



Beech Hill Pupil Premium Expenditure

2016-17

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, this information must be published on the school website.

Many pupils entitled to FSM also face vulnerabilities which are a barrier to good achievement. At Beech Hill we therefore deploy pupil premium to plan and promote effective intervention and additional support in order to overcome these barriers and accelerate pupil progress, closing the gap between the FSM and the national average.

Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our key objective in using the Pupil Premium Grant is to close the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) - this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly and have made use of a range of research good practice in using pupil premium funding, the Sutton trust toolkit, to inform our decision making.

In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- Staff believe in ALL children – Our motto is ‘Learning without Limits.’
- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers
- Staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if”

Improving Day to Day Teaching

We will continue that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading, calculation policy
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (Ks1 and EYFS)

- Extended learning out of school hours – Friday afternoon clubs include Homework, reading and ICT allowing children who do not have support at home to give them support to complete their homework.
Early mornings and after school
Easter holidays

Individualising Support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that may be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Providing extensive support for parents
- To support their children’s learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoon for children who struggle in the main lesson/preteaching before next lesson to ensure children can access the lesson and make progress)

Funding Priorities

This year our aim is to raise standards in reading, by enthusing children to become avid readers and will develop a new school library, extended reading resources and focus on improving home reading.

We are determined to ensure that the percentage of children working at age related expectations and above increases, especially at KS1 and in the EYFS.

To increase parental engagement in learning, we are extending the support on offer for parents through skills sessions, training in the curriculum and through providing targeted parents’ meetings to support them in helping children at home. A range of sessions will be on offer.

How are we accountable for the pupil premium?

Rigorous and robust tracking of pupil achievement is in place, allowing us to identify pupils who are underachieving and not making sufficient progress. Quality Wave 1 teaching with additional support and intervention is effectively used to narrow the gap integrated with additional support for children and their families from our Learning mentor team allowing these pupils to make progress. At Beech Hill, we have a large number of vulnerable pupils who are underachieving, but are not eligible for FSM. The majority of these pupils are ‘New To English’ and have only been in this country for a short period of time

2016/17: 194/509(not including Nursery) = 38%

Total: 194 x £1320=£256,080

Pupil Premium Objectives 2016-17

Key Objective: Raise achievement throughout school for disadvantaged children.

194 pupils at £1320

Pupil Premium received: £258,080

TOTAL SPEND: £345 ,348 (NOT including breakfast club)

Item/Project	Cost	Objectives	Impact
Attendance Officer	38% x £23,670=£8995	<ul style="list-style-type: none"> • Ensure identified pupils' attendance improves • Target PP pupils • Deliver interventions • Ensure whole school attendance is 96% 	
Teaching Assistants	38% x £451,032=£171,392	<ul style="list-style-type: none"> • Use of T.As and support staff to deliver interventions and preteach as well as support pupil progress in class. • Examples of interventions: R,W Inc, 	
Nursery Nurse in Reception class (3 days)	38% x £13,160=£5000	<ul style="list-style-type: none"> • Targeting Reception pupils to ensure they reach GLD 	
Additional drama specialist	38% x £10,565=£4,015	<ul style="list-style-type: none"> • Targeting Reception pupils to ensure they reach GLD • Developing pupils skills in performance 	
Additional teachers in Y6 and Y2	£50,182	<ul style="list-style-type: none"> • Tailored teaching by an experienced Y6 teacher to ensure all pupils make at least expected progress by the end of KS2. • Reduced classes for English and Maths 	

		<ul style="list-style-type: none"> • Additional teacher to support Y2 pupils achieve the standard 	
Breakfast Club-resources/staffing	$79\% \times \pounds 5000 = \pounds 3950$	<ul style="list-style-type: none"> • To improve attendance and lateness of specific pupils and ensure pupils are ready to learn 	
4x learning mentors and community sports coach	$38\% \times \pounds 174,731 = \pounds 56,398$	<ul style="list-style-type: none"> • Delivering interventions such as fine and gross motor skills • Delivering other interventions: Black Sheep, Language steps • Supporting pupils needs • Fitness club - developing healthy lifestyles • dedicated time for vulnerable pupils • SEAL/PSHE groups • Higher scores in Physical development in FS • Improved PSED scores (FS Mentor) • Parental workshops/ coffee morning- parental engagement • Liaising with teachers around behaviour support 	
Easter School	$\pounds 2000$	<ul style="list-style-type: none"> • Targeting pupils just below to ensure they achieve the level expected in reading and maths 	
3 Czech speaking Teaching Assistants supporting pupils and parents throughout school	$22\% \times \pounds 22,768 = \pounds 5011$	<ul style="list-style-type: none"> • 80% of Czech pupils secure in 40-60 months band in maths and other areas assessed in home language 	

