

**PUPIL PREMIUM PLAN 2016/2017**

Last Census	January 2016
Total number of pupils on roll (Sept 16)	406
Total number of pupils eligible for Pupil Premium Grant (census)	93
Total number of pupils eligible for Pupil Premium Grant (Sept 16)	82
Amount of PPG per pupil	£1320
Indicative PPG as advised in School Budget Statement April 16	£122760
Actual Pupil Premium Grant allocated 16/17	£122760

**What is the Pupil Premium Grant?**

The Pupil Premium Grant is additional funding to help schools diminish the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This has risen each year to the current amount of £1320 per pupil.

A provision is also made for children who have a parent in the armed services.

Beechfield School is committed to ensuring maximum progress for all groups of children and strives to close any gaps.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership systems will ensure that Pupil Premium funding has the necessary impact. This includes a governor having responsibility for Pupil Premium, the Headship team leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium will be reported back to the Governors via the Curriculum, Staff and Pupil sub-committees, ensuring that the school is held to account for the impact of spending.

**Key Priority:**

To raise the attainment of all students in receipt of the Pupil Premium funding.

To bring the attainment of those in receipt of the Pupil Premium funding in line with the attainment of their peers nationally.

**What do we expect to see?**

Targeted additional support strategies which result in every student, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences. All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress leading to narrowing of any attainment gaps nationally.

**Barriers to learning:**

Our children come predominantly from the surrounding neighbourhood and reflect the ethnic diversity of the community we serve. The number of pupils from minority ethnic groups (78%) and pupils with EAL (63%) is significantly above the national average. Our pupils may start school with lower than average attainment and this can be coupled with limited language development and less well developed social skills. They may also have emotional and behavioural needs as well as academic ones that we need to support.

**Approach:**

We are adopting a range of strategies to overcome these difficulties. Staff awareness of the Pupil Premium funding has been a focus and will continue to be across the year. Individual meetings between SLT and all Teachers have taken place and a pre-assessment of children in receipt of Pupil Premium funding has been agreed and recorded. Monitoring will be regular and reactive across the year, having the pupils at the core of any additional decisions or changes.

Staff has been employed and deployed so that sessions are offered every day to individuals and small groups across the school in reading, writing and maths providing academic support. In addition to this, interventions to meet emotional, social and behavioural needs are offered to specific children.

A thorough analysis is carried out to ascertain which children would benefit from each strategy we offer and priority is given to pupils in receipt of the Pupil Premium funding.

Due to the school's high levels of mobility we will constantly monitor the arrival of new pupils and we are working as a team to get to know each child as an individual and build a relationship with the children and their wider family.

We recognise that initially, some children will require help to meet social and emotional needs before they are ready to learn and progress academically. We offer counselling, 1:1 mentors, small social groups and behavioural support in order to support the individual to succeed. Another strategy will be to support children in engaging in the wider aspects of school life – the opportunity to take part in clubs, trips and residential school journeys, providing a richness of experience. For children with low self-esteem and confidence, completing physical challenges can provide knowledge that they can overcome a number of barriers and make them more willing to persevere and take a challenge in the future.

Action	What does this mean?	Monitored by	Cost from PPG funding	Specific intended outcome	Review by	Outcome Actual impact column
Senior leader to monitor the expenditure of the grant and measure its impact on pupil progress.	Using data analysis and pupil/teacher feedback the DHT will measure the impact of each action regularly and edit/change accordingly.	HT & Gov		Monitor the impact overall consistently with a 'hard data' analysis at least half termly and act accordingly.	HT Half-termly	<p>Hard data had to be baselined. Autumn data is ongoing but will be analysed by the 1<sup>st</sup> week Spring term. Evidence of soft data is also being photocopied. INSET focus on PPG and progress/achievement. Pupil Progress Meeting w/c 23<sup>rd</sup> January.</p> <p>Individual PP analysis prepared by CT. Attendance, Assessment and primary interventions as the focus.</p>
<p>Additional outstanding teaching support in Year 6 (1FTE for 2 terms)</p> <p>We are breaking this support down into:</p> <ul style="list-style-type: none"> <li>2 days per week Booster group teaching</li> </ul>	<p>Teaching support in Y6 for Maths and English from skilled teachers for targeted PP children – group and individual teaching.</p> <p>Booster sessions in smaller groups for Y6 pupils.</p>	DHT (NA) and reported to Governing body	£28848	<p>Diminish differences between PPG and non PPG pupils nationally.</p> <p>Raise attainment and achievement in Y6 in English and Mathematics so that PPG pupils attain in line with their peers nationally, particularly at</p>	NA Half-termly	<p>Booster sessions now in place.</p> <p>ZO RB JB LH</p> <p>Data analysed show</p>

