



## Bournmoor Primary School Pupil Premium Funding 2018 – 2019

### 1) Rationale:

In our school we have the responsibility to provide a positive, challenging, caring learning environment where each child is encouraged and extended to achieve their academic and personal potential. We are committed to the equal inclusion of all pupils in our teaching and their learning. We ensure that provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. Pupil Premium funding is allocated to support any pupil or groups of pupils that are identified as socially disadvantaged. The focus will be on accelerating progress and overcoming barriers to learning so that identified pupils achieve similar outcomes to their peers.

### 2) Pupil Premium Summary Information:

Total number of pupils	110	Number of Pupils Eligible	31
Total Pupil Premium Budget	£36,960	% of Pupils Eligible	28%
Dates for our next internal review of this strategy	December 2018	April 2019	July 2019

### 3) Barriers to Future Attainment:

Internal Barriers:	Desired Outcomes:
Children's starting points in our school can be below those typically found of their peers so catch up is required to support pupils in achieving their potential.	To diminish the difference between PP Pupils and Non PP pupils.
Increased attainment in writing for disadvantaged pupils.	Ensuring pupils have lots of opportunities in the curriculum to develop their writing skills.
Emotional resilience for pupils eligible for pupil premium is lower when compared to their peers. This can affect their ability to focus on academic activities, especially with challenging work.	Developing pupil resilience so they can continue to engage positively with their learning as they move through school from R to Y6, even when faced with challenge or change.
Language and communication skills for pupil premium children can be lower than those of their peers which can affect their understanding of key concepts, requiring smaller group support.	Focusing on enriching language and communication skills for pupils through whole class work, group sessions and experiences beyond the classroom.

<b>External Barriers:</b>	
Lower attendance rates for some pupil premium children.	Increased attendance rates with the target of 96% (NA) overall for Pupil Premium children.
Engagement from home with tasks and academic support.	Fostering positive attitudes to extra-curricular work outside of school to ensure it has value and adds to the child's academic learning in school.
Experience and opportunities to develop language skills.	Offer trips, visits and visitors to enhance learning experiences for disadvantaged pupils.

<b>4) Governance - Reporting of Impact:</b>	
<b>Monitoring The Effectiveness &amp; Impact of Pupil Premium Performance</b>	
Pupil Premium Governor: Mrs Tracy Bell	
Autumn Summary: Pupil Premium meeting occurred on 11/12/18 between Mrs Tracy Bell (Pupil Premium Governor) and Mrs Laura Snowdon (Headteacher). Information for Autumn term was shared - see below for update.	
Spring Summary: Pupil Premium meeting occurred on 25/04/19 between Mrs Tracy Bell (Pupil Premium Governor) and Mrs Laura Snowdon (Headteacher). Information for Spring term was shared - see below for update.	
Summer Summary: Pupil Premium meeting occurred on 16/7/19 between Mrs Tracy Bell (Pupil Premium Governor) and Mrs Laura Snowdon (Headteacher). Information for Spring term was shared - see below for update.	
Headteacher, or a delegated member of staff, to reports to the Governors on:	<ul style="list-style-type: none"> <li>• the progress made towards narrowing the gap for socially disadvantaged pupils;</li> <li>• an outline of the provision that was made since the last meeting;</li> <li>• an evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.</li> </ul>

**IMPACT**  
**The effect of the expenditure on eligible and other pupils in 2018 to 2019**

	School Early Years GLD			National Early Years GLD			School Y1 Phonics			National Y1 Phonics			School Y2 Phonics			National Y2 Phonics		
	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM	All	FSM	Non FSM
Met Standard	80%	67%	83%	72%	56%	75%	81%	83%	80%	82%	71%	84%	N/A	N/A	N/A	-	-	-

**Key Stage 1 Results 2019:**

Key Stage 1	School Key Stage 1 Reading			National Key Stage 1 Reading			School Key Stage 1 Writing			National Key Stage 1 Writing			School Key Stage 1 Maths			National Key Stage 1 Maths		
	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other
Met Standard	73%	100%	67%	73%	62%	78%	64%	100%	56%	69%	55%	73%	82%	100%	78%	76%	63%	79%

