



**Bournmoor Primary School Pupil Premium Statement 2019 – 2020**

**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	111	Number of Pupils Eligible	32
Total Pupil Premium Budget	£42,240	% of Pupils Eligible	29%
Dates for our next internal review of this strategy	December 2019	April 2020	July 2020

**3) Barriers to Future Attainment:**

<b>Internal Barriers:</b>	<b>Desired Outcomes:</b>
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 and reading for disadvantaged pupils.	Ensuring pupils have lots of opportunities in the curriculum to develop their literacy 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, their ability to articulate and reason which requires smaller group support.	Focusing on enriching language and communication skills for pupils through developing a love of reading, reasoning activities in maths, 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	
Pupil Premium meeting occurred on 03/12/19 between Mrs Tracy Bell (Pupil Premium Governor) and Mrs Laura Snowdon (Headteacher). See below for updated information. Spring term data was collated.	
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>

### 5) Attainment July 2019

Year Group:	Focus:	All Pupils:	Pupil Premium:	Non-Pupil Premium:
Early Years	Good level of development	78%	67%	83%
Year 1	Phonics	81%	83%	80%
Year 2	Reading	73%	100%	67%
Year 2	Writing	64%	100%	56%
Year 2	Maths	82%	100%	78%
Year 6	Reading	64%	67%	64%
Year 6	Writing	71%	67%	73%
Year 6	Maths	64%	33%	64%

### 6) 2019 – 2020 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>£16,200 for staffing in EY provision</b>  <b>£2,000 for equipment and training</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 EY leader.</p> <p>Resources and training are used to provide a challenging learning environment.</p>	<ul style="list-style-type: none"> <li>Maintain the at/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">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> <th>Target</th> </tr> <tr> <th></th> <th>School</th> <th>National</th> <th>School</th> <th>National</th> <th>School</th> <th>National</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>83%</td> <td>71%</td> <td>78%</td> <td>71.8%</td> <td>78%</td> <td>72%</td> <td>75%</td> </tr> <tr> <td>FSM</td> <td>67%</td> <td>56%</td> <td>75%</td> <td></td> <td>67%</td> <td></td> <td>75%</td> </tr> <tr> <td>Non-FSM</td> <td>89%</td> <td>89%</td> <td>79%</td> <td></td> <td>83%</td> <td></td> <td>75%</td> </tr> </tbody> </table>		2017		2018		2019		Target		School	National	School	National	School	National	School	All	83%	71%	78%	71.8%	78%	72%	75%	FSM	67%	56%	75%		67%		75%	Non-FSM	89%	89%	79%		83%		75%	<p>The EY lead has implemented effective tracking systems and identifies pupils requiring additional intervention. She has weekly progress meetings with her TAs to ensure that progress data is shared and actions taken as needed. A Learning Support Assistant is assigned to Early Years. Phonics sessions are led by the teacher and TAs from planning which delivers Letters and Sounds. There is 1:1 reading time with pupils in EY and small group reading. Phonics website is used to support learning <a href="http://www.phonicsplay.com">www.phonicsplay.com</a>. Early Years maths intervention groups are planned for and identified to support with number work.</p>
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<p><b>£3000 for training and resources</b></p>	<p>Ensuring pupils have lots of opportunities in the 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>Staff focus on developing writing skills through 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>	<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 which can be addressed swiftly.</li> </ul>	<p>The Education Development Advisor for EY visited school in September and provided advice and support for the improvement of writing in EY at school's request. The EY Lead shared ideas with the team and implementation of ideas is in place within the provision. EDA guidance on how to develop letter formation and children's writing given in Sept 19 is in place with positive impact. This is implemented and being monitored via EY Lead through observations on pupils and baseline data/end of term. The monitoring timetable has focused on writing in Autumn term both in English and in other subjects such as History and Geography. Data shows this is having a positive impact on FSM writing data.</p>
<p><b>£3,500 for books, resources and training</b></p>	<p>To opportunities and engagement for all in reading using a range of teaching strategies.</p> <p>EEF research shows that on average, reading comprehension approaches deliver an additional six months' progress. Also research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>Staff focus on developing reading skills using a range of teaching strategies.</p> <p>Training and resources are used to improve reading outcomes.</p> <p>Home school links are strengthened through sharing of information through homework, workshops and information.</p>	<ul style="list-style-type: none"> <li>• Tracking of identified readers (inc LA and MA) is used to carefully monitor the attainment and progress of reading</li> <li>• Improved reading resources following on from audit</li> <li>• Pupil voice and school council feedback</li> <li>• Reading grids and Salford reading test data show improved reading ages</li> <li>• Books are closely matched to phonic skills to allow children to develop their love of reading</li> <li>• Pupil premium readers' progress is evident throughout the curriculum with high expectations and challenging texts used.</li> </ul>	<p>A timetable of interventions is in place and information is collated from these. Data and teacher assessment information is used to identify impact on FSM pupils including those more able or less able. Data shows this is having a positive impact on FSM reading data. Staff meetings have occurred to identify which strategies have been used and feedback on which work most effectively so this good practice can be shared. This action research has occurred to look at the impact of interventions.</p>
<p><b>£4,320 for staffing of</b></p>	<p>Developing pupil resilience so they can continue to</p>	<p>In lessons children have a positive attitude to</p>	<ul style="list-style-type: none"> <li>• This is monitored through lesson observations by the Headteacher and Deputy Headteacher.</li> </ul>	<p>To engage pupils, including our FSM children, our PSHE lead has registered</p>

<p><b>interventions</b></p>	<p>engage positively with their learning as they move through school from R to Y6, even when faced with 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>learning, e.g. they are willing to have a go, and show good learning behaviours e.g. they listen carefully, try their best and work positively with others.</p> <p>Social and emotional interventions support children.</p>	<ul style="list-style-type: none"> <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> <li>• Pupil questionnaires show enjoyment of school.</li> </ul>	<p>for the Rights Respecting School Award and has attended training in October. Our Pupil Focus Group were voted for to ensure that pupil voice is a continuous part of the process. FSM pupils are included in this to allow them to engage positively with their learning and promote new ideas. Also, our School Council was voted for by pupils and includes FSM children. Global goals and rights of the child to remain part of our PSHE and assembly focus to ensure the voice of the child is heard. A meeting with PSHE co-ordinator established a list of requests on behalf of the children which are being implemented e.g. altering the tables at lunchtime and menu change days.</p>
<p><b>£5,000 for staffing of interventions</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>To develop language and communication skills we continue to offer a broad and balanced curriculum which includes a focus on reading. To date, more challenging reading books and new phonics books have been ordered following an audit by our Literacy lead. Also, the 'Resilient Reader Award' has been introduced to raise profile of reading which includes sharing of information from stories and texts along with development of vocabulary. Children were asked to design the character of our 'Resilient Reader' to engage pupils and the winner was announced earlier this term.</p>

<p><b>£2,300 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 a range of trips and visits in Autumn. For example, author Adam Bushnell came into school in September as part of our drive to develop language and communication skills.</p>
<p><b>COST: £2,920 for support through the Parent Support Advisor</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/carers questionnaire provide valuable feedback to school.</li> </ul>	<p>Our FSM attendance data is tracked and families requiring attendance support are identified and contacted. We employ our PSA to support families with positive impact.</p>

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