

Pupil premium strategy statement

1. Summary information					
School	Beechwood Primary School				
Academic Year	2019/2020	Total PP budget	£70,260	Date of most recent PP Review	Feb 2019
Total number of pupils	357	Number of pupils eligible for PP	52	Date for next internal review of this strategy	Sept 2020

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	28.6%	62.1%	78.1%
% of PP pupils achieving expected or above in Writing	28.6%	67.8%	83.2%
% of PP pupils achieving expected or above in Maths	42.9%	67.4%	83.7%
% of PP pupils achieving expected or above in GPS	57%	83%	78%
Average Progress Scores for Reading	-0.91		
Average Progress Scores for Writing	-6.26		
Average Progress Scores for Maths	-1.61		

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.	Under-developed positive learning behaviours including listening skills; readiness to learn (punctual, smart, correct equipment) ; lack of self-belief and willingness to challenge themselves; lack of a growth mindset.
B.	Weak language and literacy skills (Writing and Phonics)
C.	Under-developed curriculum provision
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	1.Challenging home circumstances which can affect punctuality, attendance, home learning and reading at home, sleep and nutrition to support learning.

4. Desired outcomes		Monitoring
A.	Books, pupil voice, learning walks, progress meetings show that children have a willingness to challenge themselves and have positive learning behaviours.	Fortnightly Learning walks Pupil voice session during conferencing – termly Progress meetings termly for pupils with a focus on pupil premium books Teacher progress meetings weekly with a pupil premium focus Book scrutinies focusing on Venn diagram key children Once a half term focus on pp books during PPA
B.	Books, learning walks and assessments show that children have improved progress and attainment in language and literacy skills, particularly in phonics and writing. At least 70% of PP children will achieve the expected standard in the Phonics Check June 2020. At least 68% of PP children will achieve the expected standard in KS1 Writing SATs At least 61% of PP children will achieve the expected standard in KS2 Writing SATs	Fortnightly learning walks Planning and book scrutinies Regular assessment of phonics groups Progress meetings termly for pupils with a focus on pupil premium books Teacher progress meetings weekly with a pupil premium focus Once a half term focus on pp books during PPA Use of feedforward sheets to identify misconceptions and gaps in learning – informing planning PP conferencing once a fortnight will identify strengths and areas for development – setting targets CTP training for all staff will support creative and inspirational teaching
C.	Books, pupil voice and learning walks show that curriculum provision is developed and appropriate for all Beechwood children. Clear curriculum vision and drivers, together with curriculum policies, Trust curriculum plans and support for subject leaders, support teachers to deliver lessons that enable all children to learn. Curriculum shows a reflection of the local context of the school. All PP children will make at least expected progress during the year.	Feedback gathered from curriculum leaders indicates that mentoring and professional development for curriculum leaders has been effective in driving forward progress for all children. Fortnightly mentoring meetings with teachers, book and planning scrutinies, learning walks and pupil voice show that the curriculum is engaging and inspirational for all children.
D.	Attendance figures for PP children are targeted at above 95% as a whole group. All children make expected or more than expected progress because the impact of challenging home circumstances on learning is reduced.	Tracking attendance and lateness weekly EWO involvement Gauging pupil voice Tracking progress data

5. Planned expenditure

Academic year

2019/2020

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?
Books, pupil voice, learning walks, progress meetings show that children have a willingness to challenge themselves and have positive learning behaviours	Quality First Teaching Class Learning behaviours competition Creative Teaching Programme Outstanding Teaching Programme Phonics catchup TA and Teacher support within class Feedforward sheets	Results and data shows that the gap needs to be narrowed for PP children. Learning behaviours observed in class could be improved – children need to be ready to learn All teachers are in different places in their professional development Marking was not effective in moving children's learning on so feedforward sheets have been introduced to pick up on misconceptions and children that need support – groups will be fluid.	Pupil voice Learning walks Book and planning scrutinies Pupil premium conferencing CTP programme delivered to all teachers Pupil progress meetings Teacher progress meetings Learning behaviour weekly competition Feedforward sheets used to support future planning	SLT Teachers	Sept 2020

Books, pupil voice and learning walks show that curriculum provision is developed and appropriate for all Beechwood children	Creating a new vision for the school in partnership with the school community Creating a new curriculum across the school that is exciting and inspirational. Creating curriculum policies that match the aspirations of the curriculum. Implementing trust curriculum planning across all subject areas	Curriculum has been taken from different places – a new inspirational curriculum is needed that is tailored to the school and the local context	Pupil voice Learning walks Book scrutinies Data Mentor link with foundation subject leaders from other schools in the trust Fortnightly support for maths and English subject leaders in implementing the curriculum Professional development for curriculum leaders on subject expectations	Whole school	Sept 2020
Total budgeted cost					£35,000