**Key Stage 2 Results 2019:**

Key Stage 2	School Key Stage 2 Reading			National Key Stage 2 Reading			School Key Stage 2 Writing			National Key Stage 2 Writing			School Key Stage 2 Maths			National Key Stage 2 Maths		
	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other
Met Standard	64%	67%	64%	73%	62%	78%	71%	67%	73%	78%	68%	83%	64%	33%	73%	79%	68%	83%

Key Stage 2	School Key Stage 2 GPS			National Key Stage 2 GPS		
	All	Dis	Other	All	Dis	Other
Met Standard	64%	67%	64%	78%	68%	83%

*Dis = disadvantaged pupils who have been eligible for free school meals (FSM) in the last 6 years*

## 5) Attainment in 2018

### Early Years

Good level Of Development (GLD): 78% for all, 75% PP and 79% non PP

### Year 1

Phonics: 100% for all, 100% PP and 100% non PP

### Year 2

Reading: 80% for all, 100% PP and 75% non PP

Writing : 70% for all, 100% PP and 63% non PP

Maths: 90% for all, 100% PP and 88% for non PP

### Year 6

Reading: 65% for all, 50% for PP and 71% for non PP

Writing: 80% for all, 67% for PP and 79% for non PP

Maths: 80% all, 67% PP and 86% non PP

GPS: 80% all, 67% PP and 86% non PP

## 6) 2018 – 2019 Pupil Premium Allocation at Bournmoor Primary School

Expenditure	Desired outcomes and evidence source	Success criteria:	How we will measure impact:	Impact																																													
<p><b>COST:</b>  <b>£10,000 for staffing in EY</b></p> <p><b>£4,000 for equipment and training (£900 EDA support &amp; £3,100 on equipment)</b></p>	<p>Children’s starting points in our school can be below those typically found of their peers so catch up required to support pupils in achieving their potential.</p> <p>Education Endowment Foundation (EEF) research suggests that small tuition is effective (moderate impact).</p>	<p>The % of children in this group making better than expected progress from their baseline is in-line or above national.</p> <p>Staff within the setting demonstrate a positive impact on the progress and attainment of pupil premium children through support for the</p>	<ul style="list-style-type: none"> <li>Maintain the above national data for children reaching a good level of development:</li> </ul> <p>Good Level of Development:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2016</th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th>2019 Target</th> <th>2019 Data</th> </tr> <tr> <th></th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Sch</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>79%</td> <td>69%</td> <td>83%</td> <td>71%</td> <td>78%</td> <td>71%</td> <td>73%</td> <td>78%</td> </tr> <tr> <td>FSM</td> <td>75%</td> <td>54%</td> <td>67%</td> <td>56%</td> <td>75%</td> <td></td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Not FSM</td> <td>80%</td> <td>72%</td> <td>89%</td> <td>73%</td> <td>79%</td> <td></td> <td>75%</td> <td>83%</td> </tr> </tbody> </table>		2016		2017		2018		2019 Target	2019 Data		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Sch	All	79%	69%	83%	71%	78%	71%	73%	78%	FSM	75%	54%	67%	56%	75%		67%	67%	Not FSM	80%	72%	89%	73%	79%		75%	83%	<p><b>Autumn term:</b></p> <p>On entry data for EY shows which key areas need to be addressed. This gap analysis is used to identify where resources and training are needed. In autumn term the following CPD has been completed: 19/9/18 EYFS staff attended the Early Years network meeting and looked at specific aspects of the EY profile unpicked the different age bands. They also looked around the provision to share good practice within the school setting.</p>
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		<p>EY leader.</p> <p>Resources and training are used to provide a challenging learning environment.</p>		<p>1/10/18 EYFS staff attended ASD training to support pupils with specific needs in Early Years.</p> <p>21/11/18 EYFS staff worked with an EDA for Nursery to focus on effective provision and capturing observations.</p> <p>6/12/18 The EY lead attended the network meeting to link with other EY practitioners. Also at the end of last term the Headteacher and Early Years Lead attended the 'Reflections on Reception' conference.</p> <p>End of autumn term data shows good progress from baseline assessments.</p> <p><b>Spring term:</b> Regular reviews of the provision occur and include both staff and Early Years children's views. Their views are captured and used to improve areas of learning. For example the mobilo area is very popular and children have requested this is expanded. In March the Education Development Advisor's notice of visit reflected the positive changes in the EY provision.</p> <p><b>Summer term:</b></p> <p>Summer term data shows we achieved our target of 67% in PP GLD.</p>
£2200 for books,	Ensuring pupils have lots of opportunities in the	Staff focus on developing writing skills through	<ul style="list-style-type: none"> <li>The Headteacher will monitor through lesson observations, work scrutiny, data scrutiny and</li> </ul>	<p><b>Autumn term:</b></p> <p>Writing through novels was</p>

