



## Pupil Premium Strategy Impact Report Beech Hill School

### 1. Summary Information

<b>School:</b>	Beech Hill School				
<b>Academic Year:</b>	2020-21	<b>Total PP budget:</b>	£200,640		
<b>Total number of pupils:</b>	556	<b>Number of pupils eligible for PP:</b>	152	<b>Final review</b>	Summer 2021

### 2. Current predicted attainment at KS2 (Internal data as statutory tests did not take place)

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average -2019)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	55%	71%
<b>% achieving expected standard or above in reading</b>	59%	78%
<b>% achieving expected standard or above in writing</b>	55%	83%
<b>% achieving expected standard or above in maths</b>	64%	83%

### Current predicted attainment at KS2 (Internal data as statutory tests did not take place)

	<i>School Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average for 2019)-no data for current year</i>
<b>% achieving greater depth in reading</b>	21%	27%
<b>% achieving greater depth in writing</b>	10%	20%
<b>% achieving greater depth in maths</b>	18%	27%

<b>Current Predicted Progress (KS2 scores)</b>	<b>PP pupils</b>	<b><i>Pupils not eligible for PP (national average – 2019)</i></b>
<b>Progress score in Reading</b>	-0.89 (Nat -0.62)	+0.31 (+0.32)
<b>Progress score in Writing</b>	1.03 (Nat -0.50)	+0.24 (+0.27)
<b>Progress score in Mathematics</b>	1.34 (-0.71)	+0.31(+0.37)



Due to COVID19 and school's closure, we had to change and adapt our Pupil Premium strategy. Actions that were put into place to support our disadvantaged pupils during lockdown:

Regular phone calls from class teachers and our Learning Mentor Team - Home visits if/when necessary

- A place in school for our most vulnerable
- Access to resources (e.g., pens, pencils, exercise books, reading band books)
- Access to IT equipment if needed
- Paper packs sent home to families who needed/preferred this
- Baselining in September 2020 to assess gaps and monitor progress from September (actions put into place)
- Evidence based interventions put into place to diminish the difference (Using the EEF toolkit)

In order to measure the impact of these actions, we have used the progress from our Start of Year Baseline Assessments to the end of Autumn (September 2020 – July 2021). Please see the table below.



Desired outcomes		Evaluation of impact – end of academic year																																			
<p><b>A and B</b></p>	<p>Attainment and progress at the end of EYFS for disadvantaged pupils is in line with national averages.</p>	<p>Due to school covid closure from January until March, interventions to support pupils could not take place. This has had some impact on the final teacher assessments.</p> <p>In addition there were several ‘bubble’ closure throughout the Autumn which disrupted learning for this cohort of pupils.</p> <p>There are 16 PP pupils in the cohort. 50% of these achieved the GLD. The proportion of the whole cohort that achieved the GLD was 65%.</p>																																			
<p><b>C</b></p>	<p>In all year groups, SEND/Disadvantaged pupils make progress that is in line with their peers.</p>	<table border="1" data-bbox="790 571 1335 906"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Average Points Progress</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1 (10) Oct 2020</td> <td>4.5</td> <td>4.1</td> <td>4.5</td> </tr> <tr> <td>Year 2 (14)</td> <td>5.5</td> <td>5.8</td> <td>5.6</td> </tr> <tr> <td>Year 3 (15)</td> <td>5.3</td> <td>6.3</td> <td>7.3</td> </tr> <tr> <td>Year 4 (17)</td> <td>7.6</td> <td>7.4</td> <td>7.9</td> </tr> <tr> <td>Year 5 (21)</td> <td>8</td> <td>7.1</td> <td>7.6</td> </tr> <tr> <td>Year 6 (26)</td> <td>8.2</td> <td>10.5</td> <td>10</td> </tr> </tbody> </table> <p>From the results, it is evident in the majority of year groups the pupils are making at least the 6 points progress which is what is expected across a year.</p> <p>Year 1’s baseline is from October 2020 so the expectation would be</p>						Average Points Progress			Reading	Writing	Maths	Year 1 (10) Oct 2020	4.5	4.1	4.5	Year 2 (14)	5.5	5.8	5.6	Year 3 (15)	5.3	6.3	7.3	Year 4 (17)	7.6	7.4	7.9	Year 5 (21)	8	7.1	7.6	Year 6 (26)	8.2	10.5	10
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<p><b>D</b></p>	<p>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</p>	<table border="1" data-bbox="790 1125 1783 1345"> <thead> <tr> <th>% achieving expected standard</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>PP (School)</td> <td>24%</td> <td>24%</td> <td>29%</td> <td>24%</td> </tr> <tr> <td><i>Pupils not eligible for PP (national average for 2019)</i></td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>					% achieving expected standard	Reading	Writing	Maths	RWM	PP (School)	24%	24%	29%	24%	<i>Pupils not eligible for PP (national average for 2019)</i>	N/A	N/A	N/A	N/A																
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<b>F</b>	Support in place for the induction of new pupils when they are admitted to ensure they settle in quickly and make progress.	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. Very little movement – in and out due to Covid															
<b>G</b>	Majority of PP parents are engaging with school and supporting their children at home with learning	All parent workshops were cancelled due to restrictions except those that took place virtually – attendance was limited at those. 90% of PP parents attended Parents’ Evening in November 2020 – this took place virtually.															