



1. Summary information					
School	Bede Community Primary School				
Academic Year	2018/19	Total PP budget	£133,040	Date of most recent PP Review	
Total number of pupils	25	Number of pupils eligible for PP	86	Date for next PP Strategy Review	

2. Attainment at the end of Key Stage 2 (2018)			
	All Pupils (Bede) 25 pupils / 21 matched	Pupils eligible for PP (Bede) 18 pupils	Pupils not eligible for PP (national average)
% achieving the expected standard or above in reading, writing & maths	44%	39% < 57%	64%
% making at least average progress in reading	56% (+3.4)		75% (0.0)
% making at least average progress in writing	83% (+6.1)		78% (0.0)
% making at least average progress in maths	92% (+5.5)		76% (0.0)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Extremely baseline baseline on entry to school (the majority of children enter our Reception class at 22/36 months on Development Matters)
B.	High mobility (most classes have mobility in excess of 50% by the time they leave Bede)
C.	Rapid change in pupils' ethnic backgrounds (40+% EAL / 22 different languages now spoken)
d.	Emotional needs of pupils (high percentage of CP cases / LAC)
e.	High levels of SEN
f.	Vulnerability of pupils / families (30 children taken into school through FAP in last 3 years / We take all the children from the women's refuge)

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Attendance (historic)
B.	Lack of parental involvement with some of our children's education, including homework not being supported, lack of time spent reading, etc.
C.	Support required for families, including social services and early help

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	All children make rapid entry from low starting points in Early Years through quality first teaching, appropriately matched interventions, quality resourcing and environment, and relevant visits that link tightly to the curriculum	<ul style="list-style-type: none"> • Children will be involved in high quality individual and small group interventions – which will focus on the needs / gap of the pupil. • Children will make rapid progress in basic skills and apply this in their everyday lessons. • Children with gaps in their learning will be prioritised to allow them to catch up. • Educational visits will be planned to compliment learning and enrich experiences.

	Children develop their basic skills, including phonological awareness, speaking and listening, reading and number work.	<ul style="list-style-type: none"> • Children will have greater understanding of core basic skills. • Nurture group children (KS1 and KS2) will receive structured daily personalised numeracy and literacy sessions targeting their individual needs allowing these children to close the learning and attainment gap. • Assessments evidence all children are making progress with their basic skills. • Children are able to utilise and transfer skills into all aspects of their learning.
B.	Children develop their emotional resilience to their learning.	<ul style="list-style-type: none"> • Children will develop current and learn new mindfulness strategies. • Learning opportunities will improve as the children develop strategies of mindfulness to cope with new challenges.

5. Planned expenditure					
Academic year		2018 / 19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

All children make rapid entry from low starting points in Early Years through quality first teaching, appropriately matched interventions, quality resourcing and environment, and relevant visits that link tightly to the curriculum	Teachers work with TAs and HLTAs to deliver quality interventions Targeted pupils make at least good progress	Identifying needs (through regular intervention) / delivering timed, well-matched interventions (group and 1:1 work) to close learning gaps	Monitor – work analysis / data / observe lessons / talk to children / monitor tracking / PP interviews with staff	DHT / SLT	Termly / end of academic year (follow cycle of assessment).
Total budgeted cost					£83,594
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children develop their basic skills, including phonological awareness, speaking and listening, reading and number work.	SENDco and Teachers to work with TAs to target appropriate children and deliver relevant interventions. Relevant training given to staff to deliver effective basic skills interventions and share good practice. PP Lead and teachers to monitor all PP children	Evidence and research indicate that small group and 1:1 work can have a very positive impact on children making rapid progress. School based evidence indicates that planning learning to the personalised needs of the pupils can result in outstanding progress over time.	Monitor – work analysis / data / observe lessons / talk to children / monitor tracking / PP interviews with staff. Teachers to inform parents of expectations through regular parent’s meetings, letters and discussions.	SLT English Leader Maths Leader PP Leader	Termly / end of academic year

Total budgeted cost	£49,076
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6. Review of expenditure (review September 2019)	
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Academic Year	18/19
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i. Quality of teaching for all				
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Desired outcome	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 approach)	Cost

ii. Targeted support				
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Desired outcome	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 approach)	Cost