



Pupil Premium Strategy September 2020/21

Review date: July 2021

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 (CLA). 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 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	2020/21	Total PP budget	£61,870	Date of most recent PP Review	July 2020
Total number of pupils	171	Number of pupils eligible for PP	46	Date for next internal review of this strategy	July 2021
		Amount of pupil Premium received per child	£1,345		

**1. Current attainment –
Due to coronavirus end of year attainment for 2019-2020 is not available.**

Pupils eligible for PP (Beecholme)

Pupils not eligible for PP (national average)

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. | Pupils enter the school behind the expected standard and struggle to make more than expected progress which would enable them to reach the same standard as their peers. |
| B. | Pupils in EYFS entering the school in EYFS with language and communication skills below age related expectation |
| C. | Pupils have been identified as requiring additional social and emotional support in order to access learning at the same level as their peers |

External barriers (*issues which also require action outside school, such as low attendance rates*)

- | | | | | | | | | | | | | | | | | | | | | | |
|-----------|--|-----------|----------------|--------|----------------|--------|-----------|--------------|--------|----------------|--------|-----------|--------------|--------|----------------|--------|---|--|--|--|--|
| D. | <p>Our attendance data for the last few years show that children who are eligible for Free School Meals (PPG) 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>PPG attendance</td> <td>94.56%</td> </tr> <tr> <td>• 2017/18</td> <td>Whole School</td> <td>94.90%</td> <td>PPG attendance</td> <td>95.81%</td> </tr> <tr> <td>• 2018/19</td> <td>Whole School</td> <td>96.00%</td> <td>PPG attendance</td> <td>94.47%</td> </tr> <tr> <td>•</td> <td></td> <td></td> <td></td> <td></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% | PPG attendance | 94.56% | • 2017/18 | Whole School | 94.90% | PPG attendance | 95.81% | • 2018/19 | Whole School | 96.00% | PPG attendance | 94.47% | • | | | | |
| • 2016/17 | Whole School | 95.78% | PPG attendance | 94.56% | | | | | | | | | | | | | | | | | |
| • 2017/18 | Whole School | 94.90% | PPG attendance | 95.81% | | | | | | | | | | | | | | | | | |
| • 2018/19 | Whole School | 96.00% | PPG attendance | 94.47% | | | | | | | | | | | | | | | | | |
| • | | | | | | | | | | | | | | | | | | | | | |
| E. | Persistent lateness. Lateness reduces teaching hours and concentration levels and has an impact on their learning | | | | | | | | | | | | | | | | | | | | |
| 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. | | | | | | | | | | | | | | | | | | | | |

2. Intended outcomes					
	<i>Specific 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			Academic outcomes between pupil premium children and their peers narrow	
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.			5 attendance and punctuality has improved Incentives and new initiatives improve attendance and punctuality number of rewards for 100% attendance and punctuality has increased for highlighted pupils.	
E.	Standard of attainment in the phonics screening is in line with their peers			Academic outcomes between pupil premium children and their peers narrow	
F.	To enable pupil premium children to access communication and language support closing the gap with their peers			A greater percentage of pupil premium children will attain GLD	
3. Planned expenditure					
Academic year		2020/21			
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					
Area of Focus	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?

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 to develop subject knowledge and pedagogy	P Sternberg	Annually
PP children's academic progress is tracked to ensure progress in line with expectations	Progress meetings between the Head, Assessment lead and Class Teachers	PP children make insufficient progress in order for them to attain at the level of non-PP	Reporting on the progress of pupil premium pupils in regular meetings	P Sternberg F Morris	Half-termly
Learning Support Assistants support in class	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.	F Morris	Termly
Attendance and Punctuality	Late and non-attenders will be identified with the EWO and offered a place 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 Breakfast Club and registers with the EWO to highlight pupils who would benefit from attending the morning sessions.	P Sternberg D Keenan	Termly
Total budgeted cost:					£30,000
ii. Targeted support					
Area of Focus	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	F Morris P 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	D Keenan	Half-termly
1:1 support/ LSA 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.	P Sternberg	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.	P Sternberg L Liedecker	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.	SPhilpott (EWO) P Sternberg	Fortnightly
Total budgeted cost					£25,500
iii. Other approaches-Resourcing					
Area of focus	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.	F Morris.	Termly
Specialist software resources	Subscription to Bug Club, Times Tables Rock Stars, Guided Reading, Seesaw, Tapestry 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.	F Morris	Termly.
Total budgeted cost					£6,370

4. Review of expenditure

Previous Academic Year

2019/20

- Due to coronavirus and school closures, it is not possible for to evaluate the impact of your pupil premium for all of the 2019/20 academic year
- Actions planned for the last academic year but unfinished due to the circumstances have been carried forward to the current academic year
- The plan for 2019 – 2020 was predominantly funding adult support for pupils and therefore although the school closed the funding was still allocated
- PPG families were supported to a higher level from this fund during the school closure

5. Additional detail