

Pupil premium strategy statement

School overview

Metric	Data
School name	Belle Vue Primary School
Pupils in school	403
Proportion of disadvantaged pupils	37 (9%)
Pupil premium allocation this academic year	£59 320
Academic year or years covered by statement	2018-2020
Publish date	October 2019
Review date	October 2020
Statement authorised by	D.Porter
Pupil premium lead	D.Porter
Governor lead	

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.07
Writing	+0.55
Maths	+ 2.94

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	42.9%
Achieving high standard at KS2	14.3%
Measure	Activity
Priority 1	Ensure Y6 MA PP children are extended through quality first teaching, targeted provision, booster classes and use of additional resources Embed further Accelerated reader
Priority 2	Change approach to phonics delivery in EYFS and Y1 to ensure consistency as well as interaction through purchase of resources
Barriers to learning these priorities address	Ensuring staff approaches to teaching are informed through visits to see good practise and how this can be adapted or adopted to meet the needs of our pupils (phonics) Staff expertise is used to challenge and extend more able pupils particularly in numeracy
Projected spending	£40000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure positive progress from end of KS 1 – KS 2	July 2020
Progress in Writing	Improve further positive progress in writing from KS 1 to KS 2	July 2020
Progress in Mathematics	Maintain rate of progress in mathematics from KS 1 to KS 2	July 2020
Phonics	Ensure high percentage of PP children in Yr 1 achieve expected standard in phonics	July 2020
Other	Ensure high percentage of PP pupils reach GLD in reading in EYFS	July 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Focussed development of consistency in book talk throughout school through peer coaching</p> <p>Ensure reading is a high priority throughout school through INSET sessions linked to phonics and reading</p> <p>Continue grouping Y6 pupils with staff appropriate to their needs (to include HT / DHT)</p> <p>Develop a speech and language intervention across Y3/4 targeting pupils who need additional support</p> <p>Provide additional 1 to 1 reading sessions for pupils on a half termly basis.</p>
Priority 2	<p>Continue to develop provision of teaching phonics through a wide variety of interactive activities</p> <p>Buy in additional support for speech and language intervention to target pupils with difficulties throughout school</p> <p>Create bedtime reading sacks to be used in Year 1 initially</p>
Barriers to learning these priorities address	<p>Support with pupils with speech and language issues to ensure their needs are met and helps engage with reading</p> <p>Promoting parental involvement to support pupils with a love of reading and opportunity to share a story</p> <p>Promoting a love of reading for all children regardless of ability</p>
Projected spending	£35 000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Change timetable and enable one to one individual reading to take place throughout school.</p> <p>Promotion of reading across the whole school</p> <p>Purchase class sets of notebooks to enable pupils to record and investigate through their curriculum experiences</p>

Priority 2	Employ further small group support through a numeracy specialist teacher to work in Y4
Barriers to learning these priorities address	Targeted support enabling children to engage more in their learning through improved reading ability and use of technology. Targeted pupils gaining in confidence in mathematics and able to access their curriculum
Projected spending	£20000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staffing changes in year-impacting upon provision	Ensure temporary replacements are of a suitably high quality
Targeted support	Ensuring enough time is fundable for maths specialist to work with targeted group	Look at PP funding for 2020/21 to support this moving forward
Wider strategies	Staff lacking in ICT confidence with new notebooks impacting on use with pupils	ICT co-ordinator to provide focussed training e.g Purple Mash

Review: last year's aims and outcomes

Aim	Outcome
Ensure Y6 MA PP children are extended through quality first teaching, targeted provision, booster classes and use of additional resources	14.3% achieved greater depth in all core subjects which was above national non disadvantaged
Change approach to phonics delivery in EYFS and Y1 to ensure consistency as well as interaction through purchase of resources	Y1 cohort – broadly in line with national figures for phonics at 80% Consistency now in EYFS and moving through to Y1 in terms of sounds and approaches although Speech and language issues in Reception had a limiting impact upon GLD