



Beech Hill Pupil Premium Expenditure

2017-18

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

2017/18: 206/510(not including Nursery) = 40%

Total: 206 x £1320=£256,080

Pupil Premium Objectives 2017-18

Key Objective: Raise achievement throughout school for disadvantaged children.

206 pupils at £1320

Pupil Premium received: £271,920

TOTAL SPEND: £351,601

Item/Project	Cost	Objectives and Purpose
Attendance Officer	40% x £23,715=£9486	<ul style="list-style-type: none">• Ensure identified pupils' attendance improves• Target PP pupils• Deliver interventions• Ensure whole school attendance remains at 96%
Teaching Assistants	40% x £453,732= £181,492	<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.• Wave 2 and 3 interventions e.g Number box, RWInc groups
Speech and Language Specialist	40% x £19,898 = £7959.20	<ul style="list-style-type: none">• Carry out baseline analysis to inform specific intervention work• Training for support staff and parents to deliver interventions• Accelerate language acquisition• Deliver interventions

Additional drama specialist	40% x 2,614 = £1046(2 afternoons)	<ul style="list-style-type: none"> • Developing pupils skills in performance • Preparing for an end of Year performance
Additional teachers in Y6 and Y2	£55,182	<ul style="list-style-type: none"> • Tailored teaching by experienced 'outstanding' Y2 and Y6 teacher to ensure all pupils make at least expected progress by the end of KS2. • Reduced classes for English and Maths
Breakfast Club-resources/staffing	79% x £5000=£3950	<ul style="list-style-type: none"> • To improve attendance and lateness of specific pupils and ensure pupils are ready to learn • Support with reading and homework
4x learning mentors and community sports coach	40% x £101,557= £40,623	<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 • Improving confidence, self-esteem and resilience • 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
3 Czech speaking Teaching Assistants supporting pupils and parents throughout school	22%x£22,768=£5011 Lucia -£7658.25 Michaela (y5/6 support)- £15947.73 x (27/52=52%) =£8298	<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 • Majority of pupils will make 4 points progress in a year. • 100% of Y6 pupils to make expected progress

Accelerated Maths/ subject lead time for analysis	$\text{£}3000(\text{subscription})+3,071$ (staff release time) = $6,071 \times 0.38=\text{£}2306$	<ul style="list-style-type: none"> • Use ICT programme to improve progress in maths KS2. • Analysis of data to show progress and identify pupils who need additional support
Boiler House	$(26/58) 45\% \times \text{£}7805=\text{£}3512$	<ul style="list-style-type: none"> • To improve the behaviour of pupils in pupils in Y5. • Develop Team building skills and problem solving skills • Outdoor and adventurous • Develop confidence and resilience
Music Opp	$43 (34/81)\% \times \text{£}3074=\text{£}1321$	<ul style="list-style-type: none"> • To improve the self confidence of pupils in pupils in Y3 and Y6
Music/Art/Dance provision	$0.38 \times (3,040+7,005+3240)=\text{£}5,048$	<ul style="list-style-type: none"> • Develop pupils skills in art, dance and music
Subsidising cost of residential and trips including London trip School linking project costs	$\text{£}2000$	<ul style="list-style-type: none"> • To ensure all pupils are able to attend trips
Read, Write. Inc	$\text{£}1500$	<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)	$40\% \text{ of } \text{£}14,568.90=\text{£}5827.56$	<ul style="list-style-type: none"> • To support the social, emotional and communication needs of vulnerable children
Management time – monitoring progress/book scrutinies	$12,275+10,009 =22,284 \times 0.38=\text{£}8468$	<ul style="list-style-type: none"> • 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

Purchase of Seesaw Licence	206 x £2.50 = £515 40% of £515 =£206.00	Engage parents and children with learning outside home Communicate with parents about their child Share their child's work with parents Assess pupils' understanding of an area of learning
Third Space Learning	20% of £1790 = £358 (20% OF Y6 cohort are PP)	Individualised programme for pupils in Y6 Targetting pupils who are falling behind in maths Supporting pupils in areas of maths they are struggling with Weekly sessions for pupils with long distance tutor
Tuition Support for pupils – lunchtime clubs	£5000	Support pupils in reading and maths during lunchtime clubs – led by TAs/HLTAs to ensure substantial progress and engagement in learning – targeting PP pupils and children not making sufficient progress.