



# **Bluebell Primary School Pupil Premium Strategy 2020-2021**

1. Summary information					
<b>School</b>	Bluebell Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£122,395	<b>Date of most recent PP Review</b>	January 2020
<b>Total number of pupils</b>	227	<b>Number of pupils eligible for PP</b>	108	<b>Date for next internal review of this strategy</b>	January 2021

2. Attainment 2018-2019		
	<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>	29%	82%
<b>KS2 % making expected progress in reading (as measured in the school)</b>	58%	
<b>KS2 % making expected progress in writing (as measured in the school)</b>	41%	
<b>KS2 % making expected progress in mathematics (as measured in the school)</b>	47%	

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.	Starting points - results from EYFS show that when pupils start school they often have lower skill levels in speech and language, listening, reading and writing.

B.	Attainment and progress in reading across Key Stage two is well below National Standards	
C.	Attainment and progress in writing is not consistently in line with the attainment and progress of non-pupil premium children	
D.	Attainment and progress in maths is not consistently in line with the attainment and progress of non pupil premium children	
E.	Speech and Language skills upon entry to school are comparatively low.	
F.	Lower levels of vocabulary understanding impact on pupil's being able to comprehend the curriculum.	
G.	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. Last year, attendance for PP children was 94%, compared to 95% Non PP. 23% of PP children were persistent absentees. All in school fast track referrals were for PP children.	
G.	Low aspirations, lack of parental engagement, social and emotional needs, pupils and parents with mental health issues, social care issues (At the start of the academic year 2020-21, 12% of PP children are either section 47 or section 17)	
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
A.	Pupils are able to read fluently and access the broader curriculum.	<ul style="list-style-type: none"> <li>• PP children demonstrate an enjoyment and engagement by reading through home reading figures.</li> <li>• PP children make accelerated progress in reading , demonstrated through RWI, DR and NFER assessments.</li> </ul>

		<ul style="list-style-type: none"> <li>● In school measures show a diminishing difference in PP and non PP attainment</li> </ul>
B.	PP pupils have a strong sense of number, times tables, maths vocabulary, calculation skills, can be fluent and reason through maths challenges.	<ul style="list-style-type: none"> <li>● Pupils demonstrate an enthusiasm and confidence for maths, as demonstrated by their engagement in lessons.</li> <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 enable children to participate in the full curriculum and become active listeners	<ul style="list-style-type: none"> <li>● Pupils are engaged and participating in lessons.</li> <li>● Pupils can be understood and feel more confident because of this.</li> <li>● Pupils are observed to be able to work more independently as a result of more active listening.</li> <li>● In school measures will show a diminishing difference in children at age appropriate standards</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 fewer detentions, improvements on the 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

Academic year

2020-2021

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					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	<p>Delivery of high quality and well monitored Read, Write Inc (See ongoing RWI action plan for implementation and staff support and development)</p> <p>!</p>	<p>Education Endowment Fund highlights the importance of early intervention as this has a greater impact on learning and progress.</p> <p>Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc.</p> <p>For more evidence of impact:  <a href="https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb-99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf">https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb-99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</a></p>	<ul style="list-style-type: none"> <li>• Lead teacher to support and coach colleagues - once a week</li> <li>• Lead teacher to do 'short burst' training</li> <li>• Half termly assessments</li> <li>• Support from trainer through development days</li> </ul>	RH HP	<p>Ongoing through half termly assessments</p> <p>RWI leader release time 1 day a term £600</p> <p>3 TAs x 1 hour a day £8615</p> <p>Normal RWI subscription fee £210</p>
<b>Impact:</b>					
B	Support staff in the classroom deliver useful and effective input to support the teaching.	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	<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> </ul>	HP/S E	<p>3 hours a day</p> <p>3 TAs £8615</p>

		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>provide training where appropriate for TAs</li> </ul>		
<b>Impact:</b>					
<b>Total budgeted cost</b>					£18,040
<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>
A	Implementation of Destination Reader	<p>The EEF suggests that effective reading comprehension strategies can have an effect of +6 months.</p> <p>After research into schools with similar PP figures, the English leader settled on the Destination Reader programme. For evidence about why:  <a href="https://www.hackneyservicesforprimaryschools.co.uk/system/files/extranet/How%20Destination%20Reader%20was%20developed.pdf">https://www.hackneyservicesforprimaryschools.co.uk/system/files/extranet/How%20Destination%20Reader%20was%20developed.pdf</a></p>	<ul style="list-style-type: none"> <li>English leader to take part in regular DR training.</li> <li>English leader to deliver regular CPD.</li> <li>English leader to monitor teaching and feedback to teachers.</li> <li>half termly pupil progress meetings</li> <li>reading lead to present to Governors</li> <li>monitor progress</li> </ul>	EC	<p>Ongoing half termly in pupil progress meetings</p> <p>KS2 outcomes.</p> <p>Emma training time/costs £375</p>
<b>Impact:</b>					

