



Pupil Premium Strategy 2019/20

Review date: September 2020

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.

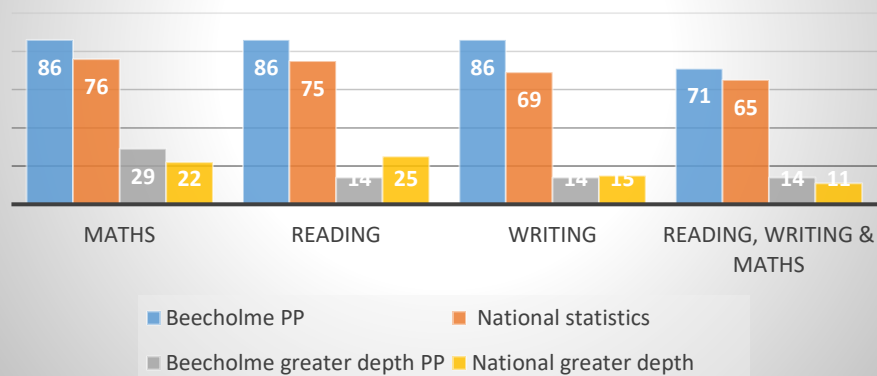
Summary information					
School	Beecholme Primary				
Academic Year	2019/20	Total estimated PP budget	£68,640	Date of most recent PP Review	September 2019
Total number of pupils	196	Number of pupils eligible for PP	45	Date for next internal review of this strategy	September 2020

1. Current attainment – 2018/19 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	100%	72%
Year 1 Phonics check (25 pupils)	72%	83%
Year 2 Phonics re-check (4 pupils)	100%	61%

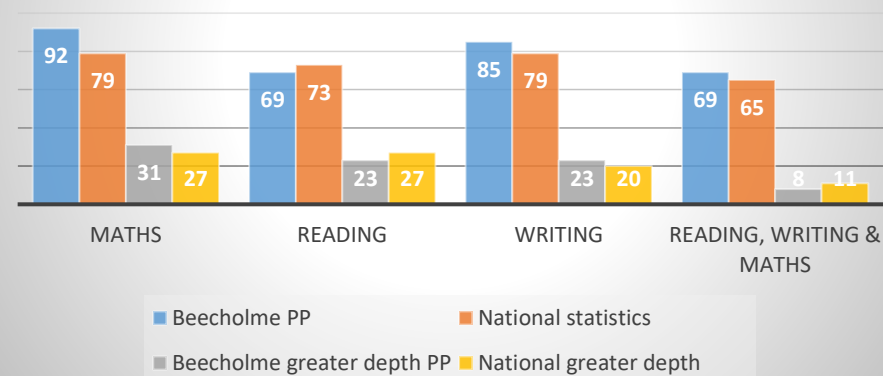
End of Key Stage 1 attainment 2018/19

Percentage of disadvantaged pupils achieving the expected standard



End of Key Stage 2 attainment 2018/19

Percentage of disadvantaged pupils achieving the expected standard



1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

- A.** At Beecholme PP pupils enter the education system behind the expected standard. This limits pupils who have a gap in their understanding of basic skills in core subjects such as English and Maths.

B.	Language and communication skills are limited for PP children, as they are rarely 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.																
C.	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.																
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)																	
D.	<p>Low attendance. Our attendance data for the last few 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> <td>95.78%</td> <td>FSM attendance</td> <td>94.56%</td> </tr> <tr> <td>• 2017/18</td> <td>Whole School</td> <td>94.90%</td> <td>FSM attendance</td> <td>95.81%</td> </tr> <tr> <td>• 2018/19</td> <td>Whole School</td> <td>96.00%</td> <td>FSM attendance</td> <td>94.47%</td> </tr> </table> <p>Attendance rates for PP children across the school in 2018/19 was 94.47% (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 be addressed this academic year with incentives to attend school regularly and referrals to our newly implemented Breakfast Club.</p>		• 2016/17	Whole School	95.78%	FSM attendance	94.56%	• 2017/18	Whole School	94.90%	FSM attendance	95.81%	• 2018/19	Whole School	96.00%	FSM attendance	94.47%
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E.	Persistent lateness. Lateness reduces teaching hours and concentration levels and has an impact on their learning. As above, we are planning to implement incentives for pupils to attend school early and referrals to our newly implemented Breakfast Club, so pupils can arrive early and have a healthy breakfast prior to the school day.																
F.	Support at home for some PP children is limited, affecting the completion of homework and parents accessing learning materials. Additional support is required in this area with the implementation of homework clubs for selected pupils. At Beecholme, we have implemented Online Tapestry in Early Years and Seesaw in Year 1 to increase communication between Teachers and Parents.																
2. Desired outcomes																	
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>															
A.	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.	EYFS/GLD to increase further than in line with the national standard	Baseline results to continue to increase on a yearly basis.															
C.	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.															
D.	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.															
E.	Above average Phonics results in Year 1	Standards monitored and reviewed across the year then reflected in the Year 1 Phonics Screen check 2020.															

