



1. Summary information					
School	Bede Community Primary School				
Academic Year	2020/21	Total PP budget	£146,570	Date of most recent PP Review	Autumn 20
Total number of pupils	210	Number of pupils eligible for PP	107 + 11 EYFS PP	Date for next PP Strategy Review	Autumn 21

2. Attainment and progress at the end of Key Stage 2 (2020)				
<p>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</p>		<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)	
In-school barriers <i>(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 / 22 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
g.	Vulnerability of pupils / families
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 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. We are expecting gaps in children's learning / knowledge; therefore, we will provide a recovery 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. The ABC group plays a significant role in narrowing learning gaps in Key Stages 1 and 2. This allows teachers to spend more learning time with the AA and MA. Children with gaps in their learning will be prioritised to allow them to catch up. AFL is key to all learning at Bede. We have highlighted Reception and Year 1 as the groups most affected during the pandemic; therefore, staffing ratios have been lowered in EY and KS1. We have also used our intervention specialist, Christine Colquhoun, in Years 3 and 4.
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. 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. ABC (formerly Nurture Group) plays a significant role in ensuring every child's needs are met. Assessments evidence all children are making progress with their basic skills. End of year

		<p>Assessments have indicated the vast majority of pupils in Years 1 – 6 were working on their year’s objectives by the end of July 21.</p> <ul style="list-style-type: none"> Children are able to utilise and transfer skills across subjects.
C.	<p>Children develop their emotional resilience to their challengers / barriers that they face on a day to day basis. We are expecting the COVID epidemic will cause anxiety for many of the families and pupils we serve.</p>	<ul style="list-style-type: none"> Children will develop current and learn new mindfulness strategies. We have not faced as many ‘children in chaos’ as we thought we would. School is a calm and purposeful environment. Strategies / counselling has been put in place for pupils when necessary. Learning opportunities will improve as the children develop strategies of mindfulness to cope with new challenges.

5. Planned expenditure					
Academic year		2020 / 21			
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.	Teachers work with TAs and HLTAs to deliver quality interventions	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 to monitor interventions and facilitate training to staff. We will then ensure that training is being implemented within lessons / 1:1 / small groups etc.	DHT / SLT	Termly / end of academic year (follow cycle of assessment).
	Targeted pupils make at least good progress An extra teacher has been used to support intervention in EY / KS1.	Research highlights that small group lessons and 1:1 intervention supports rapid progress. Intervention will occur at the earliest opportunity			
Total budgeted cost					£146,570

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.</p> <p>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
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 to reach attendance levels of 96%	<p>Pupils with low attendance to be continually monitored.</p> <p>FSW and attendance team to work closely with families to address issues surrounding attendance.</p> <p>SBM and HT to meet with parents where attendance is an issue.</p>	<p>Improved attendance will support pupils' early development – particularly in keys areas such as SLCd</p> <p>Arriving at school on time will allow pupils to attend vital intervention sessions.</p>	SLT, SBM and FSW to monitor attendance of PP pupils. Issues to be addressed as soon as possible.	SLT	Weekly basis with HT
Total budgeted cost					£146,570

Review of expenditure 20-21

The COVID19 pandemic, which disrupted the previous academic year, also upset many plans for the 20-21 school year. School was closed to all but key worker and our most vulnerable children. Staff training played a significant role in ensuring we were ready to teach an effective online curriculum.

Socially distanced home visits were made, and food parcels, vouchers and FSM were delivered. As a school, we have continued to use our website to make sure families are kept up to date with school news and advice. Staff made phone calls to all children and videos were made to let pupils know we were missing and thinking about them at this dreadful time. Staff, children and families worked well together to make sure learning opportunities were not lost and engagement in the online learning was high.

Many of the targets that have set for the 2020-21 PP strategy will be inserted into the new strategy report and SIP.