<b>Impact:</b>					
A	Pre-teaching for specific children in all year groups- sessions to explain vocabulary prior to the lesson so that pupil's can access the curriculum	Children need to know the vocabulary and what it means to enable them to access the curriculum	<ul style="list-style-type: none"> <li>• TA's will have timetabled time to carry out pre-teaching</li> <li>• half termly pupil progress meetings</li> <li>• pupil conversations</li> </ul>	Class teachers	6 TAs 1 hour a day £18940.50
<b>Impact:</b>					
B	Maths interventions same day	Children who find it difficult within a maths session will have same day intervention in order to keep up with the learning ready for the next day.	<ul style="list-style-type: none"> <li>• Teachers will make sure children have additional intervention if they have struggled in the maths lesson</li> <li>• Children will be ready for the maths lesson the next day</li> <li>• Longer term interventions to close gaps will be planned by class teacher and SENDCO.</li> </ul>		6 TAs 1 hour a day £19071.50
<b>Impact:</b>					
C	Children's speech, language and communication skills will improve and they will be active listeners	Children have low speech and language baseline,, children need to become more active listeners in order to maximise their learning	<ul style="list-style-type: none"> <li>• Training and monitoring by speech and language therapist</li> <li>• Termly reports from staff to measure impact</li> <li>• Progress in lessons will increase</li> <li>• Monitoring will indicate that children are active listeners rather than passive</li> </ul>	SENC O/SA LT	SALT TIME 1/3 of her salary - £4560
<b>Impact:</b>					

D	<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>	<p>Education Endowment Fund have identified that targetted interventions for specific pupils around behaviour can have a large effect on attainment.</p> <p>Around 15% of PP children are open to social care through Early Help, FSP, Child in Need or on Child Protection Plan.</p> <p>Giving them opportunities to share wishes and feelings can support in focussing on learning and worrying less about home</p>	<ul style="list-style-type: none"> <li>● half termly meetings about vulnerable children meetings</li> <li>● Children have regular opportunities to have their voice listened to and are able to access learning when in class</li> <li>● meetings with parents where there are specific behaviour plans</li> <li>● Pastoral support for pupils at lunch time.</li> </ul>	TS	<p>Ongoing through vulnerable children meetings</p> <p>Attainment and progress for those vulnerable pupils.</p> <p>£16, 424</p>
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**Impact:**

D	<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>EEF found that Social and emotional learning programmes benefit disadvantaged children more than other pupils</p>	<ul style="list-style-type: none"> <li>● Half termly vulnerable children meetings</li> <li>● evidence from emotional literacy and boxall profile assessments</li> <li>● evidence from work in books and other assessments within class</li> <li>● behaviours will improve (less entries on the behaviour log)</li> </ul>	TS	<p>Ongoing through vulnerable children meetings,</p> <p>£19,884</p>
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					Total budgeted cost	£79,254.5
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?	
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 states 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>• Attendance Policy reminders sent out regularly</li> <li>• Weekly monitoring for lateness and absence</li> <li>• Clear procedures in place and shared with all</li> <li>• PSA support for persistent absentees and their families</li> <li>• Ensure attendance is a point on plans around the family if appropriate</li> <li>• Medical requests where appropriate</li> <li>• Early Intervention Plans</li> <li>• Fast track where appropriate</li> <li>• Fixed penalty notices where appropriate</li> <li>• Court proceedings where appropriate</li> </ul>	TS	<p>ongoing through attendance meetings</p> <p>PSA salary ££13,876</p>	
<b>Impact:</b>						
F	Breakfast Club will be free to families. Hard to engage families/vulnerable pupils will be targeted, to ensure children have a healthy start to the day.	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 be on time and in school</li> <li>• Children will be focussed on learning as not hungry - this will</li> </ul>		<p>Breakfast club wages £16, 712</p>	

			impact on attainment and progress			
<b>Impact:</b>						
					<b>Total budgeted cost</b>	£30,588
<b>6. Additional detail</b>						
<b><u>TOTAL SPEND:</u> £127,882.50</b>						