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?
Books, learning walks and assessments show that children have improved progress and attainment in language and literacy skills, particularly in phonics and writing At least 70% of PP children will achieve the expected level in the phonics check	Children are split into ability groupings for phonics and taught in small groups. Children identified as needing more support in phonics are given 1:1 or small group catch up All Pupil premium children are given 10-15 minutes of quality 1:1 time to discuss strengths and target	Children, historically, have achieved a good standard in phonics through small group teaching/catch up and RWI approach. The gap between PP and non PP children has widened and therefore a different approach is needed. Conferencing allows children the opportunity to talk which not only supports them academically but socially as well.	Learning walks Book and planning scrutinies Reading leader assessing children on a half termly basis PP children conferencing on a fortnightly basis Pupil voice RWI training	SLT Teachers	Sept 2020

Total budgeted cost £17,500

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?
<p>Attendance figures for PP children are above 95% for the whole group.</p>	<p>Continue 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 allowing them to be prepared and in school at the start of the school day.</p>	<p>PPG children's overall attendance remains marginally behind non PPG children's attendance</p> <p>Persistent absence and lateness impacts on pupils learning and leads to slower progress as well as their social and emotional well-being.</p>	<p>Weekly overview of PP attendance</p> <p>Work with families</p> <p>Work with the EWO</p> <p>Whole School focus on attendance and punctuality in assemblies</p>	<p>NB DH HT</p>	<p>Sept 2020</p>

<p>Books, pupil voice, learning walks, progress meetings show that children have a willingness to challenge themselves and have positive learning behaviours.</p>	<p>Provide PP children with enrichment experiences to make up for lack of experiences provided at home £100 allowance per child PP pupils receive an allowance of £100 to be spent on the following:</p> <p>School clubs Breakfast Club and After School Club</p> <p>trips, visits and residential</p> <p>Bespoke experiences provided by Pupil Premium Champions</p>	<p>Where pupils are lacking experiences at home, this impacts on their reading and writing and learning behaviours</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>PPG Champions monitor, support and encourage pupils</p>	<p>PP champions DH Teachers Head</p>	<p>Sept 2020</p>
<p>Books, learning walks and assessments show that children have improved progress and attainment in language and literacy skills, particularly in phonics and writing.</p>	<p>Provide PP pupils with support for home learning and reading through the PP champions programme.</p> <p>TAs/PP champions provide support for individual children with the completion of home learning.</p> <p>Reading programme in school by PP champions/parents provide the opportunity for children to read on a regular basis.</p>	<p>Many children are not able to complete home learning and reading at home and this gives the children the opportunity to achieve in the same way that other children do by providing support in completion of these activities on a weekly basis.</p>	<p>PP champion training on a termly basis Conferencing of PP children and books will show the impact of the interventions Book looks and learning walks</p>	<p>Teachers Teaching Assistants Champions</p>	<p>Sept 2020</p>
Total budgeted cost					£17,500

6. Review of expenditure

The school was under an Interim and Acting Head during this period and Pupil Premium children received continued support from the previous academic year. The Senior Leadership Team are aware that Pupil Premium children need to be a major focus for the current academic year in order to reduce the difference between Pupil Premium and Non Pupil Premium children. Below is a documentation of the support that PP children received last year and the focus for the current year.

Previous Academic Year	2018/2019
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i. Quality of teaching for all

Quality first teaching for all Pupil Premium children

Data shows that Writing is a major focus for the current year and in particular language skills.

Lack of senior leadership capacity and staff mobility impacted on the school's ability to implement the PP strategy.

ii. Targeted Support

Teacher and Teaching Assistant support was provided for all PP children within the class. PP champions continued to have a PP focus but did not receive the planned support or monitoring due to lack of leadership capacity.

Just Around the Corner Horse Therapy was provided for a select number of children who also required emotional and social support

More targeted support required for phonics in the current year so that all PP children achieve the expected standard.

iii. Other Approaches

PP pupils were given the opportunity to receive funding for clubs, trips, residential, uniform on a case by case basis. Attendance of some children who attended breakfast club improved and more PP children joined visits and trips. All children that needed uniform were given the items that they needed.

A PP review was carried out in February 2019 which highlighted many of the targeted areas for this year's strategy. As a result of the PP review staff meetings were carried out by the PP lead at the authority Emily Waddilove and subsequent work went into planning.