

# Beechwood Primary Pupil Premium Strategy Statement

## School overview

<b>Metric</b>	<b>Data</b>
School name	Beechwood Primary School
Pupils in school	368
Proportion of disadvantaged pupils	51 children (13.9%)
Pupil premium allocation this academic year	£67,250
Academic year or years covered by statement	2020- 2021
Publish date	October 2020
Review date	September 2021
Statement authorised by	Sally Hunter
Pupil premium lead	Rachel Minter
Governor lead	Richard Skegg

## Disadvantaged pupil progress scores for last academic year (2019)

<b>Measure</b>	<b>Score</b>
Reading	-0.91
Writing	-6.26
Maths	-1.61

## Disadvantaged pupil performance overview for last academic year (2019)

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2 (2019)	14%
Achieving high standard at KS2 (2019)	0%

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## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p><b>Books, learning walks and assessments show that children have improved progress and attainment in language and literacy skills, particularly in phonics and reading.</b></p> <p>Quality first teaching            Use of feedforward sheets to identify misconceptions, gaps in learning and inform planning.            Targeting children through verbal feedback            Looking at PP books first            Effective questioning of PP children            PP conferencing on a fortnightly basis will identify strengths and areas for development – setting short term targets.            CPD in RWI for all Teachers and TAs            Consistent RWI teaching            SLT Check-in meetings on a weekly basis with teachers – PP children will be a focus of these meetings.            Learning walks and book scrutinies</p>
Priority 2	<p><b>Books, pupil voice, learning walks, progress meetings show that children have a willingness to challenge themselves and have positive learning behaviours.</b></p> <p>Quality first teaching            Class learning behaviours competition            Outstanding Teacher Programme            TA and Teacher support within classroom            Feedforward sheets and verbal feedback            PP conferencing            PP champions            Learning walks, pupil voice and book scrutinies</p>
Barriers to learning these priorities address	<p>Time children have been out of school due to Covid lockdown</p> <p>Under-developed positive learning behaviours including listening skills, readiness to learn (punctual, smart, correct uniform), challenge themselves; lack of growth mindset.</p> <p>Weak language and literacy skills (Writing and Phonics)</p>
Projected spending	£33,625

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	100% of PP children will achieve at least expected progress in Reading	July 21
Progress in Writing	100% of PP children will achieve at least expected progress in Writing	July 21
Progress in Mathematics	100% of PP children will achieve at least expected progress in Maths	July 21
Phonics	Year 1 – 50% of PP children will achieve expected standard in phonics	July 21
	Year 2 - 75% of PP children will achieve expected standard in phonics	Dec 20
Other	Improve attendance of disadvantaged pupils to national average (+96.5%)	July 21

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p><b>At least 50% of PP children will achieve the expected level in the phonics check.</b></p> <p>RWI training for all Teachers and TAs            RWI taught with consistency and fidelity in small ability groupings.            Regular assessment of children so that they can move quickly through the programme.            Catch-up - 1:1 support for children 'at risk' of not achieving the expected level at the phonics check every afternoon.            'Pinny time' throughout the day in every classroom</p>
Priority 2	<p><b>Books, learning walks and assessments show that children have improved progress and attainment in all areas of school life.</b></p> <p>Provide PP pupils with support for home learning and reading through the PP champions programme.            TAs/PP champions provide support for individual children with the completion of home learning.</p>

	Reading programme in school by PP champions/parents provide the opportunity to read on a regular basis.
Barriers to learning these priorities address	Weak language skills (phonics and reading) Under-developed positive learning behaviours including listening skills; readiness to learn; lack of growth mindset; challenge themselves
Projected spending	£16, 800

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p><b>To increase PP attendance so that the average is above 96.5% and largely in line with non PP children.</b></p> <p>Track PP children on a weekly basis One to one contact with families to support children getting into school. EWO support. To encourage PP children to access Breakfast and Handy club so that children are ready for their learning. Parent partnership strategy for engagement. Head and Deputy visible at the beginning and end of the day to talk to parents PP champions to support individual children in class and make contact with home to establish relationship. PP champions act as an advocate for the children.</p>
Priority 2	<p><b>Books, pupil voice, learning walks, progress meetings show that children have a willingness to challenge themselves and have positive learning behaviours.</b></p> <p>Provide PP children with enrichment experiences to make up for lack of experiences provided at home - £100 allowance per child to be spent on the following: School clubs Breakfast club and After school club Trips, visits and residential</p>

