



Bloemfontein Primary School,
The Middles, Craghead,
Stanley, Co. Durham
DH9 6AG

"Light's the way"

Head Teacher: Mrs L. Liddell

Pupil Premium Strategy Statement 2018-19

The Pupil Premium is an allocation of additional funding provided to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has included pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation. A fixed amount of money is provided per pupil based on the number of pupils registered for FSM over a six-year rolling period.

All schools are required to report on the amount of funding received and how this is being used. Once information is available, the impact of the funding should also be reported. Governors are responsible for reviewing impact and ensuring that information is made available on the school website.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues. The challenges are varied.

At Bloemfontein School, we have high aims for all of our pupils and feel that education is the route out of poverty. We aim to ensure that all pupils are given every chance to realise their full potential and to challenge barriers to learning.

This strategy outlines how we will ensure Pupil Premium Funding is allocated to maximum effect.

1. Summary information	
Academic Year: 2018-19	Total PP Budget: £93,720 (provisional)
Total number of pupils: 163	Total number of pupils eligible for PP: 44%
Total amount of PP received:	Date of next PP internal review: Spring 2019



2. Current attainment						
	All pupils (School)	PP children (School)	Non PP children (School)	All pupils (National Average)	PP children (National Average)	Non PP child (National Average)
% at GLD Reception	20 pupils 75%	11 pupils 81.8%	9 pupils 66.7%	72%	56%	73%
% at expected standard for Y1 phonics	27 pupils 77.8%	13 pupils 84.6%	14 pupils 71.4%	82%	70%	84%
% achieving Exp+ in Maths KS1	27 pupils 74.1%	15 pupils 73.3%	12 pupils 75%	76%	61%	79%
% achieving Exp+ in Reading KS1	27 pupils 77.8%	15 pupils 73.3%	12 pupils 83.3%	75%	60%	78%
% achieving Exp+ in Writing KS1	27 pupils 66.7%	15 pupils 73.3%	12 pupils 58.3%	70%	53%	73%
% achieving R,W+M combined Exp KS2	20 pupils 55%	8 pupils 37.5%	12 pupils 66.7%	64%	48%	67%
% achieving Reading Exp KS2	20 pupils 70%	8 pupils 50%	12 pupils 83.3%	75%	60%	77%
% achieving Writing Exp KS2	20 pupils 70%	8 pupils 62.5%	12 pupils 75%	78%	66%	81%
% achieving Maths Exp KS2	20 pupils 70%	8 pupils 62.5%	12 pupils 75%	76%	63%	80%

3. Barriers to future attainment in-school (issues to be addressed in school)	
A	Pupils enter Reception with low levels of speech, language and social development.
B	Reading attainment at KS1 was lower for PP than Non PP.
C	R, W and M combined at KS2 was lower for PP than Non PP.
D	Reading attainment at KS2 was lower for PP than Non PP pupils
E	Writing attainment at KS2 was lower for PP than Non PP pupils
F	Maths attainment at KS2 was lower for PP than Non PP.
G	High % of PP children experiencing social and emotional barriers to learning

4. External barriers to future attainment (issues to be addressed externally e.g. attendance)	
H	High levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading and writing
I	Attendance at the end of last academic year July 2018 was 94.1% and substantial work is required to improve this percentage

Planned Expenditure Pupil Premium Grant 2018-19				
Desired Outcome	Strategy	Rationale for chosen strategy	Cost	Impact
A. Improve levels of speech, language and social development in Reception class	Additional TA in class in order to release experienced TA to run small group Sp and Lang sessions and provide a language rich environment	EEF teaching and learning toolkit - review of evidence of impact of oral language interventions <i>Moderate impact for very low cost based on extensive evidence (+5)</i>	Cost of TA Apprentice £7251	
B. Higher % of PP children achieving Exp+ in KS1 Reading	Additional TA in class during morning sessions in order for smaller RWInc groups to run. Target specific pupils and enable high quality additional adult feedback.	EEF teaching and learning toolkit - review of evidence of impact of high quality additional adult feedback. <i>High impact for very low cost based on moderate evidence (+8)</i>	Morning TA £5628	
	Staff training on RWInc for 2 staff members		£200	
	Additional TA in class during morning sessions in order for smaller RWInc groups to run. Class teacher to deliver focused reading comprehension activities	EEF teaching and learning toolkit - review of evidence of impact of reading comprehension strategies: <i>Moderate impact for very low cost based on extensive evidence (+5)</i>	Reading Activity £500	
C. Higher % of PP children achieving combined R,W and M at end of KS2	Additional trainee teaching student utilised to provide further challenge for small groups	EEF teaching and learning toolkit - review of evidence of small group tuition: <i>Moderate impact for moderate cost based on limited evidence (+4)</i>	Cost of Schools Direct student £20,507	

