

## **Pupil Premium**

The Pupil Premium is funding provided to schools which is additional to the 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. These 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 [Education Endowment Fund 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 (Education Endowment Fund 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

### **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 further 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. In addition we have purchased an APP which allows us to share pupils' learning and communicate with parents

**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

**2018/19: 183/525(not including Nursery) = 35%**

**Total: 183 x £1320=£241,560**



## What are the most effective ways to support disadvantaged pupils' achievement?



Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

**1. Whole-school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



**3. High quality teaching for all:** Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



**4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



**5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



**7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites: <http://www.education.gov.uk/researchandstatistics/research> and [www.nfer.ac.uk/publications/PUPP01](http://www.nfer.ac.uk/publications/PUPP01)

TOTAL SPEND: £284,694

Strategy	Cost	Provision	Objectives and Actions	Success Criteria	Outcomes/evaluation
STRATEGY 2 Improve Attendance and Behaviour	£57,775	<ul style="list-style-type: none"> <li>- Attendance Officer</li> <li>- Breakfast club provision</li> <li>-Boiler House</li> <li>-Pastoral support</li> <li>-Forest School provision</li> <li>-Sports Provision</li> <li>-Seesaw Licence</li> <li>-Merit Treat</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure whole school attendance remains at 96%</li> <li>- To improve attendance and lateness of specific pupils and ensure pupils are ready to learn</li> <li>- Breakfast club</li> <li>- Dedicated time for vulnerable pupils</li> <li>- Improving confidence, self-esteem resilience</li> <li>- Parental workshops/ coffee morning- parental engagement</li> <li>- Liaising with teachers around behaviour support</li> <li>- Fitness club - developing healthy lifestyles</li> <li>- Reduce incidents of behaviour through intervention</li> </ul>	<ul style="list-style-type: none"> <li>- Whole school attendance is above 96%</li> <li>- Specific PP pupils have improved attendance (in comparison to last year)</li> <li>- Children with specific behavioural and learning needs are supported through specific interventions.</li> <li>- Parents feel more well informed and empowered to support their children</li> <li>- Reduce incidents of behaviour</li> </ul>	<p>Whole school: Attendance for PP: 96.7%</p> <p>Behaviour 20 step 3/4s in Autumn Term 1 11 step 3/4s in Summer 2</p> <p>45% reduction in step 3/4s from the beginning to the end of the year.</p>

			<ul style="list-style-type: none"> <li>- To improve the behaviour of pupils in pupils in Y3.</li> <li>- Develop Team building skills and problem solving skills through the use of Boiler House</li> <li>- Outdoor and adventurous activities</li> <li>- Develop confidence and resilience</li> <li>- SEAL/PSHE groups</li> <li>- Improved PSED scores (FS Mentor)</li> <li>- Engage parents and children with learning outside home</li> <li>- Communicate with parents about their child (Seesaw APP)</li> </ul>		
STRATEGY 3 High Quality Teaching	£20,873	-Additional teachers in Y6 and Y2 - Specialist Art /Music /Dance Provision	<ul style="list-style-type: none"> <li>- Tailored teaching by experienced 'outstanding' Y2 and Y6 teacher to ensure all pupils make at least expected progress</li> <li>- Reduced classes for English and Maths</li> <li>- Develop pupils skills in art, dance and music through specialist teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Improved progress for PP pupils</li> <li>- PP pupils targeted to achieve expected or make expected progress from KS1</li> <li>- KS1 2Bs to achieve Y6 expected in reading, writing and math</li> <li>2A+ challenged to achieve greater depth/high scaled score in reading and maths</li> </ul> <p>Average points Progress for PP pupils.</p>	<p>Expected Progress is 5 for Y1, and 6 for other year groups</p> <p>Y1- R:5.3 W:5.1 Ma:5.3  Y2- R:5.9 W:6.1 Ma:6.1  Y3- R:6.1 W:5.9 Ma:6.6  Y4- R:8.7 W:6.4 Ma:7.2  Y5- R:9.0 W:7.0 Ma:6.8  Y6 -R:9.0 W:7.7 Ma:6.5</p> <p>Year 2 data was analysed to see which pupils made less than 6 points progress. There were 4 pupils</p>

				<p>Percentage of pupils achieving expected</p> <p>Highlighted are key groups to target next year.</p>	<p>1 has an EHC plan and is tracked on Bsquared as she is working well below her peers Other reasons are extended holiday.</p> <table border="1" data-bbox="1621 344 2069 775"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y1 (9)</td> <td>67%</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Y2 (18)</td> <td>61%</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>Y3(21)</td> <td>71%</td> <td>71%</td> <td>76%</td> </tr> <tr> <td>Y4(24)</td> <td>54%</td> <td>50%</td> <td>67%</td> </tr> <tr> <td>Y5(26)</td> <td>84%</td> <td>64%</td> <td>76%</td> </tr> <tr> <td>Y6(36)</td> <td>64%</td> <td>56%</td> <td>61%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Y1 (9)	67%	67%	67%	Y2 (18)	61%	50%	61%	Y3(21)	71%	71%	76%	Y4(24)	54%	50%	67%	Y5(26)	84%	64%	76%	Y6(36)	64%	56%	61%
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<p>STRATEGY 4 Meeting the needs of individual learners</p>	<p>£11,140</p>	<ul style="list-style-type: none"> <li>- Speech and Language Specialist</li> <li>- Subsidising cost of trips for PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Carry out baseline analysis to inform specific intervention work</li> <li>- Training for support staff and parents to deliver SALT interventions</li> <li>- Accelerate language acquisition</li> <li>- To ensure all pupils are able to attend trips</li> </ul>	<ul style="list-style-type: none"> <li>- Specific pupils are supported to achieve age related expectations or make progress</li> <li>- Ensure all PP pupils are able to engage and take part in residential</li> </ul>	<p>(See above data)</p>																												