3. Planned expenditure

Academic year

2019/20

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?
Attendance and Punctuality	Late and non-attenders will be offered a spot in Breakfast Club so children gain a healthy start to the day and are in School on time	Improved attendance and lateness figures.	Continual review of pupils attending BC and registers with the EWO to highlight pupils who would benefit from attending the morning sessions.	Phyllis Sternberg and Donna Keenan	Termly
High quality CPD programmes for Teachers and Support Staff	Targeted CPD for staff members and relevant access to curriculum areas.	Effective continual training opportunities ensure staff can work effectively with pupils to ensure they achieve their expected results.	All staff will be given the opportunity for continual CPD	Phyllis Sternberg	Annually
Intensive support by in-house leadership teams and the Academy Trust	Progress meetings between the Head of School, Class Teachers and with the extended Trust.	Enhanced support will allow any issues and protocols to be addressed and reviewed on a continual basis	Reporting on the progress of pupil premium pupils and the positives of shared practice across the Schools in the Trust.	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. Pupil Data to be discussed in pupil progress meetings.	Rachel O'Neill.	Termly

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
Total budgeted cost:					
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?
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
1:1 support/ TA support	Daily reading, additional support in low achieving areas	Smaller and single groups make greater progress throughout the year with specialised support and specific attention to targeted areas.	Smaller groups will be reviewed termly and changes implemented where necessary, dependant on progress areas and termly results.	Phyllis Sternberg and Rachel O'Neill	Termly
Educational Psychology Services	Ed Psych sessions will continue 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 follow a robust tracking system to ensure the required development is 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 to highlight and address persistent lateness and absence. Cumulative figures across the academic year should increase over time and adhere to the national standard.	Sarah Philpott(EWO) and Phyllis Sternberg	Fortnightly
Subsidised Trips and Clubs for disadvantaged pupils.	Pupils who do not enrol in extra-curricular 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
Total budgeted cost					
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?
Library Resources	Pupils will be given the opportunity to create a wish list for additional books in the Library.	Reading attainment and progress needs to be reviewed. Beecholme have a high % of EAL pupil's bilingual books offer support for reading. 2018/19 results in KS2 reading was 69% below the national average of 73%, this will be addressed with specialised resources to increase figures.	Pupil engagement in homework and reading clubs will increase pupil engagement in literacy and enjoyment of reading.	Faye Morris.	Termly
Specialist software resources	Subscription to Bug Club, Times Tables Rock Stars, Guided Reading, Seesaw, Tapestry, Beano 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.
Total budgeted cost					

4. Review of expenditure

Previous Academic Year

2018/19

Spring 19 Census data:

Service children	0
Pupils adopted from care	0
Looked after children (out of Borough)	0
Unique pupils with any period of eligibility for FSM reported in Census	34

Pupil Premium allocation 2018/19 - £77,200

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, Beecholme 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;
- invested in specialist resources and subscriptions for pupils, including initiating a Magazine Club to drive reading across KS2;
- provided additional sessions with the Educational Psychologist;
- Phonics Cards in Year One assisted in great results for the Phonics Test;
- Subsidized visits and after school clubs for disadvantaged families, which saw an increase in pupil participation.

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. Beecholme progress scores were well above average in Maths at 3.83, average in reading at -1.74 and writing at 0.05.

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

Beecholme methods appear to be working and high results maintained with predicted progress scores achieved. All approaches will be continued this academic year to ensure PP pupils continue to benefit from new initiatives and resources

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 - <http://www.beecholme.com/wp-content/uploads/2018/06/Pupil-Premium-Spending-Plan-2016-17.pdf>
- Pupil Premium 2017/18 - <http://www.beecholme.com/wp-content/uploads/2018/06/Pupil-Premium-Spending-Plan-2017-18.pdf>
- Pupil Premium 2018/19 - <https://www.beecholme.com/wp-content/uploads/2019/04/Pupil-Premium-Strategy-Statement-2018-19-2.pdf>