	Bespoke experiences provided by pupil premium champions for individual children.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils Challenging home circumstances which can affect punctuality, attendance, home-learning and reading at home
Projected spending	£16,800

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development. Time for PP conferencing Monitoring through book looks, learning walks and pupil voice	Use of INSET day to train all staff (Teachers and TAs) in RWI. Effective Questioning training Feedforward and verbal feedback training Using lesson and lunchtime for PP conferencing Regular learning walks, pupil voice and book looks through monitoring timetable
Targeted support	Ensuring there is enough time for TAs to individually support children every day.  Time to meet with PP champions	Phonics Catch-up 1:1 support every afternoon x 3 TAs Increased capacity for KS1  PP champion training
Wider strategies	To achieve 96.5% + for attendance of PP children. Currently this sits at 93% (November 2020)  Engaging the families facing most challenges.	Supporting families with attendance and engagement – parent partnership strategy. EWO involvement

## Review: last year's aims and outcomes

Aim	Outcome
Children have a willingness to challenge themselves and have positive learning behaviours.	Through book looks, learning walks, progress meetings with teachers, weekly check-in meetings there was evidence to suggest that

	<p>PP children in certain classes had a willingness to challenge themselves and showed positive learning behaviours. In other classes, however, this was still developing. The introduction of PP conferencing on a fortnightly basis with children showed anecdotal evidence that children's social and communication skills were also improving. PP conferencing will continue this academic year.</p>
<p>At least 70% of PP children will achieve the expected standard in the Phonics Check June 2020.</p> <p>At least 68% of PP children will achieve the expected standard in KS1 Writing SATs.</p> <p>At least 61% of PP children will achieve the expected standard in KS2 Writing SATs.</p>	<p>The phonics check for Year 1 children did not take place due to the lockdown of schools and the postponement of the test – this information will be updated after the November check has been completed.</p> <p>The Target for the postponed phonics check (Year 2 children) is currently sitting at 75% (6 out of 8 children)</p> <p>Phonics training in RWI has taken place for all Teachers and TAs which will lead to consistency in delivery and an increase in the number of PP children achieving the expected level.</p> <p>Due to lockdown the school only has figures until Spring 2 data input. This shows that 20% of PP children were on track to achieve the expected standard in writing at KS1</p> <p>Due to lockdown the school only has figures until Spring 2 data input. This shows that 0% of children were on track to achieve the expected standard in writing at KS2.</p>
<p>Curriculum provision is developed and appropriate for all Beechwood Children</p>	<p>It was vitally important that teachers had ownership over the new curriculum so they worked really hard to completely re-develop this during the year. The curriculum is now being checked for progression and skills by subject leaders. This work will continue during the current academic year.</p>
<p>All PP children will make at least expected progress during the year.</p>	<p>Steady improvement in disadvantaged pupil progress from 2018 – 2019 to 2019 – 2020.</p> <p>Due to lockdown the school only has progress data until Spring 2. This shows that....</p> <p>Yr 1 to 6 –</p>

	<p>69.3% of PP children in Reading made expected progress between Autumn 1 and Spring 1 as opposed to 77.2% for non PP children.</p> <p>69.4% of PP children in Writing made expected progress between Autumn 1 and Spring 1 as opposed to 75.6% for non PP children.</p> <p>75.5% of PP children in Maths made expected progress between Autumn 1 and Spring 1 as opposed to 79.7% for non PP children.</p> <p>Accelerated progress for PP children in all three subjects was higher than for non PP children during this time period.</p> <p>In Reading 30.5% of PP children made accelerated progress as opposed to 25.2% for non PP children.</p> <p>In Writing 28.6% of PP children made accelerated progress as opposed to 24.5% for non PP children.</p> <p>In Maths 30.6% of PP children made accelerated progress as opposed to 25.2% for non PP children.</p>
<p>Attendance for PP children will be above 96.5% as a whole group</p>	<p>Attendance between September 19 and February 20 when figures were taken show that the attendance of PP children was on average 95.29% whereas non PP children was on average 96.34% so largely in line.</p>