



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



"Right's the way"

Head Teacher: Mrs L. Liddell

Pupil Premium Strategy Statement 2017-18

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: 2017-18	Total PP Budget: £79, 200 (provisional)
Total number of pupils: 157	Total number of pupils eligible for PP: 60 E6 pupils
Total amount of PP received:	Date of next PP internal review: Spring 2018



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	24 pupils 70.8%	8 pupils 75%	16 pupils 68.8%	70.7%	55%	72%
% at expected standard for Y1 phonics	28 pupils 78.6%	12 pupils 91.7%	16 pupils 68.8%	81.2%	78%	83%
% achieving Exp+ in Maths KS1	16 pupils 81%	9 pupils 77.8%	7 pupils 85.7%	75.2%	58%	75%
% achieving Exp+ in Reading KS1	pupils 81%	9 pupils 77.8%	7 pupils 85.7%	75.5%	60%	77%
% achieving Exp+ in Writing KS1	pupils 63%	9 pupils 44.4%	7 pupils 85.7%	68.2%	50%	68%
% achieving R,W+M combined Exp KS2	pupils 62%	5 pupils 40%	8 pupils 75%	61%	n/a	n/a
% achieving Reading Exp KS2	pupils 85%	5 pupils 80%	pupils 87.5%	71%	59.8%	76.7%
% achieving Writing Exp KS2	pupils 69%	5 pupils 40%	pupils 87.5%	76%	66%	81%
% achieving Maths Exp KS2	pupils 77%	5 pupils 40%	pupils 100%	75%	63.3%	80.1%

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	Phonics check in Year 1 % slightly below national - although pupil premium children achieved better than non-pupil premium.
C	Reading attainment at KS1 was lower for PP than Non PP.
D	Writing attainment at KS1 was lower for PP than Non PP.
E	Maths attainment at KS1 was lower for PP than Non PP.
F	Maths attainment at KS2 was lower for PP than Non PP.
G	Reading attainment at KS2 was lower for PP than National PP pupils
H	Writing attainment at KS2 was lower for PP than National PP pupils
I	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)

J	High levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading and writing
K	Attendance at the end of last academic year July 2017 was 93.65% and substantial work is required to improve this percentage

5. Desired outcomes		Success Criteria
A	Improve levels of speech, language and social development in Reception class Improve proportions achieving GLD at the end of EYFS to rise above National.	PP pupils make progress throughout Reception and maintain low pupil premium gap GLD above National with little or no pupil premium gap
B	Higher % of children achieving Year 1 phonics test (including PP children)	Year 1 phonics test results above National with little or no pupil premium gap
C	Higher % of PP children achieving Exp+ in KS1 Reading	Pupils eligible for PP will make rapid progress in Reading across year 2 and a greater % will achieve Exp+ at end of KS1
D	Higher % of PP children achieving Exp+ in KS1 Writing	Pupils eligible for PP will make rapid progress in Writing across year 2 and a greater % will achieve Exp+ at end of KS1
E	Higher % of PP children achieving Exp+ in KS1 Maths	Pupils eligible for PP will make rapid progress in Maths across year 2 and a greater % will achieve Exp+ at end of KS1
F	Higher % of PP children achieving Exp+ in KS2 Maths	Pupils eligible for PP will make rapid progress in Maths a greater % will achieve Exp+ at end of KS2
G	Higher % of PP children achieving Exp+ in KS2 Reading	Pupils eligible for PP will make rapid progress in Reading a greater % will achieve Exp+ at end of KS2
H	Higher % of PP children achieving Exp+ in KS2 Writing	Pupils eligible for PP will make rapid progress in Writing a greater % will achieve Exp+ at end of KS2
I	Improved emotional well-being and academic achievement for children experiencing social and emotional barriers to learning allowing them full access to the curriculum and improved achievement	Pupils eligible for PP with social and emotional barriers to learning will make rapid progress and a greater % will achieve ARE
J	Improve children's vocabulary for reading and writing	Pupils eligible for PP will make rapid progress and a greater % will achieve ARE in reading and writing
K	Ensure that whole school attendance is at least 97%	Whole school and targeted pupils attendance at least 97% with significantly reduced persistent absence

