

Bell Lane Primary School



Pupil Premium Strategy

2019-2020

For the financial year 2019- 2020 Bell Lane Primary School has been allocated £227,040 Pupil Premium funding. Primary schools receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years and £2,300 for Children who are Looked After.

Situated in the heart of Hendon, our school reflects our community.

We are a two-form entry primary and nursery school with a Children Centre. Over 40 languages are spoken in the school. Whilst the majority of children have English as an additional language, a large proportion of children are at a very early stage and are new to the country. The proportion of pupils eligible for free school meals is currently 40%. The school provides a subsidised breakfast and after school clubs.

Pupil premium strategy / self-evaluation

1. Summary information					
School	Bell Lane Primary School and Nursery				
Academic Year	19-20	Total PP budget	£227,040	Date of most recent PP Review	Oct 2019
Total number of pupils	440	Number of pupils eligible for PP	117	Date for next internal review of this strategy	July 20
Total number of pupils eligible for PP in EYFS			5	Total EYFS PP Budget	£1560.00

2. Current attainment (2018-2019) (2019-2020- unavailable due to Covid 19)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
70.9% meeting the expected at the end of the EYFS	68.8% achieved GLD	71.8%
% meeting the expected standard in phonics Y1	83.9%	82%
% meeting the expected standard in phonics Y2		91%
% achieving expected standard or above in reading, writing & maths KS1		
% making expected progress in reading KS1	76.9%	75%
% making expected progress in writing KS1	76.9%	69%
% making expected progress in mathematics KS1	80.8%	76%
% achieving expected standard or above in reading, writing & maths KS2	46%	65%
% making expected progress in reading KS2	54.5% (18.2% HS)	73%
% making expected progress in writing KS2	45.5% (18.2% HS)	78%
% making expected progress in mathematics KS2	72.7% (18.2 HS)	79%
3. Barriers to future attainment (for pupils eligible for PP)		

Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Overcoming gaps in learning and understanding in keys areas particularly READING, WRITING and MATHS.
B.	Accuracy of assessments a moderation to target early intervention provision. AHTs using data to target pupils for early intervention. In EYFS and KS1 Pupils are 'keeping up' with their peers rather than 'catching up.' In KS2 the gap needs to close.
C.	Quality of teaching to ensure accelerated progress for PP pupils (whole class and interventions of high impact.) Focus on closing gap in core subjects for HAP pupils through high quality teaching.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Low communication and literacy/ reading opportunities both in school and outside school to support improved cultural capital and oracy.
E.	Behavioural, Mental and Social health and wellbeing needs: - Some of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.
F.	A robust and well thought out pastoral care offer across the entire school day, including support for new arrivals to the school, leading to increased levels of engagement, improved levels of PSED and general readiness for school.
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	
Success criteria	
A.	Overcoming gaps in learning and understanding in keys areas particularly READING, WRITING and MATHS.
B.	Accuracy of assessments a moderation to target early intervention provision. AHTs using data to target pupils for early intervention. Pupils are 'keeping up' with their peers rather than 'catching up.
	Higher rates of progress in Reading, Writing and Maths in all Key Stages.
	Higher rates of progress for PP pupils than previous years.

C.	Quality of teaching to ensure accelerated progress for PP pupils (whole class and interventions of high impact.) Focus on closing gap in core subjects for HAP pupils through high quality teaching.	3 year rolling average indicates no more than a 3% gap between PP and non PP attainment at the end of EYFS
D.	Low communication and literacy/ reading opportunities both in school and outside school to support improved cultural capital and oracy.	<p>Whole-school focus on developing language skills and vocabulary through language rich activities and writing weeks.</p> <p>Lessons within the EYFS cater for those with little understanding and support in developing subject based language</p> <p>Our curriculum encourages and supports those who are new to English by meeting their interests, the teachers know the children well through our whole school projects intervention and tuition support</p> <p>Data supports accelerated progress from starting points</p> <p>Timetabled regular language interventions e.g. (Talk Boost, Pre-reading)</p> <p>The children experience a range of cultural enrichment, which has been thoughtfully woven into their thematic learning.</p> <p>They demonstrate good characteristics of effective learning. Improved oracy across the school. Each cohort can demonstrate a reduction in the gap between PP and non PP children.</p>
E.	Behavioural, Mental and Social health and wellbeing needs: - Some of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.	<p>PP pupils attending parent workshops regularly.</p> <p>PP pupils rated of progress increased.</p>
F.	A robust and well thought out pastoral care offer across the entire school day, including support for new arrivals to the school, leading to increased levels of engagement, improved levels of PSED and general readiness for school.	<p>96.1% attendance for 2019/20. Improved punctuality figures. High uptake for subsidised After School Clubs.</p> <p>New arrivals are swiftly settled into routines and their progress is sharply tracked. Provision, including robust monitoring, enables accelerated progress.</p>