<p><b>training and resources</b></p>	<p>curriculum to develop their writing skills.</p> <p>EEF research shows that mastery learning has a moderate impact on children and so we continue to develop pupils' skills and ability, aiming to engage home support too. Also developing reading comprehension skills and oral language has a moderate impact for relatively low cost.</p>	<p>planning from novels.</p> <p>Training and resources are used to improve writing outcomes.</p> <p>Home school links are strengthened through sharing of writing information through homework and class information.</p>	<p>progress review meetings.</p> <ul style="list-style-type: none"> <li>• The middle leaders will monitor through lesson observations, work scrutiny, etc.</li> <li>• Data analysis at the end of each term highlights emerging issues or concerns which can be addressed swiftly.</li> </ul>	<p>introduced from September 2018 following Literacy EDA training and staff CPD. Monitoring in Autumn term shows this is embedded and that a range of texts have been used to develop pupil's reading ability, vocabulary and writing skills. Data analysis is used to highlight emerging issues to ensure that targeted intervention supports pupils. Data is shared with the PP governor to show progress towards narrowing the gap.</p> <p><b>Spring term:</b> Data shared with the PP governor to show progress towards narrowing the gap.</p> <p><b>Summer term:</b> Data shared with the PP governor to show progress towards narrowing the gap.</p> <p>Writing:</p> <p>Reception 67% PP and 80% All  Year 1 50% PP and 50% All  Year 2 100% PP and 64% All  Year 3 89% PP and 75% All  Year 4 60% PP and 64% All  Year 5 57% PP and 64% All  Year 6 67% PP and 71% All</p>
<p><b>£4,333 for staffing of interventions</b></p>	<p>Developing pupil resilience so they can continue to engage positively with their learning as they move through school from R to Y6, even when faced with</p>	<p>In lessons children have a positive attitude to learning, e.g. they are willing to have a go, and show good learning behaviours e.g. they listen carefully, try their</p>	<ul style="list-style-type: none"> <li>• This is monitored through lesson observations by the Headteacher and Deputy Headteacher.</li> <li>• The Headteacher will monitor through discussions with the TAs, staff discussions, analysis of data and progress towards targets, behaviour log scrutiny and annual pupil questionnaires.</li> </ul>	<p><b>Autumn term:</b></p> <p>Pupil questionnaires from July 2018 reflected the vast majority of Nursery to Year 6 pupil knew they could get help if they needed it, felt safe at school, enjoyed coming to</p>