<p>D. Higher % of PP children achieving Exp+ in KS2 Reading</p>	<p>Lexia licences to support pupils who find blending and segmenting problematic</p> <p>Renew Accelerated Reader Licence and purchase a greater range of books (particularly boy orientated in order to address PP boys)</p> <p>Visit from author to inspire pupils to read (real life experience)</p>	<p>EEF teaching and learning toolkit - review of evidence of impact of reading comprehension strategies: <i>Moderate impact for very low cost based on extensive evidence (+5)</i></p> <p>Evidence from the EEF indicates that this is an effective catch up intervention for weaker readers. This also enables pupils to read for pleasure and develop links with parents.</p>	<p>Lexia License £1385</p> <p>£1300 licence £500 books</p> <p>£1800</p>	
<p>E. Higher % of PP children achieving Exp+ in KS2 Writing</p>	<p>Individual and small group Literacy work for children working towards KS2 SATs. Accelerated progress and narrowed gap.</p>	<p>EEF teaching and learning toolkit - review of evidence of impact of high quality additional adult feedback: <i>High impact for very low cost based on moderate evidence (+8)</i></p>	<p>£5000</p>	
<p>F. Higher % of PP children achieving Exp+ in KS2 Maths</p>	<p>Renew Mathletics subscription in order to enable pupils to develop rapid recall of times tables and number facts. Develop links with home to encourage parental involvement.</p>		<p>£600</p>	
<p>G. Improved emotional well-being and academic achievement for children experiencing social and emotional barriers to</p>	<p>HLTA time to deliver small group interventions including the 'Listening matters' Programme</p>	<p>EEF teaching and learning toolkit - review of evidence of social and emotional learning: <i>Moderate impact for low</i></p>	<p>HLTA time £2000</p>	

<p>learning allowing them full access to the curriculum and improved achievement</p>	<p>Devlivery of a nurture/sensory room and additional training/resources for two members of staff to deliver nurture intervention. This impact will be assessed through pre and post Boxall assessments.</p> <p>Implement 'Lego Therapy' intervention to provide 3x a week sessions to reduce anxiety and establish coping strategies both within school and at home</p>	<p><i>cost based on extensive evidence (+5)</i></p>	<p>Allocation of staff (2) x 3 afternoons per week + Cost of resources = £8550</p> <p>Allocation of staff (1) x 3 afternoons per week + Cost of resources = £4100</p>	
<p>H. Improved children's vocabulary for reading and writing</p>	<p>Hooks into books purchased from seven stories to encourage excitement and a love of books. Reading workshops which parents are invited to in order to generate a love of bedtime stories and model strategies</p>	<p>Involvement in additional enriching experiences directly in previous year, contributed to children having an interest, motivation and purpose to engage in school. Attendance improved. High percentages of parents attend curriculum days and participate in shared learning with their pupils. Standard of homework projects has also improved.</p>	<p>Hooks into books £70 per term per Key Stage Total £650</p>	
<p>I. Ensure that whole school attendance is at least 97%</p>	<p>Employ Attendance Officer to monitor and provide support to vulnerable</p>	<p>Through Cluster Head meetings local schools have had positive results and attendance figures</p>	<p>Officer £78 per month Total</p>	

	<p>families.</p> <p>Provide individual and whole school incentives including end of year trophies, half termly £50 voucher and a class trip for highest attenders</p>	<p>have improved as a result of this individual officer.</p> <p>Through discussions with pupils (pupil interviews and School Council meetings) children feel that they are more inclined to come to school, as they want to attend the end of year trip and chance to win £50 voucher</p>	<p>£935</p> <p>Cost of trip/incentives: £800</p>	
ADDITIONAL RESOURCES 1	<p>In order to address all of the above aims an additional teacher has continued to be employed to enable continued reduced class sizes.</p>	<p>EEF teaching and learning toolkit - review of evidence of small group tuition: <i>Moderate impact for moderate cost based on limited evidence (+4)</i></p>	<p>Cost of M1 salary £28730</p>	
ADDITIONAL RESOURCES 2	<p>In order to address all of the above aims an assessment package has been purchased which provides an effective method of data analysis. This tracks all groups of children and identifies progress of PP children.</p>	<p>This data analysis system was successfully used in school last year and enabled school leaders to track individual pupils. All staff will continue to be thoroughly trained on the system in order for data to inform interventions immediately.</p>	<p>£1800</p>	
ADDITIONAL RESOURCES 3	<p>To provide financial support for trips, residential and necessary equipment.</p>	<p>Provide opportunities for Year 4 - 6 to attend a residential including a Year 5/6 skiing trip. The rationale is to raise expectations and to provide experiences which will enhance and inspire pupils to work hard.</p>	<p>£2000</p>	
Total expenditure:			<p>£94,236</p>	