



## Pupil Premium Strategy 2018/19

Review date: September 2019

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), children of service personnel and children who have been looked after (LAC). The Government believes the Pupil Premium Grant (PPG) which is in addition to the main school funding is the best way to support specific groups of children who are vulnerable to possible underachievement and to address the gap in their educational attainment. The Pupil premium strategy will allow parents to remain informed about the amount of allocation given to the School, how it is spent, possible barriers faced by eligible pupils and the impact of the PPG. How the allocation is spent over the previous years will also be highlighted along with the impact on eligible pupils.

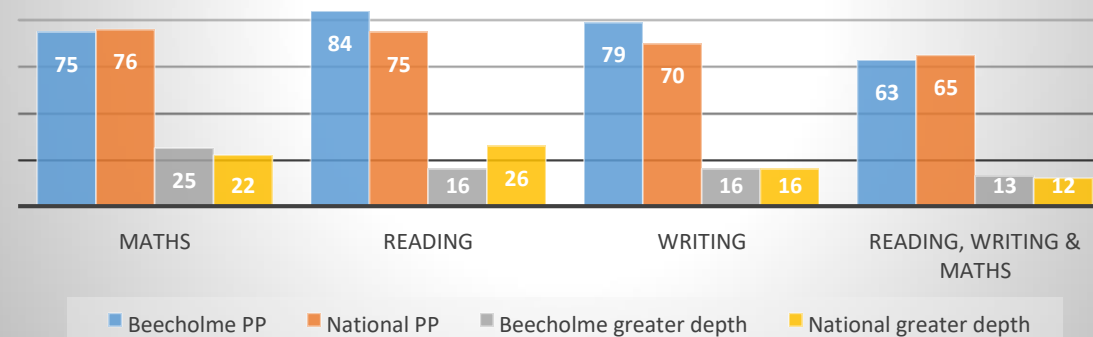
At Beecholme Primary School we have high aspirations for our children and believe every child should be a successful learner. We are determined to ensure each pupil is given every chance to realise their full potential. Our main aim in using the PPG is to reduce the differences between pupil groups and their wealthier peers and eliminate barriers to progress and learning. As a school we track all pupil results to ensure they are making better progress across all subjects.

1. Summary information					
<b>School</b>	Beecholme Primary				
<b>Academic Year</b>	2018/19	<b>Total estimated PP budget</b>	£77,200	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	197	<b>Number of pupils eligible for PP</b>	50	<b>Date for next internal review of this strategy</b>	September 2019

1. Current attainment - 2017/18 results		
	<i>Pupils eligible for PP (Beecholme)</i>	<i>Pupils not eligible for PP (national average)</i>

EYFS Good Level of Development (GLD) – achieved a good level of development	38%	82%
Year 1 Phonics check (7 pupils)	86%	85%

### End of Key Stage 1 attainment 2017/18 Percentage of disadvantaged pupils achieving the expected standard



### End of KS2 progress 2017/18

	Reading	Writing	Maths
Progress Score for disadvantaged pupils	4.53	1.53	3.91
Confidence Interval	-0.8 to 9.8	-3.1 to 6.1	-0.9 to 8.7
Number of disadvantaged pupils	5	6	5
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