G.	Enrichment Activities to support the well-being and development of PP children	<ul style="list-style-type: none">• Coding Club for Year 6 pupils,• Breakfast / After school Club / Homework Club,• Regular Visit to Local Library,• Bell Lane University – Friday PM,• Theatre Trips to The Arts Depot,• Cinema Trips,• Bowling Trips• Emotional Literacy,• Playground Activities.• Dance Club• Drama Club• Art Club• Maths is Fun !• Phonic is Fun!• Reading is Fun!• Creative writing and drama• Healthy Eating• Chess Club
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Planned expenditure

Academic Year

2019/2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all

Action	Chosen action/ approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils)	Lessons learned (and whether you will continue)	Staff/ Cost	Impact
<p>To close gap in attainment for PP pupils. Improve quality of teaching across EYFS,KS1 and KS2 Improve robustness of assessment data through moderation and analysis</p>	<p>Raising the quality of teaching for all pupils through the use of 'slow release of responsibility approach.' Direct teaching PP pupils in interventions Appraisal targets linked to PP pupils. AHT to focus on PP pupils – phase meetings pupil progress</p>	<p>Numbers of pupils entitled to FSM in the school is above average. Outcomes at the end of EYFs and KS1 : gap between PP and non-PP is closing but this increases in KS2. In KS2 18.2% of PP pupils are at greater depth in all core subjects, (Reading, Writing and Maths) Appraisal targets – PP pupils so that all staff are accountable for their achievements. Analysis</p>	<p>Regular monitoring of PP data following assessments – at the end of each term. Regular half termly Pupil progress meetings to target support and ensure that pupils are meeting their targets. Regular informal / formal learning walks, books looks and lesson obs so that teaching and learning outcomes are triangulated and is good or better.</p>	<p>£5,600 £3,500 Staffing Cost £24,350.00</p>	<p>Throughout the school year and during the Covid 19 pandemic PP children's work has been monitored on a weekly basis by the class teacher. PP reports were sent to the PP/Inclusion lead and regular monitoring has taken place formally and informally throughout the year.</p>

<p>To improve the expected outcomes for PP in meeting the expectation in Phonics / reading at the end of KS1 / KS2</p>	<p>Read Write Inc Phonics to be implemented across Nursery/ Reception and KS1.</p> <p>Targeted pupils will receive 1:4 morning tutorials. Gaps in phonetic, blending and segmented is addressed.</p> <p>Beanstalk readers targeting PP pupils</p>	<p>PP pupils / non PP pupils have early birds Phonics sessions. This then sets them up for their school day, whereby they can apply phonics across the school day.</p> <p>Reading in EYFS/Y1 is carried out using the RWI books.</p> <p>Reading for pleasure – beanstalk readers</p>	<p>Learning walks, listening to readers and end of term phonics data is triangulated with data on TT.</p> <p>Pupil tracking of PP phonics/ reading data to assess the impact of RWI on PP attainment and progress,</p> <p>Track beanstalk PP pupils</p>	<p>£5000</p> <p>Price of RWInc books and Songbird (Book People)</p> <p>Beanstalk readers</p> <p>£2500</p>	<p>% Reception children achieving GLD at the end of the year</p> <p>Due to COVID we are unable to provide data results</p> <p>% of PP children achieving Phonics Y1 / Y2</p> <p>Due to COVID we are unable to provide data results</p> <p>Daily Support for Year 1 – Early Morning and Lunchtime</p> <p>EYFS – Reception – Early morning and daily phonics books are sent home per child</p>
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<p>To improve mathematics progress for PP pupils</p>	<p>Targeted interventions set up in maths by AHT inclusion and Math's Leader.</p> <p>Targeted teaching support by Raising achievement teacher to support the quality of whole class teaching for pupils.</p>	<p>Introduction to No Problem in KS1 and a continuation of Math's No problems in KS2</p> <p>At the end of EYFS, no significant gap between PP and Non/PP pupils.</p> <p>AHT EYFS / Math's to observe and support TAs in delivering and assessing the impact of interventions. Tracking used to analyse gaps and implement interventions immediately.</p>	<p>Analyse the maths assessments –Maths No Problem - for a baseline and ensure that PP pupils are making expected progress (some accelerated progress) to be expected or above. Regular guided teaching for key groups and monitoring of impact is carried out systematically,</p>	<p>Maths Lead £2000</p> <p>Maths No problem books for KS1 children £6000</p>	<p>Mathematics EYFS (Reception) Intervention groups were carried out on a daily basis after pupil progress meeting identified children needing additional support.</p> <p>Maths interventions took place daily in EYFS (Reception), KS1 and KS2</p> <p>PP children accessed additional tutorial sessions to develop problem solving skills</p> <p>Assessment through PIXL primary wise portal. This program enables SLT to pinpoint areas for development, set targets, identify strength and identify key marginal groups.</p>
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i. Targeted support					ii.
Action	Chosen action/ approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this)	Staff Lead/ Cost	Impact
Close the gap in attainment for PP pupils.	Raising achievement teacher – 3 hrs per day running interventions.	PP Lead meets with each class teacher. staff will be aware of what are the gaps and these are targeted effectively through small group or 1.1 sessions.	Regular pupil progress meeting/ phase meetings to review the targets set for pupils.	PP lead - £1,100 HLTA £2,000 Teachers focus time for PP prep and delivery £72,500	Meet the expected standard: PP s progress meetings have taken place each term with the PP lead and each class teacher to discuss the individual child's progress and areas of development. Interventions and strategies to support learning were put in place. All teachers focus on specific learning targets for PP children to ensure they make good and better progress
Close the gap in attainment of PP pupils	8.30-9.00 Phonics 4 TAs 3.20-4.20pm 3 X day HLTA English 3.30 – 4.20 HLTA maths	TAs / HLTAs to run Early Bird and after school booster groups for children in REC/ Y1 and Y2. Including PP pupils based on their assessment data and target setting meetings.	Tracking pupils regularly to ensure they are closing the gap.	HLTA: £8,500 £5,250 (Early Bird Sessions) £7,300 £1,220	Identified children were invited to Early bird tutorials to revisit previously taught sounds and develop blending and segmenting skills. This sessions were taught by RWInc phonic trained teaching assistants.

