



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 disadvantaged 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 Educationa Endowment 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 through our Reflect Ed session

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 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) including sessions delivered by our in house Speech and Language Therapist
- 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 sessions
Easter holidays through use of Seesaw APP

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 expenditure and impact

Key Objective: Raise achievement throughout school for disadvantaged children.

206 pupils at £1320

Pupil Premium received: £271,920

TOTAL SPEND: £351,101

Item/Project	Cost	Objectives and Purpose	Impact
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% 	<ul style="list-style-type: none"> Overall attendance is 96.2% Attendance for PP pupils is 96% 89% (17/19) of PP pupils have attendance of 96% or above
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 	<p>Year 2: Reading 52.4% Writing 57.1% Maths 66.7% R/W/M combined =v52.8%</p> <p>Year 1 Phonics: broadly in line and above NA GLD:82% PP is 74%</p> <p>Progress across the Year (4-5 points is expected in Y2-6)</p> <p>Y1 (from Aut1)- R:4.2 W:4.2 Ma:4.2 Y2- 6.1 W:6.4 Ma:6.9 Y3- R:5.7 W:6.1 Ma:6.2 Y4-R:6.1 W:5.8 Ma:6.0 Y5-9.4 W:7.7 Ma:6.1 Y6-11.7 W:13.2 Ma:8.5</p>

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 	<ul style="list-style-type: none"> All the children have made progress, and 90% of the whole cohort are either age-appropriate or mildly behind expectations. Most children who are mildly behind should not be considered at risk of having additional speech and language needs.
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 	<ul style="list-style-type: none"> Pupils performed at the end of the Year at the Playhouse Comments from visitors and governors were extremely positive and complimentary
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 	<ul style="list-style-type: none"> Y2 EXPECTED: R-61%, W:54% M:61% Y6 EXPECTED R-63% W:67% Ma:77% <p>Both Year groups show an improvement from previous year</p>
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 	<ul style="list-style-type: none"> 89% (17/19) of PP pupils have attendance of 96% or above 17/19 (89%) have made expected progress (5+ points)
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 Parental workshops/ coffee morning-parental engagement Liaising with teachers around behaviour support 	<p>Y4/Y5 mini orange tennis Calderdale champions- qualified for West Yorkshire Sainsbury's School Games</p> <p>Y3/Y4 Tri Golf Calderdale Silver medallists-qualified for West Yorkshire finals and came sixth.</p> <p>-Sports Hall Athletics (Qualifying round Family of schools) Sowerby High School. Winners qualified for Calderdale Grand Final (5th year running)</p>

		<ul style="list-style-type: none"> PE score in EYFS remains above National 	<ul style="list-style-type: none"> Mini Red Tennis –Silver medallists in Calderdale. Represented in Calderdale in West Yorkshire Finals. Came 6th Mini Orange Tennis Gold Medallists for Calderdale. Finishing 5th in West Yorkshire finals. Tri Golf (Calderdale Grand Final) Winners. Qualified for Sainsbury's West Yorkshire School Games. Physical development (EYFS) above national average. <p>See Pen Portraits – individual mentor reports</p> <p>Feedback at HT's forum – really positive regarding the school's work with parents Parents Questionnaire states 99% are happy with the school and would recommend to others.</p>
3 Czech speaking Teaching Assistants supporting pupils and parents throughout school	$22\% \times £22,768 = £5011$ Lucia -£7658.25 Michaela (y5/6 support)- $£15947.73 \times (27/52 = 52\%) = £8298$	<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 	<ul style="list-style-type: none"> 3 pupils achieved GLD by the end of Reception and early learning goals in the prime areas Average progress was 5 points+ across the year
Accelerated Maths/ subject lead time for analysis	$£3000(\text{subscription}) + 3,071 (\text{staff release time}) = 6,071 \times 0.38 = £2306$	<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 	<ul style="list-style-type: none"> KS2 Progress in maths remains above NA See progress data for maths (above)
Boiler House	$(26/58) 45\% \times £7805 = £3512$	<ul style="list-style-type: none"> To improve the behaviour of pupils in pupils in Y5. 	<ul style="list-style-type: none"> 22/24 achieved merit badge