1. Barriers to future attainment (for pupils eligible for PP, including high ability)														
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )														
<b>A.</b>	At Beecholme PP pupils enter the education system behind the expected standard. This limits these pupils who have a gap in their understanding of basic skills in core subjects such as English and Maths.													
<b>B.</b>	Language and communication skills are limited for PP children as they are often not exposed to high level vocabulary. Early Years PP children require additional support with language skills. Over time with the PP funding this gap will be narrowed.													
<b>C.</b>	Behaviour – At Beecholme we have found some PP/disadvantaged pupils have limited role models as opposed to non-pp children. This impacts on effective learning and key social skills that allow for collaborative working and development with others.													
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )														
<b>D.</b>	<p>Low attendance. Our attendance data for the last two years show that children who are eligible for Free School Meals have a lower rate of attendance than their peers:</p> <table border="0"> <tr> <td>• 2016/17</td> <td>○ Whole School</td> </tr> <tr> <td>95.78%</td> <td>○ FSM attendance</td> </tr> <tr> <td>94.56%</td> <td></td> </tr> <tr> <td>• 2017/18</td> <td></td> </tr> <tr> <td>○ Whole School</td> <td>94.90%</td> </tr> <tr> <td>FSM attendance</td> <td>95.81%</td> </tr> </table> <p>Attendance rates for PP children across the school in 2017/18 was 95.81% (below the school target for all children of 96%). This reduces teaching hours and causes these pupils to fall further behind their peers. This will continue to be addressed this academic year .</p>		• 2016/17	○ Whole School	95.78%	○ FSM attendance	94.56%		• 2017/18		○ Whole School	94.90%	FSM attendance	95.81%
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<b>E.</b>	Persistent lateness. There are a number of highlighted PP pupils who are persistently late. This reduces teaching hours and concentration levels and has an impact on their learning.													
<b>F.</b>	Support at home for some PP children is limited, impacting on homework being completed and parents accessing learning materials. Additional support is therefore required in this area with the implementation of homework clubs for selected pupils. At Beecholme, we have implemented the Seesaw system in Early Years and Year 1 to increase communication between Teachers and Parents.													
<b>2. Desired outcomes</b>														
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>												
<b>A.</b>	Pupil Premium children will achieve expected national levels in all core subjects	Identified pupils will receive targeted interventions to assist in their educational development. Assessment evidence will show expected progress against their baselines.												
<b>B.</b>	EYFS/GLD to increase in line with the national standard	Baseline results to increase in comparison to the last academic year.												

<b>C.</b>	Raising standards of attainment to reduce the gap between national non-pp and pp children.	Standards monitored and reviewed showing progress across the year groups. English and Maths targeted support.
<b>D.</b>	Improve attendance and reduce lateness levels across Key Stage One and Key Stage Two.	This will be achieved once all PP children have an attendance record of 96% and above. Working with the EWO incentives and new initiatives, such as attendance and punctuality boards and rewards for 100% attendance and punctuality, will be implemented for highlighted pupils.
<b>E.</b>	Above average Phonics results in Year 1	Standards monitored and reviewed across the year then reflected in the Year 1 Phonics Screen check 2019.

### 3. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
High quality CPD programmes for Teachers and Support Staff	Targeted CPD for staff members	Effective continual training opportunities ensure staff can work effectively with pupils to ensure they achieve their expected grade.	All staff will be given the opportunity for training opportunities.	Phyllis Sternberg	Annually
Intensive support by leadership teams – Head of School and Associate Head	Progress meetings between the Head of School and Class Teachers	Enhanced support will allow any issues and protocols to be addressed and reviewed on a continual basis	Reporting on the progress of PP pupils	Phyllis Sternberg and Rachel O'Neill	Half-termly

Teaching Assistance Support Groups	Learning Support Assistant's (LSA) at Beecholme support all children however, LSA time will focus significantly on supporting the learning of PP children	Evidence shows ongoing one to one support has a positive impact on the outcome and progress of PP children	Pupils will be selected following observations by Teachers in class to ensure pupils who require the support have access to the groups on a termly basis. Data to be discussed in pupil progress meetings	Rachel O'Neill.	Termly
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Collaboration with the East Mitcham cluster group	Continual involvement in the cluster provision	Over previous years Beecholme pupils have broadened interests and engagement in activities outside of the school curriculum.	Pupils will be targeted and involvement offered to those who will benefit from having access to the programme.	Phyllis Sternberg	Yearly
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**Total budgeted cost:**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All PP pupils make at least the expected progress from their baseline in core areas	Targeted pupils will receive additional support where necessary across all core subjects	Pupils make greater progress in smaller groups	Smaller groups will be observed by both the head of School and Associate Head to ensure the required improvements are being made	Rachel O'Neill and Phyllis Sternberg	Half-termly
Emotional Literacy Support Assistant (ELSA) Providing support for pupils and families, including ESOL	Targeted pupils will receive additional support where necessary across all core subjects	1:1 support groups make good progress	ELSA specifically trained every two years. The impact in inclusion will be reflected in progress data and results	Donna Keenan	Half-termly