<p>Ensure speech and language support is provided to PP pupils in EYs and KS1 to secure improved progress in spoken language and writing</p>	<p>Talk Boost Programme to run in Nursery, Reception and KS1</p> <p>Training for HLTAs/ TAs – colourful semantics.</p> <p>S + L sessions for identified pupils.</p> <p>Whole school training for developing a spoken language skill across the curriculum</p>	<p>Assessment before and after the 10 week program to show progress points</p> <p>Ensure all staff are skilled in developing language skills in pupils.</p> <p>Focus on early interventions through EYs and KS1 (Focus on Y1)</p> <p>Whole school approach as well as targeted provision.</p>	<p>Through EY and KS1 (TA:s)</p>	<p>AHT EYFS / Inclusion</p> <p>Training by External EAL consultant.</p> <p>£1000</p> <p>S & L Training through the Local Authority £1500</p>	<p>The talk boost program did not take place as it was due to start in Spring 2 but due to COVID 19 it could not go ahead.</p> <p>Pre reading and Intervention groups were put in place to develop children's speech and language.</p> <p>The vocabulary based teaching has had a positive impact on the PP children .Two methods of teaching vocabulary: direct and indirect. Direct teaching focuses on teaching specific words such as pre-teaching vocabulary prior to reading or writing.</p>
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iii. Other approaches					iv.
Action	Chosen action/ approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you)	Staff Lead/ Cost	
Robust well-being programme that meets the pastoral emotional needs of our pupils. Pastoral care through parent support worker, mindup programme leading to increased engagement and improved PSED and general readiness for school	A dedicated pastoral worker. / Learning Mentors	<p>The school can demonstrate improvements in attendance and punctuality since the pastoral worker targeted specific families. A 'soft start' in the morning to enable pupils to engage in learning.</p> <p>Robust systems to support mobile children demonstrated good impact both for individual children and the classes supporting them to settle.</p> <p>Adults are very alert to children's inclusion and well-being. The approach will be embedded further across 19-20TG</p> <p>The school continues to have high mobility – which presents challenges in terms of settling pupils across the year and getting them used to school ethos and routines.</p>	<p>Robust systems to support mobile children demonstrate good impact both individual pupils and the classes supporting them to settle into school in a timely fashion.</p> <p>Adults are more alert to children's inclusion and well-being.</p>	<p>AHT PP / (Inclusion)</p> <p>£9,700</p> <p>Release time 2 days every term</p> <p>Learning Mentor</p> <p>£20,000</p> <p>Mindup</p> <p>£6,000 (teacher + Program)</p>	<p>The MindUP program has shown to increase pro-social actions, decrease aggressive behaviours and improve academic achievement especially in maths and language arts.</p> <p>This is evident throughout the school as high levels of behaviour incidents have decreased throughout the school year.</p>

Reduce PP Persistent Absences and increase attendance	Pastoral Manager employed for targeted action	School attendance	Tracking attendance of PP pupils. Pastoral manager to show evidence of following up with parents and the EWO	Pastoral Care (Included above) £9,000	Pupil Premium children have an attendance of 95% which is in line with the rest of the school.
To improve pupils well-being / behaviour through the use of specialist counselling services		School to target pupils with specific emotional needs and work closely with their families. Parent Workshops: ESOL/Wellbeing, Family maths, family English, Internet Safety, Computer Skills, First Aid, Stress Management, Parenting Skills, Conversation Café and Job Skills.		£19,000	Learning mentor organised and enrolled parents to a range of courses. Which supported the learning and emotional needs of their children. The courses gave the parents the opportunity to develop life skills, develop confidence and supported their parenting skills.
Extra-Curricular Clubs / Trips, Breakfast and After school clubs Dance class on Saturday mornings		Children have the opportunity to access extra-curricular activities and after school and breakfast club. External Activities – Free class & discounted classes for PP children		£8,000 £6,000	The breakfast and after schools clubs enabled parents returning to work felt supported and are able to access work. This gave PP children the opportunity to access Dance and drama classes and develop social confidence and well-being.
				Total spend:	£227,040.00

