

# Bluebell Primary School Pupil Premium Strategy 2018-2019



1. Summary information					
<b>School</b>	Bluebell Primary School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£124,340.0	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	240	<b>Number of pupils eligible for PP</b>	93	<b>Date for next internal review of this strategy</b>	February 2019

2. Attainment 2017-2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>KS2 % achieving expected standard or above in reading, writing &amp; maths</b>	50%	67%
<b>KS2 % making expected progress in reading (as measured in the school)</b>	-5.9	+0.33
<b>KS2 % making expected progress in writing (as measured in the school)</b>	-5.5	+0.17
<b>KS2 % making expected progress in mathematics (as measured in the school)</b>	-4.9	+0.28
3. Barriers to future attainment (for pupils eligible for PP)		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		

A.	Within school variation in the standard of quality first teaching	
B.	Attainment and progress in reading is not consistently in line with the attainment and progress of non-pupil premium children	
C.	Attainment and progress in maths is not consistently in line with the attainment and progress of non pupil premium children	
D.	Speech and Language. School data indicates that up to 72% of children entering the EYFS setting are below age related expectations in this area. Across the school the low vocabulary impacts upon children's attainment and progress	
E.	Learning can be negatively affected by social and emotional barriers and resulting behavioural issues	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
F.	Attendance and punctuality issues. Attendance for PP children was 91.99%. 29% of PP children were persistent absentees. All in school fast track referrals were for PP children.	
G.	Low aspirations/ambition, lack of parental engagement, social and emotional needs, pupils and parents with mental health issues	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.	Reading and phonic measures show diminishing the difference year on year	<ul style="list-style-type: none"> <li>• PP children make accelerated progress in reading and phonics</li> <li>• In school measures show a diminishing difference in PP and non PP attainment</li> </ul>
B.	Maths measures show diminishing the difference year on year	<ul style="list-style-type: none"> <li>• Maths progress for PP is expected or better</li> <li>• In school measures show a diminishing difference in PP and non PP attainment</li> </ul>

C.	Improved speech and language skills enabling children to access the curriculum	<ul style="list-style-type: none"> <li>In school measures will show a diminishing difference in children at age appropriate speech and language levels</li> </ul>
D.	Identified children are managing to regulate their own behaviours and are able to participate in all areas of the curriculum	<ul style="list-style-type: none"> <li>Identified children will have less incidents on the behaviour log, boxall profile, emotional literacy assessments</li> </ul>
E	Attendance for pupil premium children will improve	<ul style="list-style-type: none"> <li>Attendance for PP children will be at least 95%</li> </ul>

## 5. Planned expenditure

<b>Academic year</b>	2018-2019
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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

<b>Intended outcome</b>	<b>Action</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>
A	Read, Write Inc training for all and implementation	Education Endowment Fund highlights the importance of early intervention as this has a greater impact on learning and progress	<ul style="list-style-type: none"> <li>Working with the trainer and ensuring all adults are supported in delivering the programme</li> <li>Lead teacher to support and coach colleagues</li> <li>Half termly assessments</li> </ul>	RH TS JW	Ongoing through half termly assessments  Reading lead - £27,085

			<ul style="list-style-type: none"> <li>Support from trainer through development days</li> </ul>		TA 2 hours per day RWI £997
A/B	Support staff in the classroom ensuring teaching meets needs of all and maximising the effects of TA's	EEF evidence suggests that TA's can have a positive impact on academic achievement. In the most positive examples, it is likely that support and training will have been provided for both teachers and TA's so that they understand how to work together effectively.	<ul style="list-style-type: none"> <li>Work in class with colleagues</li> <li>Facilitate discussions between the teacher and the TA</li> <li>monitor progress in books</li> <li>learning walks</li> <li>provide training where appropriate for TA's</li> </ul>	TS	Ongoing through monitoring programme within school
C	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.	<ul style="list-style-type: none"> <li>Regular meeting with the speech and language therapist</li> <li>half termly pupil progress meetings</li> </ul>	TS	Termly impact reports from speech and language £13,680.0
<b>Total budgeted cost</b>					£41,762.0
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>

B	Implementation of 3rd Space Maths Intervention	Computer based tutor programme with bespoke objectives for each child. 1:1 teaching is highly effective way to accelerate progress in maths	<ul style="list-style-type: none"> <li>• half termly pupil progress meetings</li> <li>• maths lead to present ot Governors</li> <li>• monitor progress</li> </ul>	JD Class Teacher	Ongoing half termly in pupil progress meetings £3,132.0
D	Pastoral staff to provide specific interventions such as Kids Skills, or behaviour packages with the learning mentor.  Specific behaviour plans drawn up for identified children with support from home	Education Endowment Fund have identified that targetted interventions for specific pupils around behaviour can have a large effect on attainment.	<ul style="list-style-type: none"> <li>• half termly vulnerable children meetings</li> <li>• meetings with parents where there are specific behaviour plans</li> </ul>	TS	Ongoing through vulnerable children meetings £16,599
D	Pastoral team and learning mentors to provide specific interventions to support children with low self-esteem, and other social and emotional difficulties.  Identified children will work individually or in small groups.	EEF found that Social and emotional learning programmes benefit disadvantaged children more than other pupils	<ul style="list-style-type: none"> <li>• Half termly vulnerable children meetings</li> <li>• evidence from emotional literacy and boxall profile assessments</li> </ul>	TS	Ongoing through vulnerable children meetings, £38,586.0
<b>Total budgeted cost</b>					<b>£58,317.0</b>
<b>iii. Other approaches</b>					

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?
E	Attendance of PP children will improve	<p>Children who are persistently late fall behind in their learning.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● School invest in a staff member specifically for attendance 1 day a week</li> <li>● PSA support for persistent absentees and their families</li> <li>● Medical requests where appropriate</li> <li>● monthly attendance monitoring</li> <li>● Fast track where appropriate</li> <li>● Fixed penalty notices where appropriate</li> <li>● Court proceedings where appropriate</li> </ul>	TS	ongoing through attendance meetings PSA £15,014.0 Attendance 1 day a week £2831.5
F	Breakfast Club will be free to families and pp families and hard to engage families to be targeted, to ensure children have a healthy	Children who arrive at school hungry are not focussed on learning.	<ul style="list-style-type: none"> <li>● PP children will be targetted</li> <li>● Children will on time and in school</li> <li>● Children will be focussed on learning as not hungry - this will impact on attainment and progress</li> </ul>		Breakfast club wages £11,132
<b>Total budgeted cost</b>					£28,977.5
<b>6. Additional detail</b>					

**TOTAL SPEND:** £129,056.50

Pupil Premium is used across the school to support the learning and teaching of the children, resulting in accelerated progress and attainment more in line with national each year. It is also used to support our pupil premium children and families with a wide range of issues, to support removing some of the other barriers to learning that several of our children have. Including the improvement of attendance and punctuality which will also impact positively on their learning.