<ul style="list-style-type: none"> <li>• 2 days per week targeted 1:1 or 1:2 Tuition groups</li> <li>• 1 day per week Core subject teaching support.</li> </ul>				the Expected standard and Greater Depth standard.		clear impact but from individuals and overall. Analysis sheet with DHT.
<p>Additional support staff for targeted interventions</p> <ul style="list-style-type: none"> <li>• (2 x staff 35 hours per week).</li> </ul>	<p>Support in and out of class for all year groups from trained Teaching Assistants, developing reading, writing and maths interventions. Additional support for new to school pupils to ensure substantial progress is made.</p> <p>Support for new to country PP pupils to improve understanding of English and to pre-teach vocabulary to support substantial progress.</p>	DHTs		<p>Raise self-confidence and increase participation and motivation for targeted pupils. To ensure that attainment differences are closed by the end of the year by making accelerated progress – focus on the percentage of disadvantaged pupils achieving the Expected standard or Greater Depth across all subjects to be in line with their peers.</p> <p>High mobility: Target new arrivals for rapid interventions – identify needs and accelerate progress.</p>	DHTs Termly	<p>1 TA appointed – Experience of tutoring and 1:1 setting. Groups to have maximum 4 pupils. Timetable complete – Start January 2017.</p> <p>Update – SD is now working with booster groups. Timetable available from NA with group breakdown.</p> <p>Pupil and CT feedback show the clear impact and success of these interventions.</p>
Senior leader to train and monitor support staff to lead interventions.	Train new and existing staff to lead and carry out interventions. Measure the impact of the interventions and act accordingly.	DHTs and SLT		<p>Monitor the impact overall consistently with a ‘hard data’ analysis at least half termly and act accordingly.</p> <p>Focus on interventions.</p>	HT Half-termly	<p>Training in place and ongoing. Data analysis to be done in conjunction with PPM. RAG rating available with MC as well as next steps. New</p>

						interventions Spring I.  CHECK MC NOTES
Counselling support.	Support PP pupils and develop strategies to remove barriers to learning: social, emotional & behavioural. This will lead to an enhanced level of independence and success in learning.	DHT (MC)	£17000	Raise self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged. This should be evident in CT, Parental and Pupil feedback surveys.	MC Termly	'Starting' surveys in place. MC meets with AB regularly to discuss update. Parental response limited as per surveys and a new strategy to be defined for Spring.  CHECK MC NOTES
Pastoral support mentor.	Support PP pupils and develop strategies to remove barriers to learning: social, emotional & behavioural. This will lead to an enhanced level of independence and success in learning.	DHT (MC)	£19000	Raise self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged. This should be evident in CT, Parental and Pupil feedback surveys.	MC Termly	Starting' surveys in place. MC meets with JB regularly to discuss update. Parental response limited as per surveys and a new strategy to be defined for Spring.  CHECK MC NOTES
Wild Child Club.	Wildchild Forest school programmes: •Provide weekly outdoor learning sessions in a natural environment (with the same group of learners) over a minimum of half a term.	DHT (NA)	£6000	Enrichment opportunities presented to disadvantaged pupils. Increase confidence to resolve conflicts and develop resilience.	NA Half-termly	Met with Wild Child early November. Wild Child does not provide school days at the moment. Studying other options with

