

Beechwood Primary Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Beechwood Primary School
Pupils in school	352
Proportion of disadvantaged pupils	55 children (16%)
Pupil premium allocation this academic year	£69,940
Academic year or years covered by statement	2021 - 2022
Publish date	October 2021
Review date	September 2022
Statement authorised by	Sally Hunter
Pupil premium lead	Rachel Minter
Governor lead	Richard Skegg

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	-0.91
Writing	-6.26
Maths	-1.61

Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2 (2019)	14%
Achieving high standard at KS2 (2019)	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>Books, learning walks and assessments show that children have improved progress and attainment in language and literacy skills, particularly in writing.</p> <p>Quality first teaching Use of feedforward sheets to identify misconceptions, gaps in learning and inform planning. Evidence of purple pen editing and improvements Active learning activities Targeting children through verbal feedback Looking at PP books first Effective questioning of PP children Effective modelling and scaffolding PP conferencing on a regular basis will identify strengths and areas for development – setting short term targets. Effective in-house CPD Peer observations throughout the academy Within Key Stage meeting PP children, a priority Strong AfL strategies Learning walks and book scrutinies</p>
Priority 2	<p>PP children who are also SEND have a willingness to challenge themselves and use oracy techniques within the classroom. Seen through: Pupil voice, learning walks, verbal feedback and progress meetings.</p> <p>Quality first teaching Use of a variety of oracy techniques in class Modelling and scaffolding Effective questioning and raising the profile of oracy language Effective in house CPD by oracy team TA and Teacher support within classroom Feedforward sheets and verbal feedback PP conferencing PP champions Learning walks and pupil voice KS meetings</p>
Barriers to learning these priorities address	<p>Time children have been out of school due to COVID Under-developed positive learning behaviours including listening skills, readiness to learn (punctual, smart,</p>

	correct uniform), challenge themselves; lack of growth mindset. Weak language and literacy skills (Writing).
Projected spending	£34,970

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 (6 steps from July 21 – July 22)	July 22
Progress in Writing	100% of PP children will achieve at least expected progress in Writing (6 steps from July 21 – July 22)	July 22
Progress in Mathematics	100% of PP children will achieve at least expected progress in Maths (6 steps from July 21 – July 22)	July 22
Phonics	Year 1 – 50% (2 out of 4) of PP children on track to achieve expected standard in phonics Year 2 – 67% (6 out of 9) of PP children on track to achieve expected standard in phonics.	July 22 Dec 21
Other	Improve attendance of disadvantaged pupils to national average (+96.5%)	July 22

Targeted academic support for current academic year

Measure	Activity
Priority 1	At least 50% of PP children will achieve the expected level in the phonics check. 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.

	<p>Catch-up - 1:1 support for children 'at risk' of not achieving the expected level at the phonics check every afternoon.</p> <p>'Pinny time' throughout the day in every classroom</p>
Priority 2	<p>Books, learning walks and assessments show that children have improved progress and attainment in all areas of school life.</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. Reading programme in school by PP champions/parents provide the opportunity to read on a regular basis.</p>
Barriers to learning these priorities address	<p>Weak language skills (phonics and reading)</p> <p>Under-developed positive learning behaviours including listening skills; readiness to learn; lack of growth mindset; challenge themselves</p>
Projected spending	£17,485

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To increase PP attendance so that the average is above 96.5% and largely in line with non PP children.</p> <p>Track PP children on a weekly basis</p> <p>One to one contact with families to support children getting into school.</p> <p>EWO support.</p> <p>To encourage PP children to access Breakfast and Handy club so that children are ready for their learning.</p> <p>Parent partnership strategy for engagement.</p> <p>Head and Deputy visible at the beginning and end of the day to talk to parents</p> <p>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>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 to be spent on the following:</p> <p>School clubs Breakfast club and After school club Trips, visits and residential Bespoke experiences provided by pupil premium champions for individual children.</p>
Barriers to learning these priorities address	<p>Improving attendance and readiness to learn for the most disadvantaged pupils</p> <p>Challenging home circumstances which can affect punctuality, attendance, home-learning and reading at home</p>
Projected spending	£17,485

