

Pupil premium strategy statement (primary)

1. Summary information					
School	Bellfield				
Academic Year	2019-20	Total PP budget	£69960 +5000 LAC	Date of most recent PP Review	n/a
Total number of pupils	217	Number of pupils eligible for PP	53 (25%) + 2LAC	Date for next internal review of this strategy	February 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
75% achieving in reading, writing and maths	57%	65%
82% achieving the expected standard in reading	86%	73%
89% achieving the expected standard in writing	86%	78%
85% achieving the expected standard in maths	57%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low Levels of oral skills including understanding of language.
B.	Increasing numbers of pupils presenting with social, emotional and mental health issues.
C.	Increase rates of progress for disadvantaged pupils in Key Stage 2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	D. Attendance – persistent absence of disadvantaged pupils
E.	E. Lack of parental engagement from Disadvantaged families.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.

B.	Increased opportunity for support for families of social, emotional and mental healthcare issues children.	Increased opportunities and early support will result in increased progress from children with SEMH issues.
C.	Higher rates of progress across KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation across HCAT and through SATs results in Year 6.
D.	Increased attendance rates for pupils eligible for PP.	Current levels of PA are 8.4% for the school, with 19.3% of these being disadvantaged children. Reduce this figure from 19.3% of the total for disadvantaged children. Overall PP attendance improves from 94.99% to 96% in line with 'other' pupils.
E.	Increased opportunities and uptake of parental engagement activities.	Termly opportunities for parents to come and share the learning of the class. The use of SeeSaw will allow parents to be a part of the children's learning in the classroom.

5. Planned expenditure					
Academic year	2019/2020				
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 well?	Staff lead	When will you review implementation?
Ensure disadvantaged pupils achieve as well as other pupils nationally. (Link to priority C)	Reduce class sizes in KS2. Targeted support from specialist ASA in maths Early intervention in KS1 from specialist ASA in maths and literacy to increase overall progress.	Class sizes have been reduced in the school in Key Stage 2 over recent years. This has shown to impact on the behaviour of children across the school due to the increased support and challenge they received in lesson. In turn, this has impacted on achievement and progress and standards have been consistently above national at the end of KS2. Due to the success of this strategy, the school will continue to implement it. The EEF agree that reducing class sizes does have a positive impact of children's attainment, stating 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'	Pupil progress Test scores Attainment in SATs Lesson observations Book scrutiny Pupil voice	Stuart Mills (Headteacher) Anna Howard (Senior Assistant Head) Rob Newton (Assistant Head)	February 2020
Total budgeted cost					£30,840
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Increase attendance and punctuality and reduce persistent absence of disadvantaged pupils. (Link to priority D)</p>	<p>Whole-school attendance incentive and prizes for winning classes at the end of each term.</p> <p>Attendance officer to track pupil attendance and provide early intervention and support for families.</p> <p>Free breakfast club provided for disadvantaged pupils.</p>	<p>Attendance for our disadvantaged pupils increased last year by 1.6%. Much of this success was due to the free breakfast club that is offered by the school, allowing an opportunity for the children to be in school on time. Support from the Attendance officer for the families has also assisted in increasing the attendance figure. This will continue this year to help bring disadvantaged attendance in line with the whole school average.</p>	<p>Attendance data – weekly</p> <p>Half-termly attendance team meetings</p>	<p>Kerry Parkinson (Attendance officer)</p> <p>Stuart Mills (Headteacher)</p>	<p>February 2020</p>
<p>Identify pupils with S & L difficulties early and provide timely intervention to enable them to achieve well. (Link to priority A)</p>	<p>Employ S&L therapist to deliver bespoke intervention to pupils identified as requiring S&L support.</p> <p>S&L support staff member to work with targeted children after therapist support.</p>	<p>In the academic year 18/19, the S&L therapist worked with 12 children and families. All of these children made rapid progress from their starting points and the continued interventions from a trained ASA following targeted support has enabled these pupils to continue this good progress. Due to this success, this will be continued in the upcoming year. This success is supported by the EEF who state:</p> <p>‘Overall, the evidence suggests that early years interventions have a positive impact, delivering an average of around five additional months’ progress. The approach appears to be particularly beneficial for children from low income families.’</p>	<p>Observations of 1:1 sessions</p> <p>Lesson observations</p> <p>Pupil/parent voice</p>	<p>Anna Howard (Senior Assistant Head)</p>	<p>February 2020</p>

Support children and families with social and emotional difficulties so that this does not have a negative impact in their learning. (Link to priorities B , D and E)	Increase in hours of EWB to full-time non class-based available to support children and families with early intervention and access to external agencies.	Having strong relationships with families in the community has helped create clearer lines of communication and more chances for early intervention and support to be put in place by the school. This has allowed the children to be more settled and have successful tailored support which allows them to make increased progress and raise levels of attainment. This is supported by evidence from the EEF that suggest increased parental engagement with the school have a positive impact on the learning of the children.	Half-termly safeguarding team meetings CPOMs monitoring Tracking of EWB work	Stuart Mills (Headteacher)	February 2020
Total budgeted cost					£31,155
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise aspiration and give opportunities outside of the curriculum. (Link to priority E)	Reduce the cost of the residential visit for disadvantaged pupils by 50%. £100 contribution for each class each term for a class visit. Cost of resources (including staffing) for cookery club to provide children with life skills.	As a school, we are committed to building confidence and resilience in our pupils and one of the ways in which we aim to do this is by providing an opportunity for them to experience time away from families as part of a residential visit. This enhances the children's experience and enjoyment of the school, which in turn helps to develop the children's progress and attainment.	Attendance register Pupil voice Book scrutiny Parent voice	Stuart Mills (Headteacher) Rob Newton (EVC) Nikki Scaife (Finance Manager)	February 2020
Total budgeted cost					£6380

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
Ensure disadvantaged pupils achieve as well as other pupils nationally. (Link to priority C)	Reduce class sizes in KS2 to allow for more bespoke teaching and support for vulnerable groups. Targeted support from specialist ASA in maths to ensure progress is outstanding and gaps are closed rapidly. Early intervention in KS1 from specialist ASA in maths and literacy to increase overall progress.			

ii. Targeted support

Desired outcome	Chosen action/approach	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

iii. Other approaches

Desired outcome	Chosen action/approach	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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk