



1. Summary information					
School	Bede Community Primary School				
Academic Year	2021/22	Total PP budget	£	Date of most recent PP Review	Autumn 21
Total number of pupils	184	Number of pupils eligible for PP	100	Date for next PP Strategy Review	Autumn 22

2. Attainment and progress at the end of Key Stage 2 (2020)			
Due to the COVID pandemic, formal assessments at the end of each phase did not place and our school closed for most pupils in March. Therefore, no assessment data from this will be displayed on this form. Data is from 2019	<i>All Pupils (Bede) pupils / matched</i>	<i>Pupils eligible for PP (Bede) pupils</i>	National Attainment
% achieving the expected standard or above in reading, writing & maths	64%	10/15	64.8%
% achieving the expected standard in reading	78%	10/15	73.1%
% achieving the expected standard in writing	78%	10/15	78.4
% achieving the expected standard in maths	85%	10/15 or 66.7%	78.6
Progress in reading, writing and maths combined	6.27%		0

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Extremely low 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 / 19 different languages now spoken)

d.	Poor oral language on entry & Lack of expanded vocabulary affecting writing.
e.	Emotional needs of pupils (high percentage of CP cases / LAC)
f.	High levels of SEN – typically 5+% of school have EHCPs
g.	Vulnerability of pupils / families – 70+ % reside in ADACI code 1
h.	Missing large parts of school in previous two academic years (COVID).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
a.	Lack of parental involvement with some of our children's education, including homework not being supported, lack of time spent reading, etc.
b.	Support required for families, including social services and early help around of pupils' emotional and mental health

4. Outcomes (<i>Desired outcomes and how they will</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. <i>This outcome is still appropriate, especially with our youngest children missing large gaps of teaching time in their formative years.</i>	<ul style="list-style-type: none"> EY and KS1 children to receive timely and effective 'daily interventions' to ensure learning gaps are filled. 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.
B.	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. ABC 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. This will have a huge impact on quality-first Classroom teaching as the range of abilities in the Classroom is narrowed Assessments evidence all children are making progress with their basic skills.

		<ul style="list-style-type: none"> Children are able to utilise and transfer skills into all aspects of their learning. Online reading apps to track progress and range of literature to have a positive impact on attainment and understanding of reading.
C.	Children develop their emotional resilience to their challengers / barriers that they face on a day to day basis.	<ul style="list-style-type: none"> Children to learn new mindfulness strategies and overcome barriers to learning. Learning opportunities will improve as the children develop strategies of mindfulness to cope with new challenges.

5. Planned expenditure					
Academic year		2021 / 22			
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					
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 to make strong progress from low starting points in EY through quality first teaching, well timed and matched interventions, resourcing that link closely to our curriculum and give experiences of the wider world.	<p>Teachers work with TAs and HLTAs to deliver quality interventions</p> <p>Targeted pupils make at least good progress</p> <p>Staff ratios are incredibly low across school – especially in EY and KS1</p>	<p>Identifying needs (through regular intervention) / delivering timed, well-matched interventions (group and 1:1 work) to close learning gaps</p> <p>Research highlights that small group lessons and 1:1 intervention supports rapid progress. Intervention will occur at the earliest opportunity</p>	<p>Monitor – work analysis / data / observe lessons / talk to children / monitor tracking / PP interviews with staff</p> <p>DHT to monitor interventions and facilitate training to staff. We will then ensure that training is being implemented within lessons / 1:1 / small groups etc.</p>	DHT / SLT	Termly / end of academic year (follow cycle of assessment).
Total budgeted cost					

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?
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<p>Children develop their basic skills, including phonological awareness, speaking and listening, reading and number work.</p>	<p>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</p> <p>PP leader to monitor progress of all PP children across school</p> <p>Feedback to pupils verbally and in-books is highly effective</p>	<p>Evidence and research indicate that small group and 1:1 work can have a very positive impact on children making rapid progress.</p> <p>School based evidence indicates that planning learning to the personalised needs of the pupils can result in outstanding progress over time.</p> <p>Data used in Pupil Progress meetings to ensure all staff are aware off PP pupils progress and are held accountable.</p>	<p>Monitor – work analysis / data / observe lessons / talk to children / monitor tracking / PP interviews with staff.</p> <p>Teachers to inform parents of expectations through regular parents’ meetings, letters and discussions.</p> <p>DHT / HT to hold termly meetings with PP lead. PAT / GAP charts to be updated and used effectively.</p>	<p>SLT English Leader Maths Leader PP Leader</p> <p>PP Lead DHT HT</p>	<p>Termly / end of academic year</p> <p>Termly / end of academic year</p>
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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?
Pupils develop emotional resilience to challenges they face on a day to day basis – lead to higher quality focused learning opportunities.	<p>Support pupils with emotional needs through a range of support groups.</p> <p>Children will continue to be identified and supported through nurture programmes.</p> <p>All staff to work closely with the FSW.</p> <p>SENDco / ARMS leader and NG leader to work closely with EP to provide identified training for staff</p> <p>Fund extra EP sessions for PP pupils</p>	<p>Knowing pupils / families and the everyday challenges they face. FSW has significant knowledge of the community we serve – her day to day support will have a huge impact on supporting the emotional needs of PP children.</p> <p>Building resilience and self-esteem will aid progress.</p> <p>Feelings of wellbeing are fundamental to the overall health of an individual, enabling them to successfully overcome difficulties to achieve their goals in life.</p> <p>Endeavor to provide a rich and interesting curriculum to develop the whole child.</p> <p>Funding will allow our EP to work with extra PP children.</p>	<p>All staff to attend mindfulness and wellbeing training.</p> <p>Relevant training to be attended by staff. Pupils become more confident and independent in school.</p> <p>Improved behaviour has pupils become more able to cope with challenge / change / different environments and situations.</p> <p>Monitoring sessions and feedback from pupils is viewed as important.</p> <p>Feedback surveys.</p>	SLT	Termly
Total budgeted cost					£156,570

Review of expenditure 21-22

Report to be written in October 2022