Educational Psychology Services	Additional sessions will be purchased to provide support to highlighted pupils	Sessions will assist with supporting EHCP's and enable specific targets to be set on a per child basis.	Pupils attending sessions will be follow a robust tracking system to ensure the required development is being made.	Phyllis Sternberg and Lucy Clarkson	Termly
Educational Welfare Officer (EWO)	Attendance and Educational Welfare Officer to assist with highlighting specific pupils and families for additional	PP children are more likely to have issues with lateness and low attendance. This further hinders their rate of progress and can increase the gap between non PP pupils	EWO will highlight and address persistent lateness and absence. Cumulative figures across the academic year should increase over time.	Sarah Philpott and Phyllis Sternberg	Fortnightly

Subsidised Trips and Clubs for disadvantaged pupils.	Pupils who do not enrol in extracurricular activities will be approached and offered financial assistance and/or discounted options.	At Beecholme we find parents are less likely to send their children to trips and clubs due to the associated costs. We believe all children should have the opportunity to attend	Pupil premium children will be selected and costs subsidised by the School.	Phyllis Sternberg and Shinaed Ellington	Termly; following trips and after school club intake
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**Total budgeted cost**

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Library Resources	Pupils will be given the opportunity to create a wish list for additional books in the Library. Including specialist book sets in Science, Fiction and Non Fiction. Books to be purchased for greater depth pupils	Reading attainment and progress needs to be reviewed. Beecholme have a high % of EAL pupil's bilingual books offer support for reading.	Pupil engagement in clubs both after school and at lunch time will increase pupils wanting to enhance their involvement in literacy and enjoyment of reading.	Faye Morris and Linda Bartels	Termly

Specialist software resources	Extended subscription to Bug club, Mathletics online, guided class reading, Seesaw and First News subscription.	Interaction and support between parents and teachers encouraging support and communication between the school and families.	Academic standards will be raised. Pupils will also be given the chance to be creative and be encouraged to attend Magazine Club to encourage teamwork and develop literacy skills.	Rachel O'Neill	Termly, with the review of articles produced by the Magazine Club.
Year 1 Phonics Cards	Parents will be advised of the scheme and Phonics cards to be given to PP pupils to take home.	Opportunities for pupils to revise outside of the classroom	Updated figures will be compared to last years results and progress scores analysed.	Rachel O'Neill	Termly
<b>Total budgeted cost</b>					

#### 4. Review of expenditure

Previous Academic Year

2017/18

**Spring 18 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 FSM reported in Census	42

**Pupil Premium allocation 2017/18 - £71,200**

Governors, Teachers and Senior Leaders have effectively set high standards, improved assessment through moderation and evaluated assessment data to create objectives for this academic year.

**Overview of spending:**

As per the spending plan we set out to increase the number of smaller groups to work with the Emotional Literacy Support Assistant and Teaching Assistant's in specialised areas, planned high quality CPD for staff, invest in specialist resources and subscriptions for pupils, provided additional sessions with the Educational Psychologist and subsidised a number of visits and after school clubs for disadvantaged families who would usually miss out on such opportunities.

**Impact/Evidence:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.

Last year's success criteria were met and the gap decreased between non- pupil premium children and pupil premium children. Our results showed we are working significantly above the national standard. Our KS2 progress scores were impressive with reading at 4.53, writing at 1.53 and maths at 3.9.

**Lessons learned** (and whether you will continue with this approach)

Beecholme methods appear to be working and have been analysed in comparison to last year's figures and predicted progress scores have been achieved. A few adaptations have been made and we have included support in areas to ensure PP children are aligned with their peers. For instance, phonics cards, bilingual text books and additional subscriptions.

**5. Additional detail**

Additional information on Beecholme Primary School's Pupil Premium allocations can be found on our Website: <http://www.beecholme.com/>

- [Pupil Premium 2016/17](#)
- [Pupil Premium 2017/18](#)