

Pupil premium strategy statement

1. Summary information					
School	Beechwood Primary School				
Academic Year	2020/2021	Total PP budget	£33,625	Date of most recent PP Review	Sept 20
Total number of pupils	159	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Sept 21

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD EYFS	0% (0 children)	TBC
% achieving expected in reading, writing and maths KS1	14% (1/7 children)*3 of the chn became PP eligible in Summer term	TBC
% achieving expected in reading KS1	29% (2/7 children)*3 of the chn became PP eligible in the summer term	TBC
% achieving expected in writing KS1	14% (1/7 children)*3 of the chn became PP eligible in the summer term	TBC
% achieving expected in maths KS1	43% (3/7 children)*3 of the chn became PP eligible in the summer term	TBC
% achieving expected in reading, writing and maths KS2	50% (1/2 children)	TBC
% achieving expected in reading KS2	50% (1/2 children)	TBC
% achieving expected in writing KS2	50% (1/2 children)	TBC
% achieving expected in maths KS2	50% (1/2 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

F.	Some PP chn do not have access to reliable wifi and technology	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
	Improved progress for all children eligible for PP 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).	
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 progress for all pupils eligilbe for PP is at least in line with national. 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.	Continue to build on the success of last year and further increase 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 95.07% to 97% in line with 'other' pupils.
D.		

5. Planned expenditure					
Academic year	2020 - 2021				
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 Intervention in the Mastery Context Mastery in the EYFS	<p>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 (Y1-Y6).</p> <p>After careful consideration and consultation, Intervention in the Mastery Context was identified as an effective way to eliminate misconceptions and close the gaps in knowledge that the children have</p> <p>We want to ensure that our children get off to the best possible start, after being part of the pilot group last year and seeing the benefits of the approach we will continue with the Mastery in EYFS approach – Developing Mathematical Fluency</p>	<p>Coaching support for staff in school. Link with another school for peer coaching work.</p> <p>Use INSET time for training linked with our identified other school.</p> <p>Termly pupil progress meetings will also focus on the PP children.</p> <p>Strategies / support will be identified and implemented.</p> <p>JB will be used to deliver intervention programme in the afternoon can't be done due to COVID</p> <p>Reasoning sessions are to be developed through the SeeSaw App; thus allowing the children who struggle to record their reasoning in written format.</p> <p>Manipulatives will be used in class to allow children to work with concrete materials.</p>	GS	Each term
Standards in English are at least the same as that for non PP children	Guided reading CPD writing Continue to further develop ICT with Mr P strategies Talk for writing – EYFS/KS1 KS2 reading scheme Reading Plus	<p>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.</p> <p>Giving the children feedback via the Seesaw APP is a powerful way of giving all the children verbal feedback</p> <p>New KS2 reading scheme will ensure that the children are reading rich and varied texts</p> <p>Reading Plus will be used to target PP children in KS2</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET days/staff meeting to deliver training.</p> <p>Termly pupil progress meetings will also focus on the PP children.</p> <p>Strategies / support will be identified and implemented.</p>	BAr/GS	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. Not happening at present due to COVID	SK	Termly
Total budgeted cost					£15,000
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. Identify a way of tracking the children's emotional well-being/providing targeted support to support them	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. 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 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	BAr 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 Meetings with parents to identify any support that we can offer 2 staff to go to the house to collect the children if required	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					£8315
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. School to pay for PP children to take music exams Not happening at present due to COVID	SK/JB	Termly
To develop and nurture children's talents in Sports	School Games	Developing and nurturing the children's talents in other areas of the curriculum will help to enhance their confidence and well-being which will ultimately impact on their progress as a learner	Sports activities provided free of charge Talented children will be given the opportunity to represent the school at different sports Talent will be recognised as a whole school through the use of assemblies/twitter	SK/BAt	Termly

Children eligible for PP have an interesting and exciting education.	<p>Enrichment activities provided</p> <p>Additional member of staff trained in Forest Schools</p>	<p>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.</p> <p>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 Who are we training</p>	<p>Enrichment activities to be provided free of charge to PP children.</p> <p>Variety of Extra Curricular Activities provided to broaden children's experiences. Not happening at present due to COVID</p> <p>Forest Schools is timetabled.</p>	SK	Termly
Total budgeted cost					£8000