

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Beechwood Primary School				
Academic Year	2017/2018	Total PP budget	£58,500	Date of most recent PP Review	Nov 2015
Total number of pupils	359	Number of pupils eligible for PP	47	Date for next internal review of this strategy	March 2018

2. Current attainment			
	<i>Pupils eligible for PP at Beechwood</i>	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
% of PP pupils achieving expected or above in Reading	63%	57%(2016)	71%
% of PP pupils achieving expected or above in Writing	50%	58%(2016)	76%
% of PP pupils achieving expected or above in Maths	25%	58%(2016)	75%
% of PP pupils achieving expected or above in GPS	67%	65%(2016)	77%
Average Progress Scores for Reading	-3.23		
Average Progress Scores for Writing	-2.20		
Average Progress Scores for Maths	-6.85		

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.	Some pupils with expected attainment at KS1 are not making expected progress at KS2
B.	Social and emotional needs for some PPG children, is affecting their learning.
C.	Rates of progress in Math during KS2 for PPG children were significantly below national last year
D.	Phonics knowledge at baseline in FS

**External barriers** *(issues which also require action outside school, such as low attendance rates)*

- E.** 1. Attendance and lack of parental support to ensure their children are attending school and arriving at school on time  
2. Lack of parental support to learning and experiences

<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Increasing rates of progress for more PPG children, especially during KS2	Children provided with support to access their targeted area of learning. Planning has focus for PPG pupils in the class PPG marking is prioritised All pupils who achieved expected at KS1 will achieve expected at KS2 New curriculum for Maths implemented to support pupils to reach expected levels Small English and Maths group size lessons for Year 6 Interventions tailored to individual children's needs on a rolling cycle
<b>B.</b>	To ensure that pupils social and emotional needs are met so that they are ready to learn	Identified pupils to make progress in Boxall Profile to measure progress of social and emotional needs. Children to feel ready for the day and learning after being met by pupil premium champions first thing in the morning. Interventions tailored to support social and emotional needs <ul style="list-style-type: none"><li>- Social skills group</li><li>- JAC</li><li>- Art Therapy</li><li>- Nurture</li><li>- 20-20-20</li><li>- PP club</li></ul>

<p><b>C.</b></p>	<p>Progress in Maths in KS2 for PP children will be more in line with national</p>	<p>New curriculum for Maths implemented to support pupils to reach expected levels  Y6 children have smaller Maths and English lessons  Third Space Learning 1:1 Maths tutoring to target specific learning gaps  Three levels of differentiation – mild, hot and spicy set to challenge children in their learning  Maths interventions run by teachers and SLT tailored to children’s gaps  SLT to support teams with planning  Lesson observations, learning walks and feedback  Book scrutiny  Sharing Next Step targets with the children</p>
<p><b>D.</b></p>	<p>To ensure 85%+ of PP children in Year 1 pass the phonics screening check  PPG children that do not pass their phonics test are successful with reading in Year 2/KS2.  3/3 PPG pupils passed their phonics check test last year.</p>	<p>1:1 phonics offered for identified children to enhance progression.  1:1 Support and encouragement with reading and comprehension  Half termly assessments of RWI to move children through the scheme and identify gaps in learning.  All pupils who don’t pass the Phonics Screening Test at Year 1, will be successful at the end of Y2 by having 1:1 RWI interventions.  Guided Reading sessions introduced in Key Stage One will support and help students to be successful by the end of Y2,  Pupils who need additional support for reading and home learning are identified and supported by extra reading sessions with parent volunteers</p>
<p><b>E.</b></p>	<p>1. Average attendance for PP children was 95.6% (non PP children 96.4%) during academic year 2016-17</p> <p>2. Pupils are provided with support and experiences in school to compensate for lack of support at home</p>	<p>1. Average attendance rates for PPG pupils stay above 95% for this academic year  Punctuality rates PPG pupils to match those of other pupils in school</p> <p>2. Pupils encouraged to attend clubs, residential and day visits</p>

5. Planned expenditure					
Academic year		2017/2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium grant 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?
Improved progress for PP pupils across the school	Consolidate new approach to guided reading and new Maths Scheme to support progress Training on Effective Use of TAs TA training – Use of resources in the classroom  Smaller morning class sizes in Y6	SATs results identified a high % of pupils have a lack of inference skills in reading  New Focus scheme selected to ensure teachers are providing the right challenges for all pupils  External reviews and in-school learning walks have identified the need for TAs to support pupils effectively  Children work more effectively in smaller groups	Pupil progress meetings Learning Walks Observations Staff meetings – Effective use of TAs, Maths Continued CPD for staff with regards to Guided Reading and Maths 4 Year 6 classes running every morning delivering high quality Maths, English and Guided Reading	Team Leaders BSLT SENCO	April 2018  RWI £611 Maths £107 Training £40  0.5 Teacher Sept – April £12,200  1:1 interventions and small group work £10,375
<b>Total budgeted cost</b>					<b>£23,333</b>

