Pupil premium strategy statement (Primary)

School overview

Metric	Data
Belle Vue	Primary School
Pupils in school	406
Proportion of disadvantaged pupils	13.3% (10.10% FSM 3.2% Ever 6)
Pupil premium allocation this academic year	£62,180
Academic year or years covered by statement	September 2020- August 2021
Publish date	01 December 2020
Review date	01 August 2021
Statement authorised by	Joel Marshall
Pupil premium lead	Claire Mulligan
Governor lead	Jenny Foxall

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data due to COVID-19 Pandemic
Writing	No data due to COVID-19 Pandemic
Maths	No data due to COVID-19 Pandemic

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	No data due to COVID-19 Pandemic
Achieving high standard at KS2	No data due to COVID-19 Pandemic

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all disadvantaged children have access to a device at home to allow them to engage and participate in remote learning
Priority 2	Consistent approach to remote learning to be developed. Staff and Parent policy to be created
Barriers to learning these priorities address	Some disadvantaged pupils suffered during Lockdown of March-June 2020 as they did not have

	access to a suitable device. They are less likely to have engage with home learning or returned to school In June 2020 when eligible.
Projected spending	£10 000

Teaching priorities for current academic year

Aim	Target (COVID-19 Target)	Target date
Progress in Reading	The vast majority of children will make at least expected progress from their individual starting points	Sept 21
Progress in Writing	The vast majority of children will make at least expected progress from their individual starting points	Sept 21
Progress in Mathematics	The vast majority of children will make at least expected progress from their individual starting points	Sept 21
Phonics	Pupils eligible for PP will reach expected standard	Sept 21
Other	Improve attendance of disadvantaged pupils (93.17%) to be at least that of the rest of school averages (96%)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	Improve quality of teaching through structured monitoring, work scrutiny, data analysis, cohort progress plans/meetings, subject leaders taking ownership
Priority 2	Evaluation of behaviour and attitudes to learning to address social/emotional issues of all pupils following the disruption to the academic year 19/20. School ethos and vision to be delivered to staff;
	Trauma informed school training for members of SLT; evaluate and amend school Behaviour Policy to improve consistency.
	Parent/pupil questionnaires; LA Health questionnaire UKS2
Barriers to learning these priorities address	Disruption of the previous academic year and effects of the pandemic mean all children need to settled effectively into school and given time to adjust.

	School needs to provide a calm environment which allows children to feel safe and secure and which is conducive to learning.
Projected spending	£15 000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Whole class teaching groups to ensure all children receive first quality teaching and a broad and balanced curriculum.
Priority 2	Use of NCETM AND DfE Ready-to-progress documents used to identify gaps in learning. NCETM monitoring and planning documents to be used to ensure R-T-P criteria are taught.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£2000

Wider strategies for current academic year

Measure	Activity
Priority 1	Staffing restructure to address needs of the whole school
Priority 2	Change of curriculum in order to raise expectations, provide clear progression and provide a rich, broad and balanced curriculum for all pupils
Priority 3	Ensure ethos and values of school, along with new behaviour policy are delivered and embedded throughout school
Barriers to learning these priorities address	Increase engagement through ensuring curriculum is designed for our pupils
Projected spending	£35 180

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching is targeted and considers starting points	Baseline assessment completed across school

	for individual children as well as 'lost learning' due to COVID-19 pandemic	Use of White Rose maths planning; DfE and NCETM Ready-to-progress documents
		English curriculum to be reviewed and amended by English Lead
Targeted support	Ensuring time given to subject leaders in order to develop curriculum	Release time and INSET/meeting time allocated to staff. DH to look at progression of skills
Wider strategies	COVID-19 restrictions	Use of online assemblies and staff meetings

Review: last year's aims and outcomes

Aim	Outcome
Progress in Writing Improve further positive progress in writing from KS 1 to KS 2	No data due to COVID-19. School closure to all but Key Worker pupils meant that the academic year ended in March 2020 for most pupils.
Progress in Reading Ensure positive progress from end of KS 1 – KS 2	No data due to COVID-19. School closure to all but Key Worker pupils meant that the academic year ended in March 2020 for most pupils.
Progress in Mathematics Maintain rate of progress in mathematics from KS 1 to KS 2	No data due to COVID-19. School closure to all but Key Worker pupils meant that the academic year ended in March 2020 for most pupils.
Phonics Ensure high percentage of PP children in Yr 1 achieve expected standard in phonics	No data due to COVID-19. School closure to all but Key Worker pupils meant that the academic year ended in March 2020 for most pupils.
Other Ensure high percentage of PP pupils reach GLD in reading in EYFS	No data due to COVID-19. School closure to all but Key Worker pupils meant that the academic year ended in March 2020 for most pupils.

Please note, September 2020, a change of leadership took place. The statement was created based on identified priorities as of the start of the 2020/21 academic year. Budget figures and eligible pupil data is based on the January 2020 census. It will be reviewed August 2021.