



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's 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	£227,000	Date of most recent PP Review	Octo 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				Total EYFS PP Budget	

2. Current attainment (2018-2019)		
	<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 interventions. In EYFS/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.-Differentiation	
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. (Nurture group)	
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.	
G.	Enrichment Activities to support the well-being and development of PP children	
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.	Higher rates of progress in Reading, Writing and Maths in all Key Stages.
B.	Accuracy of assessments (moderation to target early intervention provision). SLTs using data to target pupils for early intervention.	Higher rates of progress for PP pupils than in previous years. Especially in KS2-Reading-54.5% - National 73% Writing- 45.5% - National 78% Maths – 72.7% - National 79%
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	3 year rolling average will indicate no more than a 5% gap between PP and non-PP children will indicate in these areas.

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. 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 Quality First Teaching.</p> <p>Data supports accelerated progress from starting points</p> <p>Timetabled regular language interventions e.g. (Talk Boost, Pre-reading, peer on peer reading, one to one reading, parent workshops)</p> <p>The children experience a range of cultural enrichment, which has been thoughtfully woven into their 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	PP pupils progress increases because of parental engagement with school and targeted support from the Learning Mentors.
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.	+ attendance for 2018/2019. Improved punctuality figures. High uptake for subsidised After School Clubs. New arrivals are swiftly settled into routines and their progress is sharply tracked. Provision, including robust monitoring, enables accelerated progress.
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, • MindUp programme, • Playground Activities. • London Close the Gap Pilot (Achievement for All) • Lego Therapy • Restorative Practices

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

A. Overcoming gaps in learning and understanding in keys areas particularly READING, WRITING and MATHS.

Action	Chosen action/ approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not	How to monitor Impact	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.' (Pearson & Gallagher 1983)</p> <ul style="list-style-type: none"> • Focus lessons • Guided instructions • Productive group work • Independent learning <p>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/KS1 : gap between PP and non-PP is closing. However, in KS2 the gap needs to improve. 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>VA/JD/HP/JS</p> <p>PP lead- 1 day £ 13,493.00</p> <p>DH Support £3,351.82</p>	

Action	Chosen action/ approach	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	How to monitor Impact	Staff/ Cost	Impact
To improve the expected outcomes for PP in meeting the expectation in Phonics / reading at the end of KS1 / KS2	<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</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/KS1 is carried out using the RWI books.</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</p>	<p>JD/ HT £</p> <p>Price of RWInc books and Songbird (Book People) £1,668.75</p> <p>Beanstalk readers</p>	<p>75% Reception children achieving GLD at the end of the year</p> <p>85% of PP children achieving Phonics Y1 / Y2</p> <p>Met the expected standard</p>
To improve the wider reading experiences so that the equality / reading gap is closed between those PP and Non PP pupils at the end of all Key Stages	Book banded reading packs to support reading at home and school.	Book banded reading packs to support reading at home and school.	<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 PP pupils and reading for pleasure</p>	Total Value: £8,186.25	

<p>To improve mathematics progress for PP pupils</p> <p>Deputy Head</p>	<p>Targeted interventions set up in maths by AHT inclusion lead 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>Analysis 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>Deputy Head/ Maths Lead /PP Lead</p> <p>£12,928.43</p> <p>6 x £75.00 = £450</p> <p>Training x 1 day = (Maths Lead)</p> <p>Maths No problem books for KS1 children</p>	<p>EYFS-85%</p> <p>KS1-83%</p> <p>KS2-80%</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).	How to monitor Impact	Staff Lead/ Cost	Impact
Close the gap in attainment for PP pupils.	<p>Raising achievement teacher – 3 hrs per day running interventions.</p> <p>AFA - London Close the Gap Pilot</p>	<p>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.</p> <p>A bespoke evidence-based programmes that closes the gap for vulnerable and disadvantaged learners and can be tailored to address any emerging needs for example, gender gaps or parental engagement. 20% of PP children will</p>	Regular pupil progress meeting/ phase meetings to review the targets set for pupils.	<p>HLTA Raising achievement teacher</p> <p style="text-align: center;">£10,000</p> <p style="text-align: center;">£5,950.00</p>	

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. Year 4 – Times Table	Tracking pupils regularly to ensure they are closing the gap.	HLTA: £8.500	
Close the gap in attainment of PP pupils	Coding club for year 6 PP pupils	Coding club to be delivery 2 x a week Introducing children to early programming skills.	Tracking pupils regularly to ensure they are closing the gap	£70 x 8 = £560.00	
Close the gap in attainment of PP pupils	Program to develop outdoor learning during playtimes which support learning and behaviour of all children	OPAL Outdoor Play and Learning	Tracking pupils regularly to ensure there is an improvement of behaviours and learning	£4000	

