



Pupil Premium review 2018 2019

Assessment data

EYFS						
	Pupils eligible for PP /11 2018 2019	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%

YEAR 1 PHONICS SCREENING CHECK				
All pupils	Pupils eligible for PP /6 2018 2019	National average	Data from previous 2 years for PP	
			2016-17	2017-18
73.7%	50%	81.9%	60%	84.6%

END OF KS1						
	Pupils eligible for PP 2018 2019	Pupils not eligible for PP		Data from previous 3 years PP		
		School average	National average	2015-16	2016-17	2017-18
% 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%

END OF KS2

	Pupils eligible for PP 2018 2019	Pupils not eligible for PP		Data from previous 3 years PP		
		School	National average	2015-16	2016-17	2017-18
% 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%
% 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%

Additional 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
- Behaviour for learning

Summary of impact 2018 2019

Following data analysis for all year groups PP children still fall behind in all areas against their peers although the gap at KS1 is reducing. During December 2018, analysis was provided that showed the two main groups (identified nationally as falling further behind, constantly, through their entire time in education) are WBM (white British males) and SEN (special education needs) and will become the primary focus of Pupil Premium at Belvoirdale. This will continue to be a focus going into 2019.

Our vision at Belvoirdale is that all children achieve to their potential and have a well-rounded education that concentrates on both academic achievement and the whole child. Our character education implementation is helping to improve children's confidence and self-esteem, both of which are main barriers to learning for children at Belvoirdale. With the support of a Psychotherapist, nurture groups and breakfast club children have been more settled and ready for learning. A family support worker and attendance officer has improved the attendance and punctuality of pupil premium children whilst supporting families and engaging them in their child's education.

Whilst providing a well-rounded education, PP children have been encouraged to take part in enrichment activities including after school activities, trips, visiting practitioners and having music lessons.

Lexia core 5, with the support of a Pupil premium teacher, has helped children make small steps of progress and are no able to take part in whole class guided reading sessions. Pupils of all abilities received high quality targeted intervention through quality first teaching.