	<p>challenge or change.</p> <p>EEF research suggests that social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, attainment and relationships in school.</p>	<p>best and work positively with others.</p> <p>Social and emotional interventions support children.</p>	<ul style="list-style-type: none"> <li>• Pupil questionnaires show enjoyment of school.</li> </ul>	<p>school, learned about healthy choices and felt their views were listened to. To ensure that this continues and issues are addressed swiftly, pupils requiring SEMH support have been tracked in interventions. The SENCO has worked closely with the HLTA/TAs to deliver interventions and track them effectively.</p> <p><b>Spring term:</b> We focus on developing resilience in children and the above is also supported through our Value of the Month.</p> <p><b>Summer term:</b> Summer term questionnaires reflect the positive views of the children and their ideas.</p>
<p><b>£8,062 for staffing of interventions</b></p> <p><b>£1,500 for iPads</b></p>	<p>Focusing on enriching language and communication skills for pupils through whole class work and group sessions.</p> <p>Education Endowment Foundation (EEF) research suggests that small tuition is effective with moderate impact.</p>	<p>In targeted interventions children are given more opportunities to understand key terms to support their learning through adult support and using technology.</p>	<ul style="list-style-type: none"> <li>• The Headteacher will monitor through lesson observations, work scrutiny, data scrutiny and progress review meetings.</li> <li>• The middle leaders will monitor through lesson observations, work scrutiny etc.</li> <li>• Data analysis at the end of each term highlights emerging issues or concerns and they can be addressed swiftly.</li> </ul>	<p><b>Autumn term:</b> Lesson observations and learning walks highlight the extensive opportunities children have for group work and collaboration. Children are encouraged to share their ideas and develop their thinking. Each year group has the opportunity to complete a range of activities and share experiences which improve their vocabulary and communication (see below for the list of opportunities).</p> <p><b>Spring term:</b> Group work, collaboration and opportunities</p>

				<p>have continued in the Spring term which have provided enriching language and communication development (see below).</p> <p><b>Summer term:</b></p> <p>Pupil voice reflects the positive feedback regarding the experiences that children get in our school. Their verbal responses, written work and vocabulary has developed through sharing their experiences.</p>
<p><b>£3,000 for trips visits and visitors</b></p> <p><b>£3,000 for subscriptions to promote learning at school and at home</b></p>	<p>Ensuring pupils have opportunities to learn beyond the curriculum to develop their communication skills.</p> <p>EEF research shows that collaborative learning can have a positive impact on pupils' learning.</p>	<p>Children engage positively in their out of school learning and this is reflected in work produced in class and discussions generated which develop language skills. Pupils can make connections between their learning and develop their higher level thinking skills.</p>	<ul style="list-style-type: none"> <li>• Book scrutiny shows pupils' work reflects the extra experiences children have had i.e. language development.</li> <li>• Pupil questionnaires show enjoyment of school.</li> <li>• The middle leaders will monitor through lesson observations, work scrutiny etc.</li> <li>• Trips, visits and visitors have a positive impact on children's work.</li> </ul>	<p>Pupils have been given a range of opportunities to learn beyond their standard curriculum and develop communication and vocabulary through the following in Autumn, Spring and Summer Term:</p> <p>Early Years: Music Bugs, visit from the Guide Dog association, a member of staff from Blue Cross to talk about animals, Zoo Lab day meeting unusual animals and learning about them, children baked cakes to raise money for charity, our Children in Need dressing up and fun activity day and Nursery Rhyme Week activities.</p> <p>Music Bugs, letters from a zoo, a visit to the post box and making pancakes.</p> <p>Living Eggs project watching the chicks hatch and grow. Athletics tournament to develop physical</p>

