



Beech Hill School

## Pupil Premium Strategy Statement

Name of School: Beech Hill School

1. Summary Information					
School:	Beech Hill School				
Academic Year:	2020-21	Total PP budget:	£200,640		
Total number of pupils:	520	Number of pupils eligible for PP including 1 CLA pupil:	152	Date for next internal review of this strategy:	Dec 2020

Pupil Premium School data 2019/20 % pupil achieving age related expectations	EYFS pupils	KS1 15 Pupils	KS2 pupils	2019 Attainment		2019 Progress from KS1 2015		
				PP	National	School	National PP	National ALL
Reading	75%	67%	80%	59%	62%	+1.01	-0.66	0.03
Writing	75%	60%	74%	50%	68%	-0.33	-0.59	0.02
Maths	75%	67%	85%	67%	67%	+0.96	-0.43	0.05
reading, writing and maths combined				51%	51%			



In June 2019, the EEF published a new guide on the Pupil Premium. The [EEF Guide to the Pupil Premium](#) which aims to support schools in spending their Pupil Premium to maximise the benefit for their students.

The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

### 1. 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)*

<b>A</b>	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 due to lack of parental engagement and fewer opportunities for pupils to develop their literacy levels.
<b>B</b>	Attainment at the end of Reception for pupils is below the national average in GLD for PP pupils
<b>C</b>	Special educational needs and low ability of many of our PP pupils is impacting on their ability to make progress particularly after 6 months of school closure where they have not engaged with learning. Many of these pupils have multiple barriers to learning.
<b>D</b>	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
<b>E</b>	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)*

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



Planned Expenditure					
ACADEMIC YEAR	2020-21				
QUALITY FIRST TEACHING - this will be provided to all pupils in school by teachers and support staff to ensure that the progress and attainment of PP pupils is in line with non-PP pupils and that progress rates in Reading, Writing and Maths are sustained across school for PP pupils.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To ensure that all pupils receive challenging and engaging quality first teaching to meet their needs.</p> <p>Particular focus on diminishing the gap between PP and non-PP and ensuring attainment and progress is in line</p>	<p>Ensure teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.</p> <p>Staff development and quality CPD</p> <p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> <li>- Feedback: to ensure that the feedback provided to all pupils is instant and effective.</li> <li>- Teaching to the Top – to continue through Lead</li> </ul>	<p>DFE report: <i>supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</i></p> <p>Feedback (+8 months – EEF Toolkit)</p> <p>Small group tuition (+4 months – EEF Toolkit)</p> <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive</p>	<p>Impact to be measured through triangulation of learning walks, lesson visits ‘deep dives’, book scrutiny and pupil interviews.</p> <p>Data to be tracked using Tracker and discussed at termly progress meeting with SLT. Children who are not on track will receive immediate extra input and they will be closely monitored.</p>	<p>Head teacher SLT</p>	<p>Termly</p>



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with National data.	<p>teachers disseminating strategies and supporting colleagues in their team to ensure the PP pupils are challenged to achieve more.</p> <p>-Pre teaching – to continue to support pupils with gaps in their learning.</p>	differences to the attainment and progress made by all children.			
Improve attainment in mathematics for pupils.	<p>Metacognition as part of the maths lessons-maths lead to train new staff.</p>	<p>Metacognition (+7 months – EEF Toolkit)</p>	<p>Triangulation of data, lesson visits, work scrutinies and feedback from pupils and teachers.</p>	<p>Maths Lead /AHT (BJ)</p>	<p>Termly</p>
To accelerate disadvantaged pupil's progress in reading.	<p>- Continue to teach reading comprehension to all pupils on a daily basis in smaller groups.</p> <p>- Reading Plus - Reading Fluency</p>	<p>2019 reading data for Y6 and whole school was much stronger than last year due to the impact of our way of teaching reading and our reading interventions.</p> <p>Reading comp strategies (+6 months) Small group tuition (+4 months – EEF Toolkit)</p>	<p>Data to be tracked using Tracker and discussed at termly progress meeting with SLT. Children who are not on track will receive immediate extra input and they will be closely monitored</p>	<p>NG/SC</p>	<p>Termly</p>



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	<p>Additional teachers in Y2 and Y6, reducing the size and ensuring pupils in Y6 received specialist teachers.</p> <ul style="list-style-type: none"> <li>- Specialist Art /Music/Poetry</li> <li>- Specialist Dance Provision</li> </ul>	<p>-Tailored teaching by experienced 'outstanding' Y2 and Y6 teachers to ensure all pupils make at least expected progress</p> <p>-Reduced classes for English and Maths particularly having an impact on KS1 and 2 data over the last two years</p> <p>Reducing class sizes (+3 months – EEF Toolkit)</p> <p>Arts participation (+3 months – EEF Toolkit)</p> <p>Sports participation (+3 months – EEF Toolkit)</p>	<p>Regular monitoring of T and L by SLT with a focus on support provided to PP and PP/SEND pupils. Feedback provided.</p> <p>Termly progress meetings led by phase leaders with a strong focus on raising the attainment of any children whose progress and attainment is not at the expected level.</p>		<p>Termly</p>
<b>Total budgeted cost</b>					<b>£139,287</b>