Planned Expenditure Pupil Premium Grant 2016-17		
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Desired Outcome	Strategy	Rationale for chosen strategy	Cost	Impact
A. Improve levels of speech, language and social development in Reception class Improve proportions achieving GLD at the end of EYFS to rise above National.	Additional TA in class in order to release experienced TA to run small group Sp and Lang sessions alongside speech and language specialist	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 time £5000	
B. Higher % of PP children achieving Year 1 phonics test	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. Staff training on RWInc for 2 staff members	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 £10628 £100	
C. Higher % of PP children achieving Exp+ in KS1 Reading	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	
D. Higher % of PP children achieving Exp+ in KS1 Writing	Lexia licences to support pupils who find blending and segmenting problematic Dyslexia screening kit to assess potential barriers to learning	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>	Lexia License £1385 Dyslexia Screen Kit £99.95	

E. Higher % of PP children achieving Exp+ in KS1 Maths	Inspire Maths Programme to continue in Year 1 and 2 classrooms. This follows the Singapore method of teaching and enables all pupils to access the curriculum through high quality practical activities	Research indicates that Singapore is the highest performing nation with regards to Mathematical achievements. Inspire Maths implements Singapore methods into the daily classroom.	Staff Training £850 Inspire books £496.97	
F. Higher % of PP children achieving Exp+ in KS2 Maths	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.		£600	
G. Higher % of PP children achieving Exp+ in KS2 Reading	Renew Accelerated Reader Licence and purchase a greater range of books (particularly boy orientated in order to address PP boys) Further develop new library with a wider range of books for all pupils, parents and younger siblings to access. Provide reading workshops Visit from author of the football orientated Jamie Johnson books to	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. Through a wider range of books and opportunity to see parents reading this will increase levels of engagement and enjoyment	£1300 licence £500 books £1000 £1800	

	inspire pupils to read (real life experience)			
H. Higher % of PP children achieving Exp+ in KS2 Writing	Individual and small group Literacy work for children working towards KS2 SATs. Accelerated progress and narrowed gap.	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>	£9000	
I. Improved emotional well-being and academic achievement for children experiencing social and emotional barriers to learning allowing them full access to the curriculum and improved achievement	<p>HLTA time to deliver small group interventions including the 'Listening matters' Programme</p> <p>SLA with Behaviour intervention Team/crisis intervention to provide support groups including friendship/lego groups and CPD for staff to deliver these programmes.</p> <p>Weekly School Counsellor to support pupils experiencing social and emotional barriers</p> <p>Development of a nurture/sensory room and training/resources for two members of staff to deliver nurture intervention. This impact will be assessed through</p>	<p>EEF teaching and learning toolkit - review of evidence of social and emotional learning: <i>Moderate impact for low cost based on extensive evidence (+5)</i></p>	<p>HLTA time £2000</p> <p>SLA with BIT £2500</p> <p>SLA with Counsellor £1330</p> <p>Nurture training £350 per staff member = £700 Cost of resources = £1800</p>	

	<p>pre and post Boxall assessments.</p> <p>Implement 'Relax Kids' intervention to provide weekly sessions to reduce anxiety and establish coping strategies both within school and at home</p> <p>External staff training and observations of pupils from an external 'resilience expert' provides ideas/strategies for staff to nurture resilient pupils</p>		<p>£2880</p> <p>£1420</p>	
J. Improved children's vocabulary for reading and writing	<p>Visits and visitors to enhance curriculum. Curriculum activity todays in which the parents are invited. 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>£2000 visits visitors</p> <p>Hooks into books £70 per term per Key Stage</p> <p>Total £650</p>	
K. Ensure that whole school attendance is at least 97%	<p>Employ Attendance Officer to monitor and provide support to vulnerable families.</p> <p>Provide individual</p>	<p>Through Cluster Head meetings local schools have had positive results and attendance figures have improved as a result of this individual officer. Through discussions</p>	<p>Officer £78 per month</p> <p>Total £935</p> <p>Cost of trip/ince</p>	

	and whole school incentives including end of year trophies, half termly £50 voucher and a class trip for highest attenders	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	ntives: £1000	
ADDITIONAL RESOURCES 1	In order to address all of the above aims an additional teacher has continued to be employed to enable continued reduced class sizes.	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 M2 salary £24728	
ADDITIONAL RESOURCES 2	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.	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.	£1800	
ADDITIONAL RESOURCES 3	To provide financial support for trips, residential and necessary equipment.	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.	£2000	
Total expenditure:			£79,002.92	

For more details on the Pupil Premium please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>