



| 1. Summary information | | | | | |
|------------------------|-------------------------------|----------------------------------|----------|----------------------------------|------------|
| School | Bede Community Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget | £145,990 | Date of most recent PP Review | 08/01/2016 |
| Total number of pupils | 180 | Number of pupils eligible for PP | 108 | Date for next PP Strategy Review | 01/04/2017 |

| 2. Attainment at the end of Key Stage 2 (2016) | | | |
|---|---|---|-------------------------------|
| | Pupils eligible for PP (your school) 10 | Pupils not eligible for PP (national average) 2 | National average (all groups) |
| %/ numbers achieving the expected standard or above in reading, writing & maths | 70% | 100% | 53% |
| %/ numbers making at least average progress in reading | 80% | 100% | |
| %/ numbers making at least average progress in writing | 70% | 100% | |
| %/ numbers making at least average progress in maths | 90% | 100% | |

| 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. | Low baseline on entry to school |
| B. | High mobility (the above classes' mobility was 75% of the children who started with us. A further 29 children have joined and 22 have left). |
| C. | Social services input |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| D. | Attendance |

| 4. Outcomes <i>(Desired outcomes and how they will be measured)</i> | | Success criteria |
|---|--|-------------------------------------|
| A. | All children make rapid entry from low starting points and continue to make very good progress throughout school | Good + progress scores |
| B. | Children are inspired to learn and enjoy enrichment and learning opportunities | Good + progress scores / engagement |

| 5. Planned expenditure | | | | | |
|---|--|--|---|-------------------------|--------------------------------------|
| Academic year | | 2016 / 17 | | | |
| 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? |
| Children make at least good progress | Teaching assistants deliver intervention | Identifying needs and deliver intervention (including G&T) | Monitor – work analysis / data / observe lessons / talk to children | SENco/ DHT / teachers | Termly / end of academic year |
| Total budgeted cost | | | | | £65,578 |
| 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? |
| Targeted children make at least good progress | Daily LST intervention / support (English) | A number of children across phases require specific learning programs. | Monitor – work analysis / data / observe lessons / talk to children | HT / DHT /LST | Termly / end of academic year |
| Targeted children make at least good progress | Daily LST intervention / support (maths) | A number of children across phases require specific learning programs. | Monitor – work analysis / data / observe lessons / talk to children | HT / DHT/ maths teacher | Termly / end of academic year |
| Total budgeted cost | | | | | £73,500 |
| iii. Other approaches | | | | | |
| 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? |

| | | | | | |
|---|----------------------------------|--|--|---------------------|-------------------------------|
| Ensure children receive enrichment activities | Subsidise visits / speakers etc. | Improve learning opportunities / inspire | Talk to children / work analysis / discussions / feedback / data | Teachers / HT / DHT | After each trip / end of unit |
| Total budgeted cost | | | | | £1000 |

| 6. Review of expenditure | | | | |
|--------------------------------------|--|--|--|---------|
| Previous Academic Year | | 16/17 | | |
| i. Quality of teaching for all | | | | |
| 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 |
| Children make at least good progress | Teaching assistants deliver intervention | Identifying needs and deliver intervention (including G&T) | Continue to use our LST's knowledge and expertise to ensure children receive appropriate intervention. | £68,000 |

| ii. Targeted support | | | | |
|---|--------------------------|--|--|---------|
| 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 |
| Targeted children make at least good progress | Daily LST intervention / | A number of children across phases require specific learning programs. | Continue to ensure as many of our children receive targeted intervention as early as possible. | £70,000 |
| Targeted children make at least good progress | Daily LST intervention / | A number of children across phases require specific learning programs. | | |

For the academic year 2016/17 we received £145,490 in Pupil Premium funding.

As we evaluated our 2016/17 work and how our pupil premium allocation was used to support targeted pupils we continued to develop our work. This years' funding enabled us to continue to deliver a wide range of interventions as listed above.

The Impact on this funding was:

| Key Stage 2 (2016-17) | School Average | National Average |
|-------------------------------------|----------------|------------------|
| Reading | 75% | 72% |
| Writing | 83% | 73% |
| Maths | 92% | 70% |
| Reading, Writing and Maths combined | 75% | 53% |

| Key Stage 2 Progress Data (2016-17) | School Average | National Average |
|-------------------------------------|------------------|------------------|
| Reading | 103 | 100 |
| Writing | 101 | 100 |
| Maths | 104 | 100 |
| Reading, Writing and Maths combined | 103.6 FFT rank 2 | 100 |

| Key Stage 1 (2016-17) | School Average | National Average |
|-----------------------|----------------|------------------|
| Reading | 38.5% | 75% |
| Writing | 38.5% | 68% |
| Maths | 46.2% | 75% |

| Phonics Screening Check – Year 1 2017 | School | National |
|---------------------------------------|--------|----------|
| % attaining expected levels | 43.8% | 70.7% |