

Pupil premium strategy statement

1. Summary information					
School	Beechwood Primary School				
Academic Year	2017/2018	Total PP budget	£13,200	Date of most recent PP Review	Sept 17
Total number of pupils	151	Number of pupils eligible for PP	10 (EYFS?)	Date for next internal review of this strategy	Sept 18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving GLD EYFS	0% (1 child, only writing missing for GLD)	TBC
% achieving expected in reading, writing and maths KS1	50% (2 children)	TBC
% achieving expected in reading KS1	50% (2 children)	TBC
% achieving expected in writing KS1	50% (2 children)	TBC
% achieving expected in maths KS1	50% (2 children)	TBC
% achieving expected in reading, writing and maths KS2	50% (4 children)	TBC
% achieving expected in reading KS2	50% (4 children)	TBC
% achieving expected in writing KS2	50% (4 children)	TBC
% achieving expected in maths KS2	50% (4 children)	TBC

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Emotional Needs
B.	Some children are SEND (with pathways referrals in place)
C.	Progress is slower than non PP children
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Some PP children have poor attendance and punctuality
E.	Some PP children have a lack of support from home with homework/enrichment activities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	<i>Improved progress for the more able and high attaining children. Pupils eligible for PP identified as high ability make as much progress as non PP children identified as high ability (at Beechwood and Nationally).</i>	
A.	Progress in reading, writing and maths is at least the same as progress for all other children in the school and in line with National %	Pupils eligible for PP in all classes make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Measured by teacher assessments and successful moderation practices established across our assessment clusters
B.	Improved progress for the more able and high attaining children.	Pupils eligible for PP, identified as high ability make as much progress as non PP children identified as high ability, in maths, reading and writing. Measured by teacher assessments and successful moderation practices established across our assessment clusters
C.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.
D.		

5. Planned expenditure					
Academic year	2017 - 2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
Standards in Maths are at least the same as that for non PP children	Singapore Maths	We want to invest some of the PP in longer term change which will help all pupils. After careful consideration and consultation with a cluster of other schools, Singapore Maths was identified as an effective way to improve attainment, and it is suitable as an approach that we can embed across the whole school.	Full training package, including coaching support for staff Use INSET time for peer coaching and developing questioning skills. Lesson Study to have a Singapore Maths Focus and PP underperforming children will be selected to observe. Lessons from training embedded in school feedback and Maths policy. Termly pupil progress meetings will also focus on the PP children. Strategies / support will be identified and implemented. JB will be used to pre teach or address misconceptions in afternoon sessions. Reasoning sessions are to be developed through the SeeSaw App; thus allowing the children who struggle to record their reasoning in written format.	GS	Each term
Standards in English are at least the same as that for non PP children	Reciprocal reading CPD writing Implement ICT with Mr P strategies	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Giving the children feedback via the Seesaw APP is a powerful way of giving all the children verbal feedback	Course selected using evidence of effectiveness. Use INSET days/staff meeting to deliver training. Termly pupil progress meetings will also focus on the PP children. Strategies / support will be identified and implemented.	RJ	Each term

Improved progress for high attaining pupils	Identify the more able PP children and scrutinise work books, tests etc. to analyse reasons for slowed progress. Train staff in 'challenge and stretch' activities. Deploy TA's to deliver 'challenge' interventions / small group work.	The more able children eligible for PP are not making a sustained rate of progress across Key Stage 2. We want to ensure that PP children can achieve and sustain high attainment as well as meeting 'expected' standards.	Termly records of the progress of PP children are kept and scrutinised in Pupil Progress Meetings. PP children selected for G&T sessions as part of the G&T cluster.	SK	Termly
Total budgeted cost					£5000
ii. Targeted support					
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?
To ensure that the children's emotional well being is met	1:1/small group nurture sessions catered for the specific needs of the child and address barriers to learning.	Children who do not have emotional stability are not able to concentrate and make good progress. It is vital to ensure that the emotional well being of the children is at the forefront of everything that we do in order to ensure that they are in the best possible situation to progress	Pupil progress meetings Termly reviews with Nurture Lead.	WW	Half Termly
Non SEN PP children at least meet age-related expectations in reading,	1:1 work and small group work done in the classroom or outside of classroom – as appropriate. IDL Library to contain wide variety of high quality and engaging texts to provide PP children free access to books.	Some of the children eligible for PP need interventions / intense support to catch up and be on track for ARE IDL automatically generates a starting point for pupils based on their individual reading ability. On average, reading ages will increase by around 10 months after just 26 hours of use. It also improves confidence and self-esteem, which transfers into other areas of school life. By providing children with a library environment, filled with engaging books, the children can experience books they may not have at home.	Any support work will be planned with the teacher during Pupil Progress meetings. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Monitor progress in PP meetings	RJ CF	Termly

More able children to make sustained progress across the year groups.	Small group sessions / 1:1 activities for more able children – planned with class teacher and / or subject leader. Participate in G&T network	More able children can 'plateau' if they are not stretched and challenged appropriately. Children at risk of slowed progress need extra support to maintain high attainment.	CPD on 'Challenge and Support' activities for teachers and TAs	SK	Termly
Increased attendance rates and improved punctuality	First day response provision. Follow up any absences / lateness	Attainment and progress can't be improved for children if they physically are not present.	Attendance and punctuality are monitored daily, and acted upon by Admin or Senior Leaders. Focus weeks to raise profile and enforce importance of attendance and punctuality.	SK	Termly
Total budgeted cost					£7,700
iii. Other approaches					
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?
To develop and nurture children's talents in the Arts	Additional music tuition Arts Award Explore	Developing the children's Arts related talents will help to develop different skills and extend those found in a classroom; such as leadership, courage and creativity. All of which will have an impact on the kind of learner a child will become.	Arts activities to be provided free of charge to PP children. Talented musicians to be identified and extra tuition given; school to pay for PP children.	SK	Termly
Children eligible for PP have an interesting and exciting education.	Enrichment activities provided WW trained in Forest Schools	Enrichment activities help to develop different skills and extend those found in a classroom; such as leadership, courage and creativity. All of which will have an impact on the kind of learner a child will become. By having an extra member of staff trained as a Forest Schools Teacher, we can ensure all children have access to the Forest Schools education. This engages reluctant children and will further develop skills beyond the classroom. School will provide Forest Schools	Enrichment activities to be provided free of charge to PP children. Variety of Extra Curricular Activities provided to broaden children's experiences. Forest Schools is timetabled.	SK	Termly
Total budgeted cost					£500