



### PUPIL PREMIUM PLAN 2019/2020

| Last Census   | January 2019 |
|---|--------------|
| Total number of pupils on roll                          | 363          |
| Total number of pupils eligible for Pupil Premium Grant | 70           |
| Amount of PPG per pupil                                 | £1320        |
| Actual Pupil Premium Grant allocated                    | £88,000      |

#### **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.

#### **Key Priorities:**

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.

To work in partnership with parents/carers/external agencies to improve the social and emotional well-being of those in receipt of Pupil Premium funding to achieve better behaviour for learning

#### **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**

Beechfield 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 (49%) 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. Many of our children in receipt of this funding, have multiple vulnerabilities such as SEND and EAL also.

**Approach:**

We are adopting a range of strategies in school to enable the gap to narrow between disadvantaged and non-disadvantaged pupils. 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.

Barriers to learning are identified through teacher assessments, meetings between teachers and SLT and pupil and parent voice. Interventions and provisions are put in place and regularly reviewed to assess impact. 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 | Success Criteria   | Review by                | Outcome Actual impact column |
|---|--|--------------|-----------------------|--|--------------------------|------------------------------|
| Senior leader to;<br>-monitor the expenditure of the grant<br>-measure its impact on pupil progress<br>-keep up to date with current research related to best practice<br>-deliver masterclasses and staff training sessions related to best practice using evidence based sources (EEF, What works well)<br>-organise parent workshops related to in school strategies and initiatives<br>-contribute to stakeholder meetings<br>-contribute to embedding a culture of nurture across the school | Using data analysis and pupil/teacher feedback the AHT will measure the impact of each action regularly and edit/change accordingly.<br><br>Class teachers will be better informed of how they can support disadvantaged children in their learning using evidence based techniques<br><br>Parents will be better informed of how they can support their children at home<br><br>Parents will be talking positively about the impact that school is having on their child's learning | AHT<br>(MC)  | £6742                 | 'Hard data' will show PP children are making progress in line with their peers<br><br>The majority of teaching across the school will be good or better<br><br>10% of PP children to be profiled each half term. Staff can show how profile has impacted provision for those children<br><br>Increased parental engagement at workshops/parents evenings<br><br>Parental feedback will be positive | HT and MC<br>Half-termly |                              |

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| -carry out 360 profiles<br><br>(FTE 0.15)   |  |               |                 |   |                       |  |
| To improve the attendance of PP children to ensure they are in line with their peers              | Every two weeks, Senior leader with Office Assistant in charge of attendance reviews attendance of all children. PP lead is made aware of any trends, prolonged absences of PPG children. Text, letters are sent to children that are absent. Meetings are held with the appropriate SL member with parents/careers to offer support to ensure their child is in school. In school reward competition celebrated every week in assembly All staff discuss at parents evening Staff raise any concerns with SLT or Office Assistant | JA, MC and HT | See costs above | Attendance of PP children will be in line with their peers in school and nationally   | MC and JA Half-termly |  |
| Additional outstanding teaching support across the school to improve attainment (see school plan) | Targeted teaching support for Maths from skilled teacher for targeted PP children – group and individual teaching.   | Maths Lead    | £15,855         | A greater number of PP children will be reaching age related expectations in attainment and progress<br><br>Maths attainment of PP children will be more in line with Reading and Writing<br><br>Progress of Maths to be in line with that of Reading and Writing                                       | MC Half-termly        |  |
| Wellbeing Therapy (2.5 days)  | 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.<br><br>Staff will use a variety of approaches depending on the child's specific needs. For example: Drawing and Talking, Lego and social skills   | Pastoral lead | £9815           | Number of behaviour incidences in class for PP children will be reduced<br><br>Pupil voice will show PP children understand how to be successful in their learning and can talk positively about the support they receive from the pastoral team<br><br>Number of fixed term exclusions will be reduced | MC Half-termly        |  |

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|   |  |      |         | <p>20% of those children receiving pastoral support will be profiled using Boxhall profile and Strengths and Differences Questionnaire</p> <p>Profiles will show positive change over time</p>   |                |  |
| Pastoral Leader (full time)   | 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.                                     | AHT  | £29,599 | <p>Number of behaviour incidences in class for PP children will be reduced</p> <p>Pupil voice will show PP children understand how to be successful in their learning and can talk positively about the support they receive from the pastoral team</p> <p>Number of fixed term exclusions will be reduced</p> <p>20% of those children receiving pastoral support will be profiled using Boxhall profile and Strengths and Differences Questionnaire</p> <p>Profiles will show positive change over time</p> <p>The 6 principles of Nurture will be embedded across the school</p> <p>Feedback from parents will be positive about the support their child is receiving</p> | MC half termly |  |
| Support staff to run targeted interventions across the school focusing on PP children | 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. | AHTs | £24,764 | <p>A greater number of PP children will be reaching age related expectations in attainment and progress in Reading, Writing and Maths</p> <p>Impact of interventions can clearly be evidenced – teaching assistants can</p>  | MC Half-termly |  |

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|   |   |                          |         | identify what children know and are able to do now that they didn't know before  |                |  |
| Middle leader to train and monitor staff to teach RWI – Reading focus. (FTE 0.15) | Train new and existing staff to lead and carry out interventions. Measure the impact of the interventions and act accordingly.  | RWI lead                 | £6650   | The percentage of PP children passing the Phonics assessment will be in line with Non-PP children<br><br>The majority of teaching in phonics lessons will be good or better<br><br>The percentage of PP children making progress in phonics will be in line with their peers | MC half termly |  |
| 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.).<br><br>Office staff to re-issue letters advertising personalised spend each half term to raise the profile and encourage parents to engage and use it | Headship team and Office | £3500   | More of the personalised spend will be used by parents<br><br>Parent feedback will show the impact it has had on their families and their children   | MC termly      |  |
| Anticipated expenditure   |   |                          | £96,924 |  |                |  |