## 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?
Improved progress of PP pupils in Y5/6 where 50% of the PP pupils are	<p>Focused and targeted work to fill gaps in learning through small group sessions and 1:1 tuition</p> <p>Lesson plans identify PP children</p> <p>Third Space Learning intervention 1:1 tutor led sessions</p>	<p>PP pupils who did not achieve ARE at the end of KS1 will need targeted support to catch up and achieve ARE at the end of KS2</p> <p>The EEF toolkit shows that 1:1 tuition can add an additional 5 months progress and small group tuition can add an additional 4 months progress</p> <p>The strategies and programmes used have been proven to have a positive impact</p>	<p>Pupils progress meetings will ensure that pupils are identified who need extra support to good progress and/or expected standard.</p> <p>Team Leaders ensure staff delivering provision understand children's specific needs</p> <p>Third space learning led by HLTA once a week in the ICT suite at a dedicated time</p>	<p>Team Leads BSLT</p> <p>HLTA</p>	<p>April 2018</p> <p>TSL Intervention x 2 terms £4180 HLTA x 1 hour a week to supervise £478</p>
To support pupils to overcome social and emotional barriers	<p>JAC Art Therapy 1:1 social and emotional support where required</p> <p>Funding provided for equipment such as uniform, bottles, etc to ensure pupils feel a part of the school community</p>	<p>These interventions have been used in the past and have shown a positive impact on pupils social and emotional skills</p> <p>Reducing anxiety enables pupils to be ready to learn</p> <p>The EEF toolkit shows that social emotional learning can add an additional four months progress</p>	<p>Ongoing monitoring of impact on academic achievement.</p> <p>Ongoing monitoring of pupils identified for the support</p> <p>Ensure pupils are not missing core subject lessons for these interventions</p>	<p>BSLT SENCO</p>	<p>April 2018</p> <p>JAC £6474 Art £12,480</p> <p>Uniform funding £100</p>

<p>An individualised approach to teaching and learning and other provision based on thorough knowledge of pupils needs leading to increased progress</p>	<p>Pupil Premium Champions to support PPG pupils through daily conversations and monitoring, provision of bespoke support and liaison with colleagues</p>	<p>Champions initiative has been running for three years and has proven to have a very positive impact on social and emotional needs and some impact on learning. Champions enable pupils' developing needs to be quickly identified and supported.</p>	<p>Regular meetings with LA advisor and half termly day for Champions to share good practice and information about pupils.</p>	<p>EW Deputy Head</p>	
<p>A high percentage of PPG children pass their phonics Test. PPG Children that do not pass their phonics test are successful with reading in Year 2 / KS2.</p>	<p>1:1 and small group phonics support</p>	<p>1:1 phonics support has been used in the past and has shown good outcomes for the phonics screening test</p> <p>Small groups use RWI materials which is a proven programme for phonics</p>	<p>Training has been provided for those delivering phonics support</p> <p>Monitoring of the progress of pupils receiving the support</p>	<p>RWI lead</p>	<p>1:1 interventions and small group work £4650</p>
<b>Total budgeted cost</b>					<b>£28,362</b>

### 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?
Good attendance and punctuality of PP pupils	Continue weekly review of attendance of PP groups. Address any issues arising by calling parents, tracking and HT sending formal letters to parents Support from EWO with regards to specific families Tracking by Pupil Premium Champions Pupil Premium pupils targeted for breakfast club where appropriate	Inspection dashboard shows a large gap for attendance for PP pupils. Persistent absence and lateness impacts on pupils learning, as well as their social and emotional well-being.	Weekly overview of PP attendance Work with families Work with the EWO Whole School focus on attendance and punctuality in assemblies	KD & DH HT	March 2018

<p>Provide PP pupils with enrichment experiences to make up for lack of experiences provided at home</p>	<p>PP pupils encouraged to attend clubs and given free places</p> <p>Funding provided for trips, visits and residential</p> <p>PP Pupils to be encouraged to attend summer camp and places to be funded</p> <p>Bespoke experiences provided by Pupil Premium Champions</p> <p>Friends club led by Team leaders to get to know their PP children</p>	<p>Where pupils are lacking experiences at home, this impacts on their reading and writing</p> <p>Clubs, residential and school visits have an impact on pupils social and emotional skills. Some activities link to the curriculum in school and provide pupils with essential learning experiences.</p> <p>Champions provide pupils with everyday experiences that they would otherwise not have e.g. going to the supermarket, making a sandwich, daily hygiene</p> <p>Team leaders hold a friends club once a week consisting of PP children in their team – crafting activities for the children to get to know each other and have some fun experiences.</p>	<p>PPG Champions monitor, support and encourage pupils</p> <p>Team leaders will know their PP children really well</p>	<p>PP champions DH Teachers Head</p>	<p>Extended Schools £3,510</p> <p>Y5 Pendine £520 (4 pupils) Y4 Condoval Hall £360 (4 pupils) Y6 Rookesbury £1040 (8 pupils) Day trips £470</p> <p>Clubs and swimming £500</p> <p>£15 per pupil per year £705</p>
<p><b>Total budgeted cost</b></p>					<p><b>£7105</b></p>



