

BEECHOLME PRIMARY SCHOOL

Pupil Premium 2016 – 2017

For 2016 – 2017 Beecholme Primary School Beecholme Primary School received £68,037.86 Pupil Premium funding.

Aims:

At Beecholme Primary we have high aspirations for all our pupils and believe that everyone should be encouraged to achieve their full potential. The targeted and strategic use of our Pupil Premium funding supports us in achieving our high expectations and this document outlines how we will ensure funding is spent appropriately.

Background:

The Pupil Premium is a government-led initiative which provides extra money for pupils from deprived backgrounds. The government recognises those in receipt of free school meals (FSM), looked after children (LAC), post looked after children (PLAC) and service children as indicators of deprivation. Research shows that pupils from such backgrounds underachieve compared to their peers. In recognition of these indicators, the government provides a fixed sum of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. This premium is provided to enable these pupils to be supported to reach their full potential. At Beecholme we will be using the indicator of those eligible for FSM as well as other identified vulnerable groups as our Pupil Premium target children, with the specific aim of 'closing the gap' regarding attainment.

Identification of pupils.

At Beecholme Primary:

- All teaching and support staff are aware of who our Pupil Premium and vulnerable children are.
- Pupil Premium funding is used to benefit ALL children who are eligible, not just those who are underperforming.

Teaching and Learning:

In order to meet the need of ALL children, teachers and Senior Leaders at Beecholme Primary:

- Set high expectations
- Provide early intervention (from EYFS)
- Share good practice
- Provide high quality CPD
- Improve assessment through joint-leveilling and moderation.

Individualised intervention:

At Beecholme Primary there is NO STIGMA attached to being part of an intervention programme. All children benefit from individualised support and such programmes allow us to target specific needs.

At Beecholme Primary we:

- Identify individual needs which may become barriers to learning and create personalised intervention programmes to address these needs. □ Ensure support staff and class teachers communicate regularly.
- Ensure the skills of support staff are matched to the needs of the children.
- Work with outside agencies where necessary.
- Support parents through such initiatives as morning drop- in and workshops tailored to needs (eg reading / appropriate play / healthy sleeping patterns / maths workshops).
- Recognise and build on children's strengths to boost confidence (eg specialist-led arts enrichment programmes).

Monitoring and Evaluation:

- Assessment data is collated half-termly and thus the impact of interventions is monitored regularly - as a result interventions are adapted or changed where necessary.
- Teaching staff attend half-termly progress meetings where the progress and attainment of all pupils is discussed.
- The school SENCO works closely with teachers on a daily basis to assess, implement and/or amend relevant strategies and interventions to enhance pupil confidence and learning
- Parents are given regular feedback about performance – morning drop-in sessions, parents' meetings, written reports, home-school diaries.
- Pupils are aware of their targets and regular pupil-teacher dialogue is built into the timetable.
- A governor is given responsibility for Pupil Premium.

Reporting

Reporting about Pupil Premium Funding includes:

- Contextual information about the school
- Objectives for the year
- Data analysis
- Appropriate research findings
- Overview of spending

- Nature of support (e.g. curriculum-based learning / social, emotional and behavioural issues. Wider enrichment).
- A summary of the impact of the Pupil Premium Grant.

Spring 17 census data

Service children	0
Pupils adopted from care	2
Looked after children (out of Borough)	0
Unique pupils with any period of eligibility for free school meals reported in census	43

Approximate amount	Allocation	How will this support Pupil Premium Pupils
£6,100	EAL support	Small group interventions for children new to English
£120	Subsidies for PP children: Yr6 Activity week, winter theatre show, clubs and curriculum trips	We will give financial support to families to ensure that PP children can access clubs and school trips
£214	Beanstalk Volunteer Reading	1:1 literacy intervention
£2800	Attendance and welfare officer's time	The EWO will work to increase the time in school of children/families with poor and/or late attendance
£8,900	ELSA (Emotional Literacy Support Assistant)	Support includes: Social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship
£1340	Books, fiction: Pupils have written a 'wish list' of additional books to enhance the range of books in the classroom book corners.	Additional literacy resource support
£6,800	Leadership / teacher release (agency cover)	Reporting on the progress of PP children is a standing agenda item at half- termly progress meetings held between the class teacher and Head of School.

£15,700	Teaching Assistant time supporting small group and individual literacy and math	Although TAs support all children, a significant amount of their time will be focused specifically on supporting the learning of PP children. Evidence shows that 'Quality First Teaching' (ongoing, day-to-
		day teaching from class teachers and TAs) has the biggest positive impact on outcomes for PP children.
£2955	Jigsaw school set	PSHE scheme to engage and support children
£3078	Class collection book sets	Additional literacy support - sets of 7 per title have been purchased to allow pupils to read at home
£1400	Educational Psy services: additional 5x blocks	
£2,600	Additional CPD for teachers and TAs	Targeted CPD for staff
£550	Crèche facilities for parent meetings/workshops	Increase parental engagement.
£4215	'Bug club' web based software resource used by school and at home as part of guided class reading / comprehension skills assessment. 'Mathletics' online learning space with adaptive curriculum learning aligned to the math curriculum	Raise academic standards through creativity and increase parental engagement through home based IT access
£285	First News: subscription 40 weeks x 6	Access to weekly newspaper
£288	Merton Music Foundation, mixed instrument groups	Pupil enrichment
£1,780	Additional resources for enrichment areas	

£1640	Cluster provision: participation in East Mitcham Cluster group, programme access (1/3 contribution towards total school cost)	Enriching the experiences of targeted children – broadening interests and engaging children outside of the school curriculum
£3150	Behaviour and Learning Support team	Additional access to LBL
£5,900	Study support	Intensive individualised study programmes, before and after school, including: Summer Yr6 PP delivered by SLT /

Current pupil premium strategy review date: 02/12/17

Date of next pupil premium strategy review: post Autumn term 2017 progress meetings

The Pupil Premium strategy is updated in line with the SIP (School Improvement Plan).

Impact of pupil premium spending 2016/17

Beecholme interventions and strategies resulted in improved levels of attainment for Pupil Premium pupils across Key Stage 1 and Key Stage 2;

	Beecholme PP students	Beecholme Non PP Students	National Average
Early Years – Good level of Development (GLD)	83%	68%	70.7%
Year 1 Phonics	86%	90%	81%
Year 2 Phonics	100%	100%	92%
KS1 SATs 2017			
Reading	100%	66%	76%
Writing	100%	65%	68%
Mathematics	100%	74%	75%
	100%	61%	64%
KS2 SATs 2017			
Reading	73%	83%	71%
Writing	82%	83%	76%
Mathematics	100%	89%	75%
Grammar, punctuation and spelling	73%	83%	77%
Reading, Writing and Maths combined	78%	78%	61%

Overall, Beecholme school disadvantaged children narrowed the achievement gap between their non-disadvantaged peers. A high proportion of disadvantaged children made at least expected progress in comparison to other children.

For the academic year 2016/17, disadvantaged pupils at Beecholme attained higher than non-disadvantaged children nationally. At Beecholme a higher proportion of disadvantaged pupils achieved the expected standard in reading and writing compared to non-disadvantaged pupils nationally. In maths, the proportion of disadvantaged pupils achieving expected or higher standards was above the proportion for non-disadvantaged pupils nationally.