**TARGETED SUPPORT - Some children will benefit from one to one tuition, some from extra booster sessions and some from after school tuition. These groups will be based on ongoing assessment data and will be very fluid.**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented?	Staff lead	When will you review implementation?
<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</p> <p>PP/SEND pupils will be targeted through support in class/additional interventions to ensure the make expected progress across the year</p>	<ul style="list-style-type: none"> <li>- Breakfast club - One to one tuition</li> <li>- Extra group work with teachers or TAs</li> <li>- lunchtime tuition with teachers for Y6 pupils</li> <li>- Further develop and run Early Years interventions</li> <li>- Oral language interventions to run in EYFS</li> <li>- Extra small group support will be provided to all Rec, Year 1 and Year 2 pupils in phonics</li> <li>-Reading intervention groups to be run for any pupils who are falling behind</li> <li>-B Squared Assessment tracking tool for SEND pupils</li> </ul>	<p><b>One to one tuition +5 months (EEF Toolkit)</b></p> <p><b>Small group tuition +4 months (EEF Toolkit)</b></p> <p><b>Extending school time +2 months (EEF Toolkit)</b></p> <p><b>Early Years interventions (+5 months – EEF Toolkit)</b></p> <p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>Year 6 SATs data has shown that one to one short sessions and small group sessions have a very positive impact on attainment and progress. Therefore this will continue.</p>	<p>Regular monitoring of Teaching and Learning by SLT with a focus on support provided to PP pupils. Monitoring of teacher and TA intervention groups by Team Leaders</p> <p>Baseline assessments will take place and assessments at the end of term to measure impact of interventions.</p> <p>Termly progress meetings led by phase leaders/HT with a strong focus on raising the attainment of any children whose progress is not at the expected level.</p>	<p>Head teacher/SLT</p>	<p>Termly</p>



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Whole school maths intervention to address gaps in all year groups	Number stacks maths intervention		Regular termly monitoring of data.		
Supporting pupil's mental health – teachers to identify pupils with concerns around mental health and target support.	Healthy Minds workshops organised Jigsaw implemented across the school Transition Project for selected Y5/6 pupils	Research show Mental health impacts on pupils' learning.	Feedback from teachers and pupils	Inclusion Deputy Head/ Sports/Health Coordinator	Termly –Dec 2020  Release time for Sports/Health Lead
<b>Total budgeted cost</b>					<b>£77,356</b>



WIDER STRATEGIES – including behaviour, attendance and social and emotional support					
Desired Outcome	Chosen action/provision	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children with specific behavioural and learning needs are supported through specific interventions.</p> <p>Further reduce incidents of behaviour</p> <p>Children experiencing barriers to learning will be identified and will work with our learning mentors who will aim to remove these barriers to learning.</p>	<ul style="list-style-type: none"> <li>- Breakfast club provision</li> <li>- Free breakfast club for Year 6 leading up to SATs</li> <li>- Pastoral support around behaviour and social/emotional support from Learning mentor team</li> <li>- Forest School provision</li> <li>- Sports Provision</li> <li>One to one work with learning mentors.</li> <li>- Social and Emotional intervention groups with our Learning Mentors (including behaviour intervention groups).</li> <li>- Lunchtime support to be provided by learning mentors for vulnerable pupils who need support.</li> </ul>	<p>Outdoor adventure learning +4 months (EEF Toolkit)</p> <p>Social and Emotional learning +4 months (EEF Toolkit)</p> <p>Behaviour interventions +3 months (EEF Toolkit)</p> <p>Sports Participation +2 months (EEF Toolkit)</p>	<p>Parent /Pupil questionnaires</p> <p>Analysis of termly data for these PP pupils.</p> <p>Case studies</p> <p>Baseline/End of intervention data</p>	<p>Inclusion DHT/HT</p> <p>Learning Mentor Team</p> <p>Attendance Officer</p>	<p>Termly</p>





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<p>Ensure attendance is above 96% and PP pupil attendance is in line with their peers.</p> <p>Specific PP pupils have improved attendance (in comparison to last year).</p>	<ul style="list-style-type: none"> <li>- First day call procedures in place to continue</li> <li>-Home visits</li> <li>-Penalty fines for extended holidays</li> <li>- Attendance to be discussed at Parents' Evening</li> </ul>	<p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</p> <p>Overall attendance at BH is high at 96% and is slightly better for PP pupils at 96.7% due to the success of procedures in place.</p> <p>Previous data/ individual case studies shows impact of this provision on pupils.</p>	<p>Attendance monitoring on a half termly basis.</p> <p>Target pupils identified and interventions in place to ensure they attend school and are punctual.</p>	<p>Inclusion DHT/HT</p>	<p>Termly</p>
<p>Build on our PP children's social and cultural capital and to give them access to life enriching experiences</p>	<p>PP pupils encouraged to take part in extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding.</p> <ul style="list-style-type: none"> <li>-Free/subsidised places on trips/residentials</li> <li>-Teachers to plan enriching experiences linked to the curriculum plan.</li> </ul>	<p><i>The Sutton Trust recommends that schools' pupil premium money could be used for enrichment to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</i></p>	<p>Monitor registers of pupils attending extra curricular activities and their attainment. Pupil/parent questionnaires.</p>	<p>AHT (LB) to monitor</p>	<p>Termly</p>



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Parents feel more well informed and empowered to support their children	<ul style="list-style-type: none"> <li>- Seesaw Licence</li> <li>- Parental engagement programme in place</li> <li>- Family Learning</li> <li>-Early Essence in EYFS</li> </ul>	Parental engagement +2 months (EEF Toolkit)	AHT to identify hard-to-reach families to target in each year group. Monitor engagement and then put actions in place where required	AHT (BJ) to monitor	Termly
<b>Total budgeted cost</b>					<b>£57,775</b>