<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 (Training for KS1 staff)</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</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 EAL consultant.</p> <p>£1000</p>	
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<p>Close the gap in attainment of PP pupils</p>	<p>Breakfast Club/After school club / homework club</p> <p>Regular visits to the library for PP children</p> <p>Bell Lane University</p>	<p>PP children to be offered the opportunity to attend clubs each term. E.g. KS1- Autumn Term , YR 3 and 4 – Spring Term, YR 5 & 6 – Summer Term</p> <p>LM to support regular trips to the local library throughout the year</p> <p>Bell Lane University – Friday PM, KS1 and KS2 teachers to teach new skills to all children</p> <ul style="list-style-type: none"> • Theatre Trips to The Arts Depot, • Cinema Trips, • Bowling Trips • Emotional Literacy, • Playground Activities. • London Close the Gap Pilot (Achievement for All) • Lego Therapy • Restorative Practices 	<p>Progress in assessment and pp pupils learning and achievements</p>	<p><u>After school Club</u></p> <p>Spring Term 2020:</p> <p>Year 3 / Year 4</p> <p>52 children x £40 x 14 weeks = £29,120</p> <p>Summer Term: Year 5/ Year 6</p> <p>46 children x £40 x 14 weeks = £25,760</p> <p><u>Breakfast Club</u></p> <p>Spring 1</p> <p>Year 1 and Year 2</p> <p>26 children x £10.00 x 7 weeks = £1,820.00</p> <p>Spring 2 -Year 3 and Year 4</p> <p>52 children x £10.00 x 7 weeks= £3,640.00</p> <p>Summer 1 Year 5 and Year 6</p> <p>46 children x £10.00 x 7 weeks = £3,220</p> <p>Summer 2- Reception</p> <p>7 children x £10.00 x 7 weeks = £490.00</p>	
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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. (Nurture group)				
<p>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</p>	<p>A dedicated pastoral worker. / Learning Mentors</p>	<p>The school can demonstrate improvements in attendance and punctuality since the pastoral worker targets specific families. A 'soft start' in the morning to enable pupils to engage in learning.</p> <p>Behaviour, including learning behaviour is a key strength and is judged as Good or better by the school through its monitoring activity.</p> <p>Progress in Personal, social and Emotional Development is regularly tracked across the year and information is shared regularly with families as part of termly Records of Achievement and End of Year Reports.</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. We Aim High The school continues to have high mobility – 23%, 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>Release time 2 days every term</p> <p>Learning Mentor /Pastoral Manager:</p> <p>PM1£9,485.00</p> <p>Mindup</p> <p>£2500.00</p>	

To encourage PP parents to participate in a range of courses run within the school so they are aspirational for their children's future	The parents have gained confidence and the skills to prepare them for further learning and employment. They can be positive role models for their children.	Throughout the year	RM/JD	LM1 £19,574.00	
Lego Therapy	It will improve Listening skills, motor and speech development, working as part of a team, behaviour and social skills.	Throughout the year	RM/JD	LM1	
Mindfulness	Stress based reduction and support the regulation of behaviour and emotions	Throughout the year	TG	LM2 £37,952.00	
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.				
Reduce PP PAs 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 Manager (Included above) PM1 code	

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/Well0being, Family maths, family English, Internet Safety, Computer Skills, First Aid, Stress Management, Parenting Skills, Conversation Café and Job Skills.		LM1 & LM2 code	
Film Club	Speaking & listening skills and writing skills	Throughout the year	TG	LM2	
Monitor attendance/ punctuality on regular intervals	PP children attend school regular and this impacts on their progress over time	Monitor attendance/ punctuality on regular intervals	TG/JD	LM2	
Film Club	Speaking & listening skills and writing skills	Throughout the year	TG	LM2	
Booster Classes to support Year 6 Attainment, progress, basic skills and rigorous monitoring of standards.	Extended leadership team who teach small group Spring and Summer Term 1 hour daily (PM)	Standards of teaching remain high across the school Teachers have been supported by the leadership team to enable them to successfully support all pupils including disadvantaged	HP/JS/VA/JD/ML/FMc	£19,136.45	
Booster Classes to support Year 2 Attainment, progress, basic skills and rigorous monitoring of standards.	Extended leadership team who teach small group Spring and Summer Term ½ hour daily (PM)		JS/VA/JD/ML/FMc	£4,199.16	

					Difference +£55.40
			Total spend	£226,984.86	£227,040