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>Time for PP conferencing</p> <p>Monitoring through book looks, learning walks and pupil voice.</p>	<p>6 pedagogical principle training sessions</p> <p>Feedforward and verbal feedback training for teachers and TAs.</p> <p>Regular PP conferencing</p> <p>Regular learning walks, pupil voice and books looks through monitoring timetable.</p>
Targeted support	<p>Ensuring there is enough time for TAs to individually support children every day.</p> <p>Time to meet with PP champions</p>	<p>Phonics Catch-up 1:1 support every afternoon x 3 TAs</p> <p>Increased capacity for KS1</p> <p>PP champion training</p> <p>Pinny time</p>
Wider strategies	<p>To achieve 96.5%+ for attendance of PP children. Currently this sits at 93.5% (July 21)</p> <p>Engaging the families facing most challenges.</p>	<p>Supporting families with attendance and engagement parent partnership strategy.</p> <p>EWO involvement</p> <p>Inviting PP children to attend clubs.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Improved progress and attainment in language and literacy skills, particularly in phonics and reading.</p>	<p>4 steps + progress (taking COVID lockdown into account) 60% of PP children in Reading made expected progress between Autumn 1 and Summer 2 as opposed to 70%% for non PP children. 74% of PP children in Writing made expected progress between Autumn 1 and Summer 2 as opposed to 71% for non PP children.</p> <p>5 steps + progress (expected progress from Autumn 1 to Summer 2 without COVID interruption) 53% of PP children in Reading made expected progress between Autumn 1 and Summer 2 as opposed to 62% for non PP children. 54% of PP children in Writing made expected progress between Autumn 1 and Summer 2 as opposed to 59% for non PP children.</p> <p>Accelerated progress 6 steps+ progress In Reading 37% of PP children made accelerated progress as opposed to 38% for non PP children. In Writing 33% of PP children made accelerated progress as opposed to 37% for non PP children.</p> <p>These figures show an improvement in comparison to the previous year.</p>
<p>Children have a willingness to challenge themselves and have positive learning behaviours.</p>	<p>Through book looks, learning walks, progress meetings with teachers, weekly check-in meetings there was evidence to suggest that PP children in certain classes had a willingness to challenge themselves and showed positive learning behaviours. In other classes, however, this was still developing. PP conferencing took place less often than was planned due to COVID restrictions.</p>
<p>At least 50% of PP children will achieve the expected level in the phonics check.</p>	<p>The phonics check for Year 1 children did not take place due to the lockdown of schools in the Spring term and the postponement of the test – this information will be updated after November check has been completed.</p>

	Phonics training in RWI has taken place for all Teachers and TAs which has led to consistency in delivery and an increase in the number of PP children achieving or on track to achieve the expected level.
PP attendance is above 96.5% and largely in line with non PP children.	Attendance between September 2020 and Summer 2021 was 94% for PP children in comparison to 96% for non PP children. This figure does not include any COVID related absence including lockdown during the Spring Term.
All PP children will make at least expected progress during the year.	<p>Data was taken from Autumn 1 to Summer 2 – however, many children were not in school during the Spring term lockdown. Expected progress without lockdown would have been 5 steps. Expected progress with lockdown is 4 steps. This shows that....</p> <p>Foundation Stage to Year 6 – 4 steps + progress (expected bearing in mind COVID)</p> <p>60% of PP children in Reading made expected progress between Autumn 1 and Summer 2 as opposed to 70%% for non PP children. 74% of PP children in Writing made expected progress between Autumn 1 and Summer 2 as opposed to 71% for non PP children. 70% of PP children in Maths made expected progress between Autumn 1 and Summer 2 as opposed to 51%% for non PP children.</p> <p>5 steps+ progress 53% of PP children in Reading made expected progress between Autumn 1 and Summer 2 as opposed to 62% for non PP children. 54% of PP children in Writing made expected progress between Autumn 1 and Summer 2 as opposed to 59% for non PP children. 51% of PP children in Maths made expected progress between Autumn 1 and Summer 2 as opposed to 67% for non PP children.</p> <p>Accelerated progress for PP children (6 steps+) in all three subjects was slightly lower for non PP children during this time period. In Reading 37% of PP children made accelerated progress as opposed to 38% for non PP children.</p>

	<p>In Writing 33% of PP children made accelerated progress as opposed to 37% for non PP children.</p> <p>In Maths 33% of PP children made accelerated progress as opposed to 40% for non PP children.</p>
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