		<ul style="list-style-type: none"> Majority of pupils will make 4 points progress in a year. 100% of Y6 pupils to make expected progress Majority to achieve expected level in Maths at KS1 and 2. 	
Accelerated Maths/ subject lead time for analysis	£3000(subscription)+3,071 (staff release time) = 6,071 x 0.38=£2306	<ul style="list-style-type: none"> Use ICT reading programme to improve progress in maths KS2. Analysis of data to show progress and identify pupils who need additional support 	
Boiler House	(26/58) 45% x £7805=£3512	<ul style="list-style-type: none"> To improve the behaviour of pupils in pupils in Y5. 	
Music Opp	43 (34/81)% x £3074=£1321	<ul style="list-style-type: none"> To improve the self confidence of pupils in pupils in Y3 and Y6 	
Music/Art/Dance provision	0.38x(3,040+7,005+3240)=£5,048	<ul style="list-style-type: none"> Develop pupils skills in art, dance and music 	
Subsidising cost of residential and trips including London trip	£1000	<ul style="list-style-type: none"> To ensure all pupils are able to attend trips 	
Read, Write. Inc	£1500	<ul style="list-style-type: none"> Phonics/reading programme to ensure school continues to achieve at least NA in the phonics screening test. 	
Forest School (0.4 TA level 2 trained + resources)	0.38 x £4000=£ 1520 (resources/running costs) 0.38 x £13885=£5276	<ul style="list-style-type: none"> To support the social, emotional and communication needs of vulnerable children 	

<p>Management time – monitoring progress/book scrutinies</p>	<p>12,275+10,009 =22,284 x 0.38=£8468</p>	<p>Tracking pupil progress Analysing data and impact of interventions Delivering training to staff Delivering training on outstanding teaching. Supporting/mentoring NQTs Overseeing maths and Literacy Delivering training/ supporting Teaching Assistants</p>	
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Monitoring impact and Success

Progress for pupils eligible for Pupil premium is monitored by class teachers and for each class by the Leadership Team. Pupil progress meetings involve discussions about progress made by these pupils. Provision is implemented. Progress is also measured during lesson observations and the scrutiny of their work (over time).

Outcomes to date (2015-16)

See completed table below. This has been generated from the pupil information on Early Essence.

Reception EY Profile 2016 – working at ELG age expected or above age expected level				
% Age Expected level	Number	Reading	Writing	GLD
All	80%	80%	77%	74%
Pupil Premium	83%	83%	78%	72%

2015: (core children: 71%/all cohort 51%)

2016: (core children: 79%/all cohort 76%) a rise of 25% of children achieving GLD on last years

Phonics

Year 1	% pass	National Average
		2016
All	74% (not inc absent pupils=82%)	81%
Pupil Premium	78%	70%
Not Pupil Premium	71% (not inc absent pupils =81%)	81%

Key Stage 1 to Key Stage 2 Progress

	All Year 6 Pupils	PP pupils
% expected in reading, writing and maths	47%	30%
Average scaled score -reading	-0.87	-2.04
Average progress score - reading	102.7	102.4
Average scaled score - writing	NA	NA
Average progress score - writing	-4.92	-5.39
Average scaled score - maths	104.8	103.0
Average progress score - maths	1.11	-0.87

% Expected (2015-16)

Year	Subject	All pupils 58	National Average	Dis(SCH) 24 pupils	Nat
	Reading	60%	66%	45%	71%
	Writing	52%	74%	35%	79%
	Maths	74%	70%	50%	75%

KS1 (ALL PUPILS)

% Expected	Reading		Writing		Maths	
	Sch	Nat (2016)	Sch	Nat (2016)	Sch	Nat (2016)
All pupils (83)	43%	74%	35%	65%	45%	73%
PP (31)	32%	78%	23%	70%	29%	77%
Not PP (52)	50%	78%	44%	70%	54%	77%