

Pupil Premium Strategy

School name	Bedwell Primary
Number of pupils in school	251
Pupil Premium allocation this academic year	£161,040
Academic years covered by statement	2019-2022
Publish date	February 2020
Review date	July 2020
Statement authorised by	Emma Shaw
Pupil Premium lead	David Roberts
Governor lead	Cindy Ashford

Year group	Number of pupils	PPG Pupils	PPG %
Nursery	16	0	0%
Reception	29	11	38%
Year 1	23	4	17%
Year 2	33	13	39%
Year 3	41	13	32%
Year 4	31	19	61%
Year 5	35	9	26%
Year 6	43	16	37%
TOTAL	251	85	34%

Outcomes : 2018/19

EYFS: (6 out of 27 children were PPG)	Subject	Reaching expected standard	
		PP	Non-PP
	Good Level of Development	33%	41%

Phonics: (15 out of 32 children were PPG)	Subject	Reaching expected standard		Average mark	
		PP	Non-PP	PP	Non-PP
	Year 1 screening	73%	82%	31	33

KS1: (15 out of 40 children were PPG)	Subject	ARE+		Greater depth	
		PP	Non-PP	PP	Non-PP
	Reading	47%	80%	7%	20%
Writing	40%	73%	0%	12%	
Maths	47%	80%	7%	20%	

KS2: (22 out of 36 children were PPG)	Subject	Progress		Attainment (ARE+)	
		PP	Non-PP	PP	Non-PP
	Reading	-0.40	+1.72	55%	81%
Writing	-0.45	0.68	68%	81%	
Maths	2.03	3.28	73%	81%	

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Strategy aims for disadvantaged pupils		
Reading	60% achieve ARE+ at the end of KS1 70% achieve ARE+ at the end of KS2 Achieve national average progress scores in KS2 Reading (0)	July 21
Writing	60% achieve ARE+ at the end of KS1 70% achieve ARE+ at the end of KS2 Achieve national average progress scores in KS2 Writing (0)	July 21
Mathematics	60% achieve ARE+ at the end of KS1 70% achieve ARE+ at the end of KS2 Sustain above average KS2 Mathematics progress score (1+)	July 21
Phonics	Achieve national average expected standard in screening check (82%)	July 21
Other	Improve attendance of disadvantaged pupils to national average (96%) Reduce Persistent Absence of disadvantaged pupils to below 10%	July 21

Education Endowment Foundation Tiered Approach

1 Teaching

- * Phonics - RWInc used consistently, leader release, monitoring, coaching, additional 1:1 sessions
- * Reading - consistent strategies, promoting reading culture, emphasis on vocabulary acquisition (Word of the Day etc)
- * Maths - use of Essentials, reasoning based teaching, consistent models, CPD for teachers & TAs
- * Writing - securing sentence structure
- * Developing intent & subject specific skills and knowledge teaching in foundation subjects

2 Targeted academic support

- * Maths spot catch-up
- * RWInc interventions
- * ReadIt2
- * Speech & Language
- * Maths & reading booster after school in Y6
- * Holiday projects with HA

3 Wider strategies

- * Breakfast Club
- * Counselling
- * Family Support Worker
- * Pastoral Programmes
- * Sensory Circuits
- * Lunchtime & Homework Clubs
- * Subsidised trips

Review of last year's aims and actions

Aim	Outcome
Improved emotional resilience	Children developed more positive self-image & emotional stability; improvements not always sustained when support ended
Improve speech and language outcomes	Disadvantaged improved from 71% to 73% passing Y1 screening check - on track towards aim
Improve progress and attainment in reading, writing and maths	Substantial improvements in KS2 progress scores - most noticeably in maths. KS1 attainment did not show same progress.
Provide greater access to wider experiences	Trips & experiences filled gaps identified in survey of PP children. Need to better use experiences to support learning.
Improve attendance and punctuality	Attendance improved from 91.5% to 94% - on track towards aim; number of sessions marked late decreased from 1.8% to 1%

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Teaching priorities for current academic year

Priority 1	Consistent approach to the teaching of reading across the school - developing and agreeing Reading Policy, training in strategies this identifies
Priority 2	Maintaining high-quality phonics provision - ReadWriteInc training for all new staff, Phonics lead monitoring & coaching delivery, training for KS2 staff on using RWInc approaches to improve English
Priority 3	Teaching of mathematical reasoning - training for all teachers in use of HfL Essential Maths to embed reasoning in every lesson ; monitoring by AHT & HfL consultant ; additional support for targeted staff
Priority 4	Securing sentence structure in writing - whole-school CPD, led by writing lead & English consultant, strategies & resources to use whole-class & in groups
Barriers to learning these priorities address	Ensuring consistency approaches to teaching across school, so progress is sustained and continual
Projected spending	£39,000

Wider strategies for current academic year

Priority 1	Improving attendance - staffing & resourcing Breakfast Club (free for all PPG children), member of admin staff monitoring attendance, identifying reasons for non-attendance & providing support
Priority 2	Supporting emotional wellbeing through counselling sessions, targeted interventions & access to Family Support Worker for both children and families
Priority 3	Providing disadvantaged children with access to wider experiences through subsidised trips (including theatre, the seaside, zoos, residential visits)
Priority 4	Ensuring children are ready to learn at the start of morning and afternoon sessions - Sensory Circuits at start of day; access to lunchtime clubs for children who find playground overwhelming
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£68,040

Targeted academic support for current academic year

Priority 1	Targeted phonics and reading support: <ul style="list-style-type: none"> • ReadIt2 in EYFS • RWInc catch-up (1:1 in KS1, 1:3 in Y3/4)
Priority 2	Daily maths spot catch-up across KS2, focussing on same-day gap filling to ensure progress
Barriers to learning these priorities address	Accelerating progress and attainment of most disadvantaged children in reading and maths
Projected spending	£54,000

Monitoring and Evaluation

Area	Challenge	Mitigating actions
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, staff meetings and additional cover being provided by Sports Teacher
Targeted support	Ensuring enough time for teaching assistants to support groups and leaders to monitor	Dedicated, weekly release for maths & phonics leads. TA timetables give specific time slots for all interventions they lead
Wider strategies	Engaging the families facing most challenges	Attendance focus - dedicated member of Admin staff, using support from Attendance Officer, 'selling' value of school to families