



Bournmoor Primary School Pupil Premium Statement 2020-2021

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	106	Number of Pupils Eligible	38
Total Pupil Premium Budget	£56,490	% of Pupils Eligible	36%
Dates for our next internal review of this strategy	December 2020	April 2021	July 2021

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 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.

External Barriers:	
Prolonged absence for some PP children due Covid-19 school closures.	Recovery curriculum needed to close the gap for children who did not fully access the on-line learning provided during school closure.
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.	Focus on catch up programmes, interventions and teaching strategies that provide enriching language opportunities.

4) Governance - Reporting of Impact:	
Monitoring the Effectiveness & Impact of Pupil Premium Performance	
Pupil Premium Governor: Mrs Tracy Bell	
Pupil Premium meetings due between Mrs Tracy Bell (Pupil Premium Governor) and Mrs Laura Snowdon (Headteacher) Autumn, Spring and Summer term.	
Headteacher, or a delegated member of staff, to reports to the Governors on:	<ul style="list-style-type: none"> ▪ the progress made towards narrowing the gap for socially disadvantaged pupils; ▪ an outline of the provision that was made since the last meeting; ▪ an evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.

5) Attainment July 2020 not available due to Covid-19 closure of schools and no formal assessment tests being taken nationally. Following the full reopening of schools in September 2020 baseline assessments, informal and formal testing methods have been put in place to allow us to assess what children know.

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>COST: £16,200 for staffing in EY provision £2,430 for equipment and training</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"> Maintain the at/above national data for children reaching a good level of development: <p>Good Level of Development:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2018</th> <th colspan="2">2019</th> <th>2021</th> </tr> <tr> <th>School</th> <th>National</th> <th>School</th> <th>National</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>78%</td> <td>72%</td> <td>78%</td> <td>72%</td> <td></td> </tr> <tr> <td>FSM</td> <td>75%</td> <td></td> <td>67%</td> <td></td> <td></td> </tr> <tr> <td>Non-FSM</td> <td>79%</td> <td></td> <td>83%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Our target for FSM pupils for our 2021 EY GLD is 100%</p>		2018		2019		2021	School	National	School	National	School	All	78%	72%	78%	72%		FSM	75%		67%			Non-FSM	79%		83%			<p>End of Autumn term data showed positive impact of teaching since returning in September with good progress evident. We have been fortunate that the EY bubble has remained in school throughout the term so children have had a continuous block of learning allowing them to settle to new routines and cover the EY curriculum. Quality interventions were used effectively e.g. BLAST to support FSM pupils to develop key phonic skills, with positive outcomes.</p> <p>The EY Lead had weekly progress meetings with her TAs to ensure that progress data was 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.</p> <p>During school closure, a key aspect of remote learning was to build on the progress made in Autumn term when no bubble was sent home. Quality feedback on Tapestry was given to help</p>
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				parents support their children and adaptations were made for pupils who required additional support. A governor committee for Remote Learning was established and they completed the Durham County template to review our offer to focus on quality provision. Returning to school allowed relevant assessments to be completed which identified intervention groups according to areas of need. Intervention groups include phonics groups, PSED, maths groups and fine motor skills/handwriting groups. End of term teacher assessment and book scrutiny showed the positive impact on progress for pupils.
£9,000 for staff interventions, training and resources	<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"> • The Headteacher will monitor through lesson observations, work scrutiny, data scrutiny and progress review meetings. • The middle leaders will monitor through lesson observations, work scrutiny, etc. • Data analysis at the end of each term highlights emerging issues or concerns which can be addressed swiftly. 	<p>Targeted interventions were used effectively to allow opportunities to develop writing skills, alongside the continuous provision.</p> <p>This was complimented with phonic support e.g. BLAST which supports FSM pupils to develop key skills, with positive outcomes. The EY Lead had weekly progress meetings with her TAs to ensure that progress data was shared and actions taken as needed. A Learning Support Assistant is assigned to Early Years. End of Autumn assessments reflect FSM pupils were making good progress.</p> <p>The interventions set up in Autumn term continued in Spring to ensure pupils were given support to develop their writing skills. After conducting relevant assessments, intervention</p>

				groups were amended and organized based on area of need. This meant that a focus on writing alongside fine motors skills/handwriting and phonics continued. Close monitoring allowed children to be in the correct targeted group for their needs. End of term data and book scrutiny showed the positive impact this had on children's catch up and learning.
<p>£3,200 for books, resources and training</p> <p>£300 Literacy Launchpad</p> <p>£600 6 hrs EDA time + £100 resources</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"> • Tracking of identified readers (inc LA and MA) is used to carefully monitor the attainment and progress of reading • Improved reading resources following on from audit • Pupil voice and school council feedback • Reading grids and Herefordshire reading test data show improved reading ages • Books are closely matched to phonic skills to allow children to develop their love of reading • Pupil premium readers' progress is evident throughout the curriculum with high expectations and challenging texts used. 	<p>We have focused extensively since the return to school in September on our catch-up curriculum. Reading ages were collated at the start of term to see where the children were in terms of their word reading. Pupils were able to talk about their reading preferences and staff encourage a wide range of materials to develop their love of reading. Along with this, assessments on comprehension were completed. This provided valuable evidence for teaching and learning input. Word reading within school reflects the hard work put in pre-school closure as children have retained skills in this area. A key focus has been on comprehension and end of term assessments show the positive impact on our FSM pupils of the support in place. BLAST has benefitted our younger learners to develop their phonic skills. A wider range of reading materials purchased last year have been invaluable in developing our higher-level FSM readers further through</p>