		<ul style="list-style-type: none"> • Develop Team building skills and problem solving skills • Outdoor and adventurous • Develop confidence and resilience 	<ul style="list-style-type: none"> • Teachers commented on improved self-confidence/esteem for those who lacked confidence
Music Opp	46% x £3074=£1414	<ul style="list-style-type: none"> • To improve the self confidence of pupils in pupils in Y6 	<ul style="list-style-type: none"> •
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 	<ul style="list-style-type: none"> • Staff commented on improved self confidence in both year groups • Art work displayed around the school shows skills developed across the school.
Subsidising cost of residential and trips including London trip School linking project costs	£1500	<ul style="list-style-type: none"> • To ensure all pupils are able to attend trips 	<ul style="list-style-type: none"> • All pupils attended trips- Residential to London was heavily subsidised to ensure PP were able to attend. 35/38 pupils attended. Cost was £3150. School subsidised £1400
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. 	<ul style="list-style-type: none"> • In line with NA and above last year – 82% (See phonics data)
Forest School (0.4 TA level 2 trained + resources)	40% of £14,568.90=£5827.56	<ul style="list-style-type: none"> • To support the social, emotional and communication needs of vulnerable children 	<ul style="list-style-type: none"> • Forest school linked to curriculum • Positive impact on pupil wellbeing, confidence - • See case studies/Pen Portraits
Management time – monitoring progress/book scrutinies	12,275+10,009 =22,284 x 0.38=£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 	<p>The SLT continue to ensure provision is in place to ensure children are making progress. Evidence from work scrutinies in June 2017 show teachers maintain High expectations of pupils</p> <ul style="list-style-type: none"> • Books continue to show clear journey of pupil progress-judged 'outstanding' by Ofsted January 2016 • See note of monitoring visit from SEO Michelle Joyce

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	<ul style="list-style-type: none"> • "Pupils are developing their reasoning and explaining skills, some verbal explanations can be seen on seesaw. There are examples of 'convince me' type questions". Fantastic use of seesaw, very quickly videos of pupils' working are accessed, parents can also access this,"(note from SEO visit). • 76% of parents have engaged with the SEESAW APP
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	All of pupils on this programme achieved expected in maths
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.	11 pupils attended the lunchtime comprehension sessions – 8 achieved expected which is 73%. Another 1 was 2 mark off expected with a ss of 99. The other 2 achieved scores of 20+ when at the at the beginning of the year they had scores of 15 or less (Bothe these were SEND pupils).

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 (2018)

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

Reception EY Profile 2018 – working at ELG age expected or above age expected level				
% Age Expected level	Number	Reading	Writing	GLD
All	71%	77%	74%	69.7%
Pupil Premium	82%	73%	73%	73%

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

2017: all cohort is 64% (core pupils is 86%)

Phonics

Year 1	% pass	National Average
All	81.7%	82.7%
Pupil Premium	100%	70% (2017 data)
Not Pupil Premium	78%	83% (2017 data)

Key Stage 1 to Key Stage 2 Progress

	All Year 6 Pupils	PP pupils
% expected in reading, writing and maths	58%	45%
% expected Reading	64%	54%
Average VA score -reading	-1.4	-0.2
Average progress score - reading	102.7	102.2
% expected Writing	67%	58%
Average scaled score - writing	NA	NA
Average VA score - writing	-1.7	-1.7
% expected Maths	77%	69%
Average VA score - maths	104.4	103
Average progress score - maths	1.4	1.7

% Expected (2017-18)

Overall RWM combined is 58% increased from 47% in 2017

KS1 (ALL PUPILS)

Year	Subject	All pupils	National Average	PP(SCH)	Nat
2017	Reading	55%	71%	52%	71%
	Writing	52%	76%	57%	76%
	Maths	56%	75%	67%	75%
2018	Reading	61%	76%	72%	76%
	Writing	54%	70%	67%	70%
	Maths	61%	76%	72%	76%