<p>STRATEGY 5 Deploying staff effectively</p>	<p>£165,467</p>	<ul style="list-style-type: none"> <li>- Teaching Assistants</li> <li>- Bilingual TAs to support pupils in Receptions</li> </ul>	<ul style="list-style-type: none"> <li>- Use of T.As and support staff to deliver interventions and preteach as well as support pupil progress in class.</li> <li>- Wave 2 and 3 interventions e.g Number box, RWInc groups</li> <li>- Analysis of data termly to identify pupils falling behind</li> <li>- Use of Bsquared to analyse progress for EHC and BTE pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Improved attainment and progress for PP pupils</li> <li>- PP making at least expected progress</li> <li>- Improve attainment/ progress for SEND pupils so that they are making at least 5 points across the year</li> <li>- Majority of pupils will make 6 points progress in a year</li> <li>- NTE pupils in Reception to achieve expected in maths</li> </ul>	<p>See data above on progress PP pupils who are SEND (brackets show number of pupils)</p> <p>Y1(2) –R:5.0 W:4.5 Ma:6.5  Y2 (2)- R:5.0 W:6.0 Ma:7.0  Y3 (4)- R:6.0 W:5.5 Ma:7.5  Y4 (9)-R:10.4 W:5.2 Ma:8.0  Y5 (5)- R:10.4 W:5.6 Ma:6.2  Y6 (15)-R:11.2 W:6.7 Ma:7.2</p> <p>Majority are making progress 5 points progress. Progress is much stronger in Maths than in reading and writing.</p> <p>Speech and Language (7 pupils)  WellComm progress reports show that pupils have made on average 2 years progress in Speech and Language in a 6 month progress.</p> <p>4 NTE pupils in Reception achieved GLD</p>
<p>STRATEGY 6 Data Driven and responding to data</p>	<p>£8,806</p>	<ul style="list-style-type: none"> <li>- Phonics sessions</li> <li>- Reading Support</li> <li>- Accelerated Reader/</li> </ul>	<ul style="list-style-type: none"> <li>- Phonics boosters to ensure school continues to achieve at least NA in the phonics screening test.</li> <li>- Support pupils in reading and maths during lunchtime clubs</li> </ul>	<ul style="list-style-type: none"> <li>-Achieve at least National Average for phonics</li> <li>-PP pupils passing check are at least in line with national average</li> <li>- Improved progress for targeted pupils</li> </ul>	<p>7/9 (78%)of PP passed phonics which is above the National average 2019 is: 70.4%</p> <p>The 2 pupils that didn't pass are SEND pupils but there were other issues regarding these pupils which have impacted on their results.</p>

		<ul style="list-style-type: none"> <li>- Subject lead time for analysis</li> <li>- Edukey Licence</li> </ul>	<p>to ensure substantial progress and engagement in learning – targeting PP pupils and children not making sufficient progress</p> <ul style="list-style-type: none"> <li>- Use ICT programme to improve progress in maths KS2.</li> <li>- Analysis of data to show progress and identify pupils who need additional support</li> </ul>		
STRATEGY 7 Clear Responsive Leadership	£20,633	Management time – monitoring progress/book scrutinies	<ul style="list-style-type: none"> <li>- Tracking pupil progress for PP</li> <li>- Analysing data and impact of interventions</li> <li>- Delivering training to staff</li> <li>- Delivering training on outstanding teaching.</li> <li>- Supporting/mentoring NQTs</li> <li>- Overseeing maths and Literacy</li> <li>- Delivering training/supporting Teaching Assistants</li> </ul>	Improved attainment and progress for PP pupils Termly tracking of data in Reading, writing and maths – show impact of any interventions.	Data analysis (SEE ABOVE) shows that Pupil Premium pupils across the school are making expected progress and The termly tracking and interventions is having impact.

### Outcomes to date (2019)

Reception EY Profile 2018 – working at ELG age expected or above age expected level				
% Age Expected level	Number	Reading	Writing	GLD
All	74%	70%	70%	70%
National	80%	77%	74%	87%

### Phonics

Year 1	% pass	National Average
All	84%	83%
Disadvantaged	73%	83%

### KS1

Subject	SCHOOL		PP		NATIONAL	
	EXP	GD	EXP	GD	EXP	GD
Reading	68%	19%	47%	18%	75%	25%
Writing	66%	8%	37%	0	69%	15%
Maths	71%	18%	53%	12%	76%	22%
RWM combined	61%	7%	47%	0	65%	6%

### KS1 and KS2 Expected Progress

	All Year 6 Pupils	PP pupils	National
% expected in reading	71%	59%	73%
Progress score in reading	+0.85	+1.01	+0.02
% expected in writing	71%	56%	78%
Progress score in maths	+0.17	-0.33	+0.05
% expected in maths	76%	57%	79%
Progress score in maths	+1.20	+0.96	+0.03
% expected in reading, writing and maths	55%	51%	65%