				<p>skills.</p> <p>Year 1 &amp; 2: discussion of our bake sale and how to organise it, learning about charity events such as Save the Children Jumper Day and Children in Need, a health and hygiene talk from the nurse to develop understanding and vocabulary, a visit from Elba Park staff to look at winter wildlife in the nature park.</p> <p>Peer reading with Year 6 children, a tea party linked to the class novel and a class assembly for families. PE festival at Maiden Castle and a mini beast safari at Elba Park.</p> <p>Year 3: green screen production about Ancient Greeks, a recycling project with OASES leading to a display in the local town centre, Durham University visitor with Greek artefacts and a retired lecturer with fossils and rocks to promote discussion and improve vocabulary.</p> <p>Ukulele concert for the whole school following weekly lessons. Emotional well-being workshops with the school nurse and tennis festival.</p> <p>Year 4 &amp; 5 Vex Robotics challenges, LEGO Mine Storm activities (leading to a regional competition through</p>
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				<p>our Nissan links), working with a member of staff from our local secondary STEM department on project work and a themed Harry Potter day.</p> <p>Sustainable sculptures work at Park View, class assembly for families, Vex work and Equality workshops to develop understanding of the Equality Act.</p> <p>Emotional well-being workshops with the school nurse, pond dipping at Elba Park and mapping work with a retired lecturer.</p> <p>Year 6 Victorian Day and working with a member of staff from Beamish Museum to develop language and understanding, Come Dance With Me festival, Zoo Lab experience, STEM work at the Stadium of Light and working with a retired lecturer to learn more about evolution.</p> <p>Come Dance Festival, Nissan visit, working with a retired lecturer on the Battle of Britain, peer reading with Year 2 and Equality workshops to develop understanding of the Equality Act.</p> <p>Emotional well-being workshops with the school nurse and mapping work with a retired lecturer.</p> <p>This is having a positive impact as</p>
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				<p>children are able to voice their opinions on what they have learned and their experiences. For example, children who completed the Year 3 OASES recycling art project focused on local history and the Lambton Worm legend and shared their knowledge of this, they worked with a member of staff from OASES and shared their ideas for their project and they were able to develop their understanding of recycling through the workshops they completed. Whole school activities for Autumn, Spring and Summer term are as follows:</p> <ul style="list-style-type: none"> <li>○ Easter workshops with a retired RE teacher, Easter egg competition and lunch for parents</li> <li>○ The Book Bus to promote reading</li> <li>○ Red Nose Day activities to develop understanding of charity</li> <li>○ Valentines disco social event</li> <li>○ Chinese New Year art/craft and cultural information</li> <li>○ Sports Leaders rewards for participation and enjoyment of sport</li> <li>○ William Shakespeare week</li> <li>○ Times Tables Rock Stars maths - quick fire tables</li> <li>○ Football team games with</li> </ul>
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				<p>local teams (upper KS2)</p> <ul style="list-style-type: none"> <li>○ Street games sports day</li> <li>○ St George assembly/RE workshops</li> <li>○ Judo workshops</li> </ul>
<p><b>COST:</b> <b>£865</b></p>	<p>Monitoring of attendance to ensure support to families through our external agencies e.g. One Point Family Worker or Attendance Management Team is effective. Also emotional support in school is having a positive impact.</p> <p>Pupil premium children in all year groups continue to achieve our target of at least 96% attendance.</p>	<p>Pupil premium attendance data shows improvement in the targeted year groups.</p> <p>The gap closes with other year groups and is 96% (or above).</p> <p>Parents/carers can attend or be signposted to training or support by our Family Worker.</p> <p>School is aware of the home circumstances and can work more proactively with parents/carers to help children.</p>	<ul style="list-style-type: none"> <li>● Attendance data shows % remains at our target of 96% (or above) and regular monitoring occurs</li> <li>● External and internal staff have engaged positively with families to support with social, emotional issues that may be a barrier to education.</li> <li>● Improved attendance supports pupils' attainment and 2018-19 data reflects this e.g. closing the % gap between FSM and Non-FSM in Reading, Writing and Maths.</li> <li>● The Headteacher meets regularly with the external agencies to get an overview of the ongoing work with families to discuss any ways that school can support families or children further.</li> <li>● Annual parent/carer questionnaire provide valuable feedback to school.</li> </ul>	<p><b>Autumn term:</b></p> <p>We continue to work with a range of services to support children in school. Miss Purdy (SENCO) sent out a pack of information to each family regarding services to support in the local area. We have developed our parent notice board in the school foyer to provide information to support families. EEF document on 'Parental Engagement' provided guidance on how to develop home/school links to support our attendance work.</p> <p><b>Spring term:</b> Regular monitoring of attendance is carried out to identify pupils/families who may need additional support. Our Parent Support Advisor is also having a positive impact on attendance. The data above shows the pupil premium children's data is -1.39% below target currently.</p> <p><b>Summer term:</b> End of Year Attendance data: All 96.29% and PP 95.55% Difference -0.74%</p>

\*Please note these figures cover general staffing costs and are not the wages of an individual.