b>E</b>	The impact of a low income on well being, family life, aspirations and experiences
<b>F</b>	The impact of limited support at home due to other factors, parental mental health, parental engagement and abilities

### Aims and outcomes

#### 6. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Measured by</i>
<b>A</b>	Improved speech and language skills enabling children to access the curriculum	Reports from Speech and Language assistant
<b>B</b>	Accelerated progress and improved attainment across all classes in English and Maths	Pupil progress meetings, termly PIRA and PUMA assessments
<b>C</b>	Identified children are managing to regulate their own behaviours and are able to participate in all areas of the curriculum	Boxall profile, emotional literacy assessments, number of exclusions/incidents reducing
<b>D</b>	Improved attendance rates for all children, aiming for 95%	Attendance monitoring

E	Pupils have positive attitudes towards school and enjoy being at school with improved well being	Boxall profile, emotional literacy assessments, childrens wishes and feelings
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## 7. Planned expenditure

**Academic Year**      **2017-2018**

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	Evaluation
Improved speech and language skills enabling children to access the curriculum	Speech and Language therapist in school 1 day a week to work with children and support staff in providing intervention plans for these children and implementing them	In school baseline data evidences that children enter school with a very low baseline around speaking, listening and communication.	Regular meeting with speech and language therapist.  Half termly pupil progress meetings	25 children have had intensive support. Nursery morning children, Summer term 64% were at expected level of development a 20% increase from Autumn Nursery afternoon 61% at the end of Summer, and increase of 18% Reception 96% in Summer an increase of 34% from Autumn
Accelerated progress and improved attainment across all classes in English and Maths	Phonics interventions to support learning Every Child a Reader Maths interventions Programmes to support and accelerate learning	Education Endowment Fund (EEF) and the Ofsted PP report highlight the importance of quality first teaching on attainment and progress of PP children	Half termly pupil progress meetings  Regular phase leader meetings  Monitoring by the	Phonics intervention has meant that 67% of our year one class have met the standard.  ECAR show that 7 children have made on average 24 months

	<p>Deputy Head and phase leaders to support learning and teaching across the school through monitoring and mentoring colleagues across the school</p> <p>Inclusion lead to support teachers in ensuring support for SEND children is appropriate</p>	<p>Education Endowment Fund highlights the importance of early intervention as this has a greater impact on learning and progress</p>	SLT	<p>progress in reading</p> <p>40% of PP children attained GLD at the end of Reception, an increase of 15% from the previous year</p> <p>KS1 67% reading, 44% writing and 62% maths - all a slight decline from the previous year, however, on the whole a lower attaining cohort</p> <p>KS2 Reading, writing and maths combined for PP children was 50% an increase of 28% from previous year</p> <p>Although the number of pupil premium children attains statutory milestones has increased, the gap between pupil premium and non-pupil premium children remains wide overall, this is a focus for 2018-2019.</p>
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**Teacher to support reading interventions 1.5 days a week £13,291.00**  
**Teaching assistant to support other interventions - £14,648 (1x FTE)**  
**Cost of speech and language therapist - £13,680.0**

<b>Total budgeted cost</b>					<b>£41,619</b>

**ii.Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and</b>	<b>How will you</b>	<b>Evaluation</b>
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		<b>rationale for this choice</b>	<b>ensure it is implemented</b>	
Identified children are managing to regulate their own behaviours and are able to participate in all areas of the curriculum	<p>Pastoral staff to provide specific interventions such as Kids Skills, or behaviour packages with the learning mentor.</p> <p>Specific behaviour plans drawn up for identified children with support from home</p>	Education Endowment Fund have identified that targetted interventions for specific pupils around behaviour can have a large effect on attainment.	<p>Half termly vulnerable children meetings</p> <p>Regular meetings with parents where there are specific behaviour plans</p>	<p>Behaviour plans for 5 particular children were successful in supporting children in managing behaviour and reduced the risk of exclusion.</p> <p>Learning mentor and pastoral team have worked with 43 of our PP children - just under 50% of our PP cohort on intervention packages to support behaviour, self esteem, friendships, anger management, feelings and wishes, gaining the voice of the child.</p>
Pupils have positive attitudes towards school and enjoy being at school with improved well being	<p>Pastoral team and learning mentors to provide specific interventions to support children with low self-esteem, and other social and emotional difficulties.</p> <p>Identified children will work individually or in small groups.</p> <p>Identified children invited to attend Nurture Group 3 afternoons a week for half a term</p>	<p>Evidence in school indicates that children learn better in class when they have had an opportunity to 'offload' their issues, they can then focus in class</p> <p>EEF found that Social and emotional learning programmes benefit disadvantaged children more than other pupils</p>	<p>Half termly vulnerable children meetings</p> <p>Evidence from emotional literacy assessments and boxall profiles</p>	<p>Learning mentor and pastoral team have worked with 43 of our PP children - just under 50% of our PP cohort on intervention packages to support behaviour, self esteem, friendships, anger management, feelings and wishes, gaining the voice of the child.</p> <p>Nurture group only happened for 1 terms due to changes in staffing. Teacher focussed on reading interventions in year 2 and year 6 and the TA supported a specific pupil premium child with SEN in order for him to access the curriculum</p>

**Teacher 3 afternoons a week for Nurture group: £13,291.00**  
**TA for 3 afternoons a week - (SD) -**  
**BNI's x 2 - £26,922**  
**Learning Mentor - £18,000**  
**1 day a week Inclusion Lead time - £10,488.60**

**Total budgeted cost**

**£71,701.6**

**iii. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented	Evaluation
Improved attendance rates for all children, aiming for 95%	Regular attendance meetings with Attendance officer PSA to offer support where attendance is slipping or children are persistently late Medical evidence requests where appropriate Fast track where appropriate Fixed penalty notices where appropriate Court proceedings where appropriate	Children who are persistently late fall behind in their learning.  Research from the Department for Education (DfE) March 2016 state that the higher the overall absence rate across a child's key stage, the lower the likely level of attainment at the end of the Key Stage.	Regular meetings with the attendance officer	13 pupil premium families were taken through the fast track process, all but 1 of the families attendance improved, these are being monitored. For the one family, court proceedings have been started.  Attendance for PP 2017-2018 92.02% Auth 4.17% Unauthorised 3.8%
To ensure that children maintain a healthy lifestyle and nutrition	Breakfast Club is at very subsidised cost to parents, so it is affordable to these families and the children get a filling healthy breakfast	Children who arrive at school hungry are not focussed on learning.	Children and staff's feedback on the effectiveness of breakfast club	15 PP children regularly attend breakfast club and enjoy it

PSA cost - £11,335.0

Breakfast club staff wages - £9,810.0

	<b>Total budgeted cost</b> £21,145.00
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**Total £134,465.60**

**132,240.0-Actual mo**





