



Pupil premium strategy statement 2019-2022

Section 1: School overview

Metric	Data
School name	Bede Burn Primary School
Pupils in school	208
Proportion of disadvantaged pupils	18.8%
Pupil premium allocation this academic year	£54,000
Academic year or years covered by statement	2019-2022
Publish date	1st November 2019
Review date	1st November 2020
Statement authorised by	Nicola Faulkner
Pupil premium lead	Nicola Faulkner/Amanda Lenney
Governor lead	Linda Reiling

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-4.65
Writing	-2.25
Maths	-2.20

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 R/W/M	36%
Achieving high standard at KS2	0%

Section 2: Pupil Premium Strategy aims for disadvantaged pupils

Areas we want to target through our spending	What we want to achieve
Progress in all subjects, but particularly in reading and phonics	By November 2022, we aim for all pupils to achieve national average progress scores, especially in reading, and to pass the phonics check in Year 1. We aim for all pupils to be able to access age-appropriate texts in a wide range of subjects.
Wellbeing	By November 2022, we aim for every child to have confidence, resilience and the strategies to cope with difficult circumstances or hurdles. We aim for every child to have excellent attendance (97%).
Barriers to learning these priorities address	Poor reading skills are a barrier to learning in all subjects and can have a negative impact on self-confidence and ability to access learning. Wellbeing difficulties are a barrier to learning and to coping with setbacks, and affect attendance at school.
Projected spending	£54,000

Section 3: Spending Priorities and rationale for the current academic year

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff have received training to deliver the new phonics and spelling scheme effectively
Priority 2	Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£8000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Further develop our use of the Accelerated Reader programme, including STAR tests, to increase reading for pleasure, cultural capital and ensure targeted reading levels.
Priority 2	Ensure immediate interventions take place to ensure all children access their age-appropriate curriculum.
Barriers to learning these priorities address	Reading fluency. Ability to access learning in class, without gaps widening.
Projected spending	£36,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide opportunity for all children to access residential trips to increase cultural capital and enjoyment of learning.
Priority 2	Improve student wellbeing through provision of various interventions and whole-class opportunities (yoga, ELSA, Lego Therapy, Theraplay, etc)
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	£10000

Section 4: Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of staff meetings, INSET days and additional cover being provided internally

Targeted support	Ensuring time is dedicated to reading and immediate interventions	Adaptation of the school timetable and use of school bells to ensure efficient use of time
Wider strategies	Ensuring pupils' attendance is excellent so they can meet their potential	Development of our AHT's role as Attendance Lead, working with families to support excellent attendance

Section 5: Review of last year's aims and outcomes

Aim	Outcome
Early identification of SEND to ensure timely support and intervention	Bede Burn has adopted the Local Authority SEND Ranges and time has been dedicated to allow staff to identify where pupils sit in these ranges. Our SENDCo has improved our system of identification and referral. Timely intervention from outside agencies continues to be a difficulty, however we are providing a number of interventions in school, possible due to the training of staff.
High expectations and challenge for all, ensuring all children make at least expected progress	Expectations have been raised in school, through INSET, shared practice and opportunities to moderate with other schools (eg the NMM writing moderation project). The negative progress scores of two pupils with significant SEN difficulties impacted on our overall progress scores last year.
Disadvantaged children have access to extra-curricular activities. Attendance for disadvantaged pupils improves and is in line with national figures	Children have access to a wider range of clubs, due to the coordination of teacher volunteers by our clubs leader. Attendance for disadvantaged pupils still needs to be improved and so will remain a priority.
Parents and school have an effective partnership and pupil wellbeing is	Parents' views in questionnaires are overwhelmingly positive, and school

good. Parents feel confident to support their child in home learning

host a range of activities to involve parents. This year, this will be organized more formally with each class offering at least one opportunity per term for parents to be involved in their child's learning. This year we aim to change our homework strategy so that pupils who do not have the opportunity to work with an adult at home are not disadvantaged – our homework will take the form of videos of instructional pre-teaching, with optional challenges to complete.