				<p>vocabulary development and inference skills. Monitoring of reading has been completed in Autumn and Summer term which reflects the positive impact of the catch-up work since returning. It has also been extremely helpful that no bubble has been sent home to isolate throughout this academic year allowing pupils to attend and receive input from their class teacher and interventions in school. Following the return in Spring reading ages were collated and reading groups reallocated accordingly. A focus on reading comprehension continued to develop key skills. End of term data and book scrutiny showed the positive impact this had on children's catch up and learning.</p>
<p>£4,500 for staffing of interventions</p>	<p>Developing pupil resilience so they can continue to engage positively with their learning as they move through school 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>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 best and work positively with others.</p> <p>Social and emotional interventions support children.</p>	<ul style="list-style-type: none"> • This is monitored through lesson observations by the Headteacher and Deputy Headteacher. • 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. • Pupil questionnaires show enjoyment of school. • When required, home learning provides a positive educational experience for children and their feedback and comments provide useful ideas for modification to ensure quality engagement. 	<p>To engage pupils, including our FSM children, our PSHE Lead registered for the Rights Respecting School Award and attended training in 2019-2020. Our Pupil Focus Group were voted for to ensure that pupil voice was a continuous part of the process as part of our work before school closure. FSM pupils are included in this to allow them to engage positively with their learning and promote new ideas. Global goals and rights of the child remain part of our PSHE and class 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 were</p>

				implemented and ideas and opinions continue to be sought to ensure pupils continue to build resilience. Pupils settled back to school so well and used the opportunities given to them in class and through PSA support to voice their opinions. Our RRSA Lead continues to build the portfolio of evidence to show the work completed in school for the submission. This will now take place in November 2021, following a delay due to Covid.
£8,200 for staffing of interventions	<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>	Through targeted interventions and teaching approaches, children are given more opportunities to understand key terms to support their learning through adult support and using technology.	<ul style="list-style-type: none"> • The Headteacher will monitor through lesson observations, work scrutiny, data scrutiny and progress review meetings. • The middle leaders will monitor through lesson observations, work scrutiny etc. • Data analysis at the end of each term highlights emerging issues or concerns and they can be addressed swiftly. • Development of new programmes such as Launchpad for Literacy supports the language and communication skills of pupils and this can be demonstrated through data and pupil voice. 	To develop language and communication skills we have focused on developing vocabulary, comprehension, speaking and listening skills and reading. More challenging reading books and phonics books were ordered following an audit by our Literacy lead. The 'Resilient Reader Award' was introduced to raise profile of reading which includes sharing of information from stories and texts along with development of vocabulary. This continues to motivate children to develop their word reading and comprehension skills. Analysis of data shows the progress FSM pupils are making across Autumn term and interventions/support continue to build on this positive start to the year. This continued when pupils returned to school in March and assessments were used to organised interventions and support.

				End of term data and book scrutiny showed the positive impact this had on children's catch up and learning.
<p>£2,500 home learning resources/ educational experiences</p> <p>£3,500 for subscriptions to promote learning at school and at home</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 home 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"> • Book scrutiny shows pupils' work reflects the extra experiences children have had i.e. language development. • Pupil questionnaires show enjoyment of school. • The middle leaders will monitor through lesson observations, work scrutiny etc. • Visits and visitors have a positive impact on children's work. • On-line learning allows children to access the curriculum to ensure the gap is closing and all pupils receive quality education whether in or out of school. 	<p>Learning beyond the classroom has taken on a whole new meaning since Covid due to the development of 'home learning'. As a school, we have significantly limited our trips and visits to ensure we followed our risk assessment but teachers have ensured their lessons have provided enrichment to develop language and communication within their bubble. Each teacher collates weekly home learning which is on our website and shared with any pupil who requires it. This work continues to be added to our website to ensure that all pupils, whether in school or isolating, can access the same learning as their class. Also, subscriptions used in school for learning are available at home to allow continuous provision and ensure pupils are able to follow the lessons being taught in class that week.</p>
<p>COST: £5,960 for support through the Parent Support Advisor</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</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</p>	<ul style="list-style-type: none"> • Attendance data shows % remains at our target of 96% (or above) and regular monitoring occurs • External and internal staff have engaged positively with families to support with social, emotional issues that may be a barrier to education. • Improved attendance supports pupils' attainment and 2020-21 data reflects this e.g. closing the % gap between FSM and Non-FSM in Reading, Writing and Maths. • The Headteacher meets regularly with the external agencies to get an overview of the ongoing work with 	<p>Due to Covid-19, we are tracking attendance through different codes this academic year and following the government guidance on reporting. This allows absence due to coronavirus issues to be tracked separately to sickness absence. To support families with any absence related issue, we offer help from our Parent Support Advisor. In more complex matters we seek</p>

	<p>all year groups continue to achieve our target of at least 96% attendance.</p>	<p>Worker.</p> <p>School is aware of the home circumstances and can work more proactively with parents/carers to help children.</p>	<p>families to discuss any ways that school can support families or children further.</p> <ul style="list-style-type: none"> • Annual parent/carers questionnaire provide valuable feedback to school. • 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>advice from Durham's Attendance Intervention Team who provide support to families to get children to school. These methods have proved effective at supporting families.</p>
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***Please note these figures cover general staffing costs and are not the wages of an individual.**