



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

"Light's the way"

Head Teacher: Mrs L. Liddell

Pupil Premium Strategy Statement 2020-21

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: 2020-21	Total PP Budget: £125,085(provisional)
Total number of pupils: 172	Total number of pupils eligible for PP: 93 (54%)
Total amount of PP received:	Date of next PP internal review: Spring 2021



2. Current attainment July 2019 (Statutory assessments and data still based on 2019 as a result of COVID)						
	All pupils (School)	PP children (School)	Non PP children (School)	National all pupils	National disadvantaged	National Other
% at GLD Reception	25 pupils 64%	9 pupils 33%	16 pupils 81%	72%	56%	73%
% at expected standard for Y1 phonics	20 pupils 90%	11 pupils 82%	9 pupils 100%	82%	70%	84%
% achieving Exp+ in Maths KS1	25 pupils 76%	12 pupils 83%	13 pupils 69%	76%	61%	79%
% achieving Exp+ in Reading KS1	25 pupils 80%	12 pupils 92%	13 pupils 69%	75%	60%	78%
% achieving Exp+ in Writing KS1	25 pupils 72%	12 pupils 83%	13 pupils 62%	70%	53%	73%
% achieving R,W+M combined Exp KS2	21 pupils 43%	10 pupils 40%	11 pupils 46%	64%	51%	70%
% achieving Reading Exp KS2	21 pupils 57%	10 pupils 50%	11 pupils 64%	75%	64%	80%
% achieving Writing Exp KS2	21 pupils 67%	10 pupils 70%	11 pupils 64%	78%	67%	83%
% achieving Maths Exp KS2	21 pupils 76%	10 pupils 60%	11 pupils 91%	76%	64%	81%

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 - pupil premium GLD was lower than Non PP pupils
B	Pupil Premium boys are not achieving in-line with Pupil Premium girls.
C	KS2 combined reading, writing and maths was below national
D	Reading attainment at KS2 was lower for PP than Non PP pupils
E	Maths attainment at KS2 was lower for PP than Non PP.
F	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)	
G	High levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading and writing
H	Attendance at the end of last academic year July 2019 was 95.1% and substantial work is required to improve this percentage

Planned Expenditure Pupil Premium Grant 2019-20				
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 intervention groups in both Reception and Year 1	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 £20,057 (Reception) Cost of TA £24,447 (Year 1)	
B. Pupil Premium boys are not achieving in-line with Pupil Premium girls.	Purchase a greater range of early reading books - Read Write Inc (link to phonics) particularly boy orientated in order to address PP boys) Provide a greater range of outdoor activities in order to further engage boys. One member of staff to deliver forest school across the school.	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 pupil interviews, observations and work samples, the children are engaged, animated and can talk confidently about their experiences. This is also fostering resilience, problem solving and independent	£2000 books £2000 Cost of resources for forest school and outdoor equipment afternoon per week - HLTA time = £4,988	
C. Higher % of PP children achieving combined R,W and M at end of KS2	Additional teacher within school in order to provide pure year groups with no mixed	EEF teaching and learning toolkit - review of evidence of small group tuition: <i>Moderate impact for</i>	Cost of additional M1 teacher £34,921	

	groups and smaller class sizes.	<i>moderate cost based on limited evidence (+4)</i>		
D. Higher % of PP children achieving Exp+ in KS2 Reading	<p>Lexia licences to support pupils who find blending and segmenting problematic</p> <p>Licence for Reading plus to help develop reading speed and accuracy.</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:</p> <p><i>Moderate impact for very low cost based on extensive evidence (+5)</i></p>	<p>Lexia License £2632</p> <p>Reading plus Licence £3087</p> <p>£1800</p>	
E. Higher % of PP children achieving Exp+ in KS2 Maths	<p>Maths Rockstar subscription - to enable rapid recall of times tables</p> <p>Purchase of manipulative/practical resources to enhance mastery approach to teaching and learning.</p>		<p>£50</p> <p>£1000</p>	
F. 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>Two members of staff to deliver nurture intervention. This</p>	<p>EEF teaching and learning toolkit - review of evidence of social and emotional learning:</p> <p><i>Moderate impact for low cost based on extensive evidence (+5)</i></p>	<p>HLTA time £2000</p> <p>Allocation of staff (2) x 3 afternoons</p>	

	<p>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>Provide 'relax kids' sessions to help develop a range of coping strategies and develop and understanding of emotions.</p>		<p>per week + Cost of resources = £8550</p> <p>Allocation of staff (1) x 3 afternoons per week + Cost of resources = £4100</p> <p>Relax Kids £180 x 2 weekly sessions = £6,660</p>	
G. Improved children's vocabulary for reading and writing	<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>Purchase additional books for the library and class reading areas ensuring the children are involved in choosing books.</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>£1000</p>	

<p>H. Ensure that whole school attendance is at least 97%</p>	<p>Costings for Attendance Officer to monitor and provide support to vulnerable 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>Attendance is improving throughout school and continued focus efforts in this area are necessary.</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>Officer £78 per month Total £935</p> <p>Cost of trip/incentives: £800</p>	
<p>ADDITIONAL RESOURCES 1</p>	<p>To provide financial support for trips, possible summer residential and necessary enhancements.</p>	<p>Fund whole school cultural opportunities that children may not have access too</p>	<p>£5000</p>	
<p>Total expenditure:</p>			<p>£126,677</p>	