



Beech Hill School

Pupil Premium Strategy Statement

Name of School: Beech Hill School

1. Summary Information

School:	Beech Hill School			
Academic Year:	2019-20	Total PP budget:	£228,360	
Total number of pupils:	524	Number of pupils eligible for PP:	173	Date for next internal review of this strategy: Spring 2020

2. Current attainment at KS2

	<i>Pupils eligible for PP (Nat for PP pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	51% (Nat 51%)	70%
% making expected standard or above in reading	59% (Nat 62%)	80%
% making expected standard or above in writing	50% (Nat 68%)	83%
% making expected standard or above in maths	67% (Nat 67%)	81%

Current Progress (KS2 scores)	PP pupils	Not PP (national average – 2019)
Progress score in Reading	+1.01 (Nat -0.59)	+0.02
Progress score in Writing	-0.33 (Nat -0.43)	+0.05
Progress score in Mathematics	+0.96 (-0.66)	+0.03



3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A	Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some pupil premium children's parents in education, for example; children do not experience story or books or read at home often with an adult outside of school and do not receive parental support with homework tasks.
B	Attainment at the end of Reception for pupils is below the national average in GLD
C	Special educational needs and low ability of many of our PP pupils
D	Attainment at the end of KS1 for pupils is below the national average in Reading, Writing and Maths for pupils who are eligible for the pupil premium
E	Attainment at the end of KS2 for pupils is below the national average in Reading and Writing for pupils who are eligible for the pupil premium

External barriers (*issues which also require action outside school, such as low attendance rates*)

F	High pupil mobility among pupils who are eligible disadvantaged, causes instability in continuity of education
G	Parent engagement and lack of financial resource to provide children with broad opportunity and life experiences



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Due to Covid19 school closure from March 2020, assessments were not completed after Spring 2. The analysis below is based on pupil data following assessments in Spring 2. EYFS, KS1 and KS2 analysis is based on predictions for pupils who would most likely achieve the expected standards by the end of year.

There has been limited impact for other actions due to the closure.

	<i>Desired outcomes and how they will be measured</i>	<i>Evaluation of impact – end of academic year</i>
A and B	Attainment and progress at the end of EYFS is in line with national averages for PP children.	<p>Due to school covid closure in March, interventions to support pupils could not take place. This has had some impact on the final teacher assessments.</p> <p>60% of PP pupils achieved the GLD in comparison to the 69% for all the cohort. This is below national. The majority of pupils who did not achieve the GLD were disadvantaged pupils who had complex needs including 2 pupils with EHCPs.</p>
C	In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.	<p>Expected progress would be 3 / 4 points progress Majority of year groups showing the average being between 3 and 4. Data for PP pupils is similar or better than the overall cohort. Points progress for PP/SEND is also similar to for the overall cohort. The number of pupils in this group is low in comparison to the whole cohort.</p> <p>All Pupils Y1 (77 pupils)- R:3.3 W:3.2 Ma:3.3 Y2 (61 pupils)- R:4.0 W:4.1 Ma:3.8 Y3 (55 pupils) R:3.7 W:3.6 Ma:3.6 Y4 (72 pupils)-R:3.7 W:4.6 Ma:3.1</p>



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		<p>Y5 (71 pupils)-R:3.9 W:3.3 Ma:3.9 Y6 (69 pupils) -R:5.3 W:5.0 Ma:5.3</p> <p>PP pupils</p> <p>Y1 (8 pupils) - R:3.7 W:3.5 Ma:3.9 Y2(13 pupils)- R:4.1 W:4.1 Ma:3.6 Y3(17 pupils)- R:3.5 W:3.7 Ma:3.5 Y4 (21 pupils)-R:4.3 W:3.7 Ma:4.2 Y5 (27 pupils)-R:3.6 W:3.4 Ma:3.6 Y6 (22 pupils) -R:5.3 W:6.1 Ma:5.6</p> <p>SEND/PP</p> <p>Y1 (4 pupils) - R:4.0 W:3.5 Ma:4.0 Y2 (4 pupils) - R:4.5 W:4.4 Ma:2.8 Y3 (4 pupils) - R:3.5 W:3.8 Ma:3.0 Y4 (5 pupils) -R:4.6 W:2.8 Ma:5.4 Y5 (9 pupils) - R:2.2 W:2.0 Ma:2.9 Y6 (4 pupils) - R:5.0 W:4.2 Ma:4.2</p> <p>Individual pupil data was analysed for Y5 SEND/PP and there were 3 children who had 1 point progress. Out of the 3, 2 of them had attendance below 90%, 1 due to an extended holiday and therefore she missed the assessments, the other has had historical poor attendance and is a persistent absentee. The remaining one child is has a medical condition and also has social worker involvement and this has had impact on progress this year.</p>																		
<p>D and E</p>	<p>Attainment at the end of KS1 and 2 is in line with national averages for PP pupils.</p>	<table border="1"> <thead> <tr> <th colspan="5" data-bbox="1200 1265 1906 1310">KS2 Attainment</th> </tr> <tr> <th data-bbox="1200 1310 1339 1390"></th> <th data-bbox="1339 1310 1476 1390">Reading</th> <th data-bbox="1476 1310 1612 1390">Writing</th> <th data-bbox="1612 1310 1749 1390">Maths</th> <th data-bbox="1749 1310 1906 1390">RWM combined</th> </tr> </thead> <tbody> <tr> <td data-bbox="1200 1390 1339 1386"></td> <td data-bbox="1339 1390 1476 1386"></td> <td data-bbox="1476 1390 1612 1386"></td> <td data-bbox="1612 1390 1749 1386"></td> <td data-bbox="1749 1390 1906 1386"></td> </tr> </tbody> </table>				KS2 Attainment						Reading	Writing	Maths	RWM combined					
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F	School has an induction programme for PP pupils who join the school to ensure they settle in and start to make progress.	2 PP pupils joined across the school after January 2020 so they have only been in school for less than a term when school closed. Both pupils have made progress in line with their peers.																										
G	Majority of PP parents will engage with the school and will be better at supporting their children at home with their learning.	All parent workshops were cancelled from March onwards. Pupils' work was uploaded on Seesaw. 90% of PP parents attended Parents' Evening in November 2019. PP parental engagement was 65% on Seesaw during lockdown.																										



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