



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



"Rights the way"

Head Teacher: Mrs L. Liddell

## Review of Pupil Premium funding 2019-20

Overview		
Number of pupils and pupil premium grant (PPG) received		
Total number of pupils on roll	178	
Total number of pupils eligible for PPG	99 (55%)	<b>This was by July 2020 and COVID-19 had a significant impact on the number of families becoming eligible for FSM</b>
Total amount of PPG received	£112,178.25	
Planned Expenditure Pupil Premium Grant 2019/20		
Focus and funding allocation	Cost	Impact
<ul style="list-style-type: none"> <li>Improve levels of speech, language and social development in Reception class.</li> <li>Provide an additional TA and develop sensory area.</li> </ul>	<p>Additional Teaching Assistant £18,307</p> <p>Sensory equipment £1000</p>	<p>Desired impact was:</p> <p>To raise % of pupils achieving Good Level of Development (GLD)</p> <p>A higher @ of Pupil Premium (PP) children achieving GLD.</p> <p><b>Data not available due to COVID-19</b></p>
<ul style="list-style-type: none"> <li>To enable Pupil Premium boys to achieve in-line with Pupil Premium girls.</li> <li>Renew Accelerated Reader Licence and purchase a greater range of books (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.</li> </ul>	<p>£1234.50 licence</p> <p>£500 books</p> <p>£5000 Cost of resources for forest school equipment and outdoor equipment</p>	<p>Desired impact was:</p> <p>To narrow the gap between % of boys and girls reading at Age Related Expectations (ARE)</p> <p>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</p> <p><b>Data not available due to COVID-19</b></p> <p><b>Evidenced through pupil interviews, observations and parental questionnaires</b></p>



		forest schools has a positive impact on the children and levels of engagement are high.
<ul style="list-style-type: none"> <li>Higher % of PP children achieving combined R,W and M at end of KS2</li> <li>Additional teacher within school in order to provide pure year groups with no mixed groups and smaller class sizes.</li> </ul>	<p>Cost of additional M1 teacher</p> <p>£29,712</p>	<p>81% achieved Exp+ in Reading</p> <p>Desired impact was to:</p> <p>Raise the % of PP children attaining Reading, Writing and Maths combined at the end of Key Stage 2.</p> <p><b>Data not available due to COVID-19</b></p>
<ul style="list-style-type: none"> <li>Higher % of PP children achieving Exp+ in KS2 Reading</li> <li>Lexia licences to support pupils who find blending and segmenting problematic Licence for Reading plus to help develop reading speed and accuracy. Visit from author to inspire pupils to read (real life experience)</li> </ul>	<p>Lexia License</p> <p>£2194</p> <p>Additional headphones</p> <p>£300</p> <p>Reading plus Licence</p> <p>£2675</p> <p>Author visit</p> <p>£1800</p>	<p>Desired impact was to:</p> <p>Raise the % of PPchildren attaining expected (and above) in Reading at the end of Key Stage 2.</p> <p><b>Data not available due to COVID-19</b></p> <p><b>Pupil interviews demonstrated a positive impact of the author visit and children were eager to ask questions and follow on to read this authors books.</b></p>
<ul style="list-style-type: none"> <li>Higher % of PP children achieving Exp+ in KS2 Maths</li> <li>Maths Rockstar subscription - to enable rapid recall of times tables. Purchase of 'Power Maths' resources to develop a mastery approach to teaching and learning.</li> </ul>	<p>Maths Rockstar</p> <p>£50</p> <p>Power Maths</p> <p>£960</p>	<p>Desired impact was to:</p> <p>Raise the % of PP children attaining expected (and above) in Maths at the end of Key Stage 2.</p> <p><b>Data not available due to COVID-19</b></p>
<ul style="list-style-type: none"> <li>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</li> <li>Delivery of interventions and programmes including - Listening Matters, Nurture Group, lego therapy, relax</li> </ul>	<p>Listening Matters</p> <p>£4000</p> <p>Nurture</p> <p>£8550</p> <p>Lego therapy</p> <p>£4100</p> <p>Sensory</p> <p>£3000</p>	<p>Desired impact was to:</p> <p>Improve emotional well-being through interventions. This would be measured through pre and post Boxall assessments, questionnaires, pupil and parent interviews and observations in lessons.</p> <p><b>Full levels of evidence not available due to COVID-19 as programmes not fully completed</b></p>

<p>kids and sensory circuits.</p>	<p>Relax Kids £1800</p>	
<ul style="list-style-type: none"> <li>Improved children's vocabulary for reading and writing</li> <li>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</li> </ul>	<p>Hooks into books £70 per term per Key Stage  Total £650</p>	<p>Desired impact was to: Improve vocabulary. This would be measured through assessments, book scrutinies and observations in lessons.  <b>Full levels of evidence not available due to COVID-19 as programmes not fully completed</b></p>
<ul style="list-style-type: none"> <li>Ensure that whole school attendance is at least 97%</li> <li>Costings for Attendance Officer to monitor and provide support to vulnerable families. Provide individual and whole school incentives including end of year trophies, half termly £50 voucher and a class trip for highest attenders</li> </ul>	<p>Officer £78 per month Total £935  Cost of trip/incentives: £800</p>	<p>Desired Impact: To improve attendance - 97%+  <b>Attendance has improved and despite COVID was 97% at the end of the academic year.</b>  <b>Successful outcome met</b></p>
<ul style="list-style-type: none"> <li>To provide financial support for trips, residential and necessary equipment.</li> <li>Provide opportunities for Year 3 - 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. Fund whole school cultural opportunities that children may not have access too including a trip to the theatre</li> </ul>	<p><b>£10,000</b> <b>Residentials</b> <b>£5,000</b> <b>Other trips</b></p>	<p>Desired Impact: All classes experience trips and finances were no barrier to learning. Year 5/6 pupils attend residential provisions including our first skiing trip abroad. Measured through pupil interviews and observations.  <b>COVID-19 restricted these experiences</b></p>