	<ul style="list-style-type: none"> <li>•Deliver a structured programme of sessions developed through initial observations and collaborative work between pupils and leaders.</li> <li>•Show a clear demonstration of learning progression over the course of the programme.</li> <li>•Work on a holistic approach to learning that links Forest School experiences to home and educational environments.</li> <li>•Offer learners the opportunity to take supported risks to their environment and to themselves. This is designed to build on learners' motivation, self-confidence and independence.</li> <li>•Use natural resources for inspiration and to encourage creativity and motivation.</li> </ul>				<p>Apex and Premier Sport to start January 2017. Wild child to confirm if clubs can be provided by beginning of December.</p> <p>Update: Quotes from 3 different providers now. Club will start February. All classes on a rotation basis, one afternoon per week.</p> <p>Club has now started; delays as a risk assessment and tree survey had to be done. All classes will have access to an afternoon session on a rotation basis and an after school club has been put in place to run after afternoon sessions.</p> <p>Club running well and promoting outdoor learning.</p>
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						The club is used for team building exercises as well which is immensely helpful to consolidate classroom environment. Club used as well to promote core subject activities when back in classroom – eg. Writing prompt.
Personalised PPG spend (£100 per child).	Parents to receive additional support of up to £100 with some school costs (e.g. School Uniform, School Trips, Stationery, Music Tuition, Swimming Lessons). Parents can also spend this allocated fund on non-school costs, (i.e. brownie/scout camp costs, learning software etc.).	Headship team and Office		Enrichment opportunities presented to disadvantaged pupils. Improve social and emotional well-being levels.	NA Weekly	In place. Great feedback from parents. Tracking sheet available from office. Moving to online banking to facilitate payments.  Ongoing.  Ongoing – parental feedback is great so looking to continue action next year.
Breakfast Club.	Free breakfast club before school for all PP children, this will provide a	DHT (NA)	£5000	Raise wellbeing levels and readiness for school.	NA Weekly	SC and NA to do December review.



	balanced breakfast, the opportunity to sit around a table in a social environment sharing a meal with others and will improve and secure punctuality levels.			Punctuality not an issue for any PPG child. Provide a healthy breakfast with a social 'table manners' activity.		Offer to everyone will have staff impact. Need to monitor number increase.  Update: Currently being reviewed by SC and Office team. Booking method and staffing structure to be remodelled.
Curriculum and intervention resources including software licenses.  Oxford My Maths Assessment Materials Rising stars CGP Assessments	Additional resources for teaching. Software licenses for some of the intervention programmes.	DHTs		Provide up-to-date assessment materials that will facilitate regular assessments to define target pupils and target areas of learning. This will also be used to analyse progress and attainment and monitor the impact of other actions established in this document.	NA Termly	CGP assessments ordered and in place. Oxford my Maths a possibility but would like to test Mathletics and IXL – Pupil Voice. Oxford My Maths does not have a trial facility.  Mathletics purchased at discounted price. Choice determined by pupil interviews and Maths coordinator preference.
Parent workshops.	Workshops to engage and train parents to support home learning and pre-learning. Cost will also cover for any material provided to parents that attend training.	Headship team		Close attainment gaps in core subjects. Increase parental engagement and promote the skills needed to support at home. Provide 'Parent Guide' handouts to	NA Half-termly	RWI workshop successful. Cycle of workshops defined at SLT.  Maths and English

				take home after workshops. Raise parental attendance levels for workshops and have a more visible		clusters to be held during Spring Term plus a second RWI workshop.  Workshops now completed and average attendance about 30 parents per session.
Phonics groups.	Training and resources cost for additional phonics teaching to identified children from Nursery to Y2.	RWI leader		Provide 1:1 tuitions for RWI PPG children and target progress in phonics learning.	RWI Leader Weekly	Sound flash cards bought to go home with children. £136.50
			£3000			
Anticipated expenditure			£120278			

Purple – Autumn review

Green – Spring review

Orange – Spring 2 review (April)

Blue – Summer Term update