



## PUPIL PREMIUM STRATEGY 2019-2020

### CONTEXTUAL

Belvoirdale Primary School is situated in the heart of Coalville. The school is rated 'good' by OFSTED with 298 on role and Pupil Premium children account for 22% of the school population.

In recent years there has been substantial research conducted by the EEF (Education Endowment Foundation) regarding the best strategies to focus Pupil Premium spending and for tackling the attainment gap between disadvantaged and non-disadvantaged pupils. The DfE have recently published guidelines based on the recommendations made by the EEF. The recommendations made by the EEF are that schools should consider a tiered approach to Pupil Premium spending based on 3 core principles:

1. Quality First Teaching
2. Targeted Academic Support
3. Wider Strategies

Research has demonstrated that 'Quality First Teaching' can have the greatest impact on a child's attainment. At Belvoirdale Primary School we are committed to providing a high quality education for all as well as providing support for children's overall well-being and ensuring that they are ready to learn. 49% of our Pupil Premium funding is allocated to Quality First Teaching.

## CONTEXTUAL

### CURRENT PUPIL INFORMATION 2019 - 2020

Total number of pupils:	298	Total pupil premium budget:	£89,000
Number of pupils eligible for pupil premium:	66	Amount of pupil premium received per child:	£1320

## COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE IN GROUP
Boys	28	42%
Girls	38	58%
SEN support	13	20%
EHC plan	1	1.5%
EAL	3	4.5%
Disadvantaged	15	23%

## ASSESSMENT DATA

## EYFS

	Pupils eligible for PP	All pupils	National Average	Data from previous 3 years for PP		
				2015-16	2016-17	2017-18
Good level of development (GLD)	44%	64%	71%	37.5%	75%	16.7%

<b>YEAR 1 PHONICS SCREENING CHECK</b>				
All pupils	Pupils eligible for PP	National Average	Data from previous 2 years for PP	
			2016-17	2017-18
73.7%	50%	81.9%	60%	84.6%

<b>END OF KS1</b>						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years PP		
		School Average	National Average	2015-2016	2016-2017	2017-2018
% achieving expected standard or above in reading, writing and maths	46.2%	48%	65%	58%	47.6%	56%
% achieved expected standard or above in reading	53.8%	57%	75%	57.1%	83.3%	75%
% achieved expected standard or above in writing	53.8%	55%	69%	57.1%	66.7%	37.5%
% achieved expected standard or above in maths	53.8%	66%	76%	85.7%	83.3%	62.5%

<b>END OF KS2</b>						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years PP		
		School Average	National Average	2015-2016	2016-2017	2017-2018
% achieving expected standard or above in reading, writing and maths	27.3%	49%	66%	37.5%	28.6%	38.5%
% achieved expected standard and above in reading	45.5%	56%	72%	62.6%	57.1%	46.2%

	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years PP		
		School	National Average	2015-2016	2016-2017	2017-2018
% achieved expected standard and above in writing	27.3%	67%	84%	56.3%	78.5%	53.9%
% achieved expected standard and above in maths	54.6%	60%	75%	50%	35.7%	53.9%

## BARRIERS TO LEARNING

- Life experience and opportunities outside of school
- Parental support and engagement in learning and school life
- Low aspirations
- Access to enriched vocabulary
- Social skills, self-confidence and self-belief
- Attendance and punctuality
- Behaviour
- Behaviours for learning

## LONG TERM PLAN (3 YEAR TIME SCALE)

- 1) QUALITY FIRST TEACHING
- 2) TARGETED ACADEMIC SUPPORT
- 3) WIDER STRATEGIES

## PRIORITY 1: QUALITY FIRST TEACHING

Member of staff responsible: **SLT:** Richard Dax & Cheryl Sargeant **SIL:** TG, SC, KT, CH, RM, KG

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Quality first teaching across school to improve standards and progress.	<ul style="list-style-type: none"> <li>High expectations for teacher targets in appraisals</li> <li>FWTSA CPD-NQT/RQT course, NPQ courses, Network meetings</li> </ul>	SLT	Throughout	FWTSA subscription, cover for teachers for CPD courses, time out of classrooms to prepare high quality staff training	Teacher observations, staff meetings where good practice is shared.	Teacher observations triangulate with data and book looks showing good progress
2. Quality support in the classroom	<ul style="list-style-type: none"> <li>Monthly CPD for LSAs given by SLT or subject leads to improve LSA knowledge bases and also strategies in classrooms</li> <li>Quality LSA appraisal targets that are aspirational and realistic.</li> <li>Support for teachers on effective use of LSAs</li> </ul>	SLT Subject leaders	Throughout	Time out of classrooms to prepare high quality staff training, CPD course for LSAs, CPD courses for effective use of adults in classrooms	LSA appraisals, CPD, LSA and teacher observations	LSA appraisal targets met LSA observations show good progress in lessons Teacher observations show good use of adults

## PRIORITY 2: TARGETED ACADEMIC SUPPORT

Member of staff responsible: Richard Dax & Cheryl Sargeant

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. High Quality Interventions	Lexia Core 5 for struggling readers in Key Stage 2, talk boost, On Track English (Rising stars), SNAP (Special needs assessment profile)	SLT SIL	Throughout	Resources shown in Actions column, LSAs and Teachers to lead the interventions	Pupils show good progress and are able to better access lesson. SEN.PP children better supported behaviorally in the classrooms	Progress and attainment scores improve for PP
2. Tuition/ CPG booster books for home learning (year 2 and 6)	Year 6 tuition in Reading and Writing	SLT Year 6 Lead	Spring term	Teachers for booster intervention	Children are more able to access lessons in main school time	End of year 6 results in Reading and Maths improved

### PRIORITY 3: WIDER STRATEGIES (NON ACADEMIC BARRIERS)

Member of staff responsible: Richard Dax & Cheryl Sargeant

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To improve children's readiness to learn	Funded breakfast club ELSA trained LSA providing nurture groups Psychotherapist Attendance officer	SLT	Throughout	Staff for breakfast club, ELSA training, attendance officer, psychotherapist	Children are ready to learn and have a good attitude to school (Pupil questionnaires/case studies)	Improved well-being and attendance.
2. Curriculum enrichments	FAB clubs to enhance the curriculum and provide children with experiences outside of the academic curriculum.	All Staff	Throughout	Resources for FAB club Behavioural system to facilitate above (Bullions shop)	Children have a well-rounded education that helps to develop their resilience and motivate them	Increased well-being and readiness to learn.
3. Families and Community support	Hardship fund for: Uniform Trips and visits PE kits etc Family Support advisor	SLT	Throughout	Uniform, PE kits, family support worker	Children's needs are met whilst supporting families and the community.	Greater engagement from families and communities, increased attendance and readiness to learn.