<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016/2017</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved progress for PP pupils across the school	<p>Implement new approach to guided reading and new Maths scheme to support progress.</p> <p>Training on effective use of TAs – use of resources in the classroom</p>	<p>SATs results identified PP children largely in line with non PP children regarding Reading and Writing. Desired impact not seen in outcomes for PP children in Maths</p> <p>External reviews and in-school learning walks have identified that TAs are more effectively supporting children</p>	<p>Guided reading to continue throughout the school and delivered consistently.</p> <p>Implementation of new scheme of work for Maths shows that this needs longer to embed. This year the scheme will continue but children's gaps will be identified so that interventions can be tailored more specifically.</p> <p>Focused interventions including Third Space Learning will be adopted to support individual children.</p>	<p>RWI £611 Maths £107 Training £40</p>

## 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
To overcome the social and emotional barriers so that pupils are ready to learn.	To offer our PPG pupils: JAC, Nurture and Art Therapy. Also PPG Champions to offer support, understanding and encouragement to the pupil they are working with.	<p>Boxall Profile assessments showed positive changes in:</p> <p>Children's ability to make good relationships</p> <p>Increased Confidence Increased Self-esteem Emotionally secure Accommodating to others Participating constructively</p> <p>It was also noted that children were less likely to be:</p> <p>Disengaged Self-negating Showing negativism towards themselves and others</p>	<p>Activities were successful and a high proportion of PPG pupils benefited from being able to access a range of support.</p> <p>All these initiatives will continue for the next academic year</p>	<p>Nurture £5,850</p> <p>JAC £15,356</p> <p>ART £9360</p> <p>1:1 support £14,175</p>
A higher percentage of PPG children pass their phonics test. PPG children that do not pass their phonics are success with reading in Year 2/KS2	<p>1:1 and small group phonics support</p> <p>Teaching RWI with fidelity</p>	<p>100% of PP children passed the phonics screening check in June 2017.</p> <p>80% of PP children did not make expected attainment at the end of Key Stage One</p>	<p>Phonics to be taught with fidelity again this year to ensure a high percentage of PP children passing the phonics screening test.</p> <p>A consistent approach to guided reading delivery for all Key Stage One children.</p>	<p>1:1 interventions and small group work</p> <p>£4650</p>

An individualised approach to teaching and learning and other provision based on thorough knowledge of pupils needs leading to increased progress	PPG champions to work closely with their PPG pupils.	Pupils feel nurtured and secure. Pupil given opportunities to read and complete home learning that they do not complete at home, as well as other bespoke support.	Champions support has been very successful socially, emotionally, and with health and self-care, and has had some impact on pupils' learning. Pupils' developing needs are identified quickly and appropriate support provided. Longer term impact on academic outcomes will be monitored.	
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To encourage more of our PPG pupils to participate in extracurricular clubs.	<p>To offer taster sessions and encouragement for all clubs.</p> <p>Funding is provided for clubs, trips, visits</p>	<p>Pupils gained confidence and better self-esteem, developed their social skills and self-awareness, and were provided with important experiences. Pupils were helped to discover their talents.</p> <p>Over 50% of PPG pupils attended clubs and represented the school in sports</p> <p>PPG pupils benefited from sports and creative activities and other enrichment experiences</p>	All enrichment activities had a positive impact and the next step is to encourage even more PPG pupils to engage in these activities	<p>1/2 Rainforest Trip (11 pupils) £207</p> <p>Condover Hall £700</p> <p>Swimming (52 pupils) £1400</p> <p>Extended schools £1400</p> <p>Rookesbury £1800</p>

<p>Improved attendance and punctuality of PP pupils</p>	<p>Begin weekly review of attendance of PP groups.</p> <p>Address any issues arising by calling parents, tracking and HT sending formal letters to parents</p> <p>Support from EWO with regards to specific families.</p> <p>Tracking by Pupil premium champions</p> <p>Pupil premium pupils targeted for breakfast club where appropriate</p>	<p>Average attendance for PP children was 95.6% (non PP children 96.4%) during academic year 2016-17</p> <p>Weekly review showed issues that were dealt with quickly.</p> <p>PP champions tracked their children</p> <p>2 children targeted for breakfast club</p>	<p>To continue with weekly review of attendance.</p> <p>Target of 95% attendance for PP children for this academic year.</p>	
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### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.