

**PUPIL PREMIUM PLAN 2020/21**

Last Census data	January 2020
Total number of pupils on roll	365
Total number of pupils eligible for Pupil Premium Grant	72
Amount of PPG per pupil	£1345
Actual Pupil Premium Grant allocated	£96,840.00

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 £1345 per pupil. A provision is also made for children who have a parent in the armed services.

Key Priorities

The key priorities at Beechfield School are: tie into school plan priorities?

- Be kind: A major priority is to ensure our children and families are mentally well so they feel safe and ready to learn.
- Work hard to provide all the children in our school with high quality teaching in order to raise attainment in reading, writing and maths ensure that the curriculum is broad and balanced with a rigorous approach to reading, writing and maths to close the achievement gap both in school and nationally between children in receipt of the pupil premium grant and their peers. any targeted interventions that children require will take place outside of lesson time. to target persistent lateness and absenteeism to ensure no learning time is lost.
- Love learning: enhance the cultural capital of our children by providing them with opportunities and entitlements that they otherwise would not get. Ensure children are given a broad and balanced curriculum

Academic barriers to learning

A	Many of our Pupil Premium children have lower than average communication skills and poor vocabulary upon starting school and attain less well in writing than their peers
B	Many of our Pupil Premium children do not reach age related expectations in Reading, Writing and Maths
C	Mental health and social needs impact on children's attitudes, ability to and willingness to learn. Many are very passive in their learning.
D	Attendance for Pupil premium children is below national expectations. Many Pupil premium children are persistently late.
External barriers to learning	
E	Many of our Pupil Premium children would benefit from their parents taking an active involvement in their child's education
F	Many of our Pupil Premium children live in an area of high social and economic deprivation and are unable to take part in enrichment activities to enhance their cultural capital

Desired outcomes for Pupil Premium Children linked to the barriers detailed above		Success Criteria
A	Pupil premium children make as much progress in Writing as they do in Reading and Maths and gaps are closing	Pupils listen well, can talk about their learning, take an active part in lessons and make at least good progress Gaps are closing between PPG and non PPG
B	Children make progress in Reading, Writing and Maths in line with their peers to ensure they meet at least ARE All pupils have access to good or better teaching	PPG Lead directs staff to ensure that differences seen on entry are closed over time. PP ch achieve in line with non-PP children. PPG Lead and teachers can talk about individual PPG children confidently and knows barriers, strengths and impact of actions taken. Teachers confidently talk about the gaps PP children have and understand how to close them Successful AfL strategies are embedded in all teaching across the school Learning walks will show that CPD is having an impact
C	Pupils' well-being is supported effectively to ensure they are ready to learn. Families of children who are pupil premium are fully supported to ensure a successful home life for our pupils.	The Pastoral team continue to work with the Salvation Army to provide for our school community The Pastoral lead works with external agencies to ensure our families get the necessary support Pupil premium children show good behaviour for learning Fewer behaviour incidences for individual children who receive pastoral support
D	Children attend school on time, regularly and in line with all pupils at Beechfield School	Attendance for pupil premium is improving towards or is <97% Families with needs feel supported The number of children who are persistently late is in decline
E	Parents and carers are encouraged to play an active role in their child's education	PP parents are attending workshops and other family events and feel supported to help with their children's learning PP parents attend parents evening PP parents are listening to their children read and signing their reading records weekly
F	Pupil premium children are fully engaged in all aspects of school life and given opportunities that they might not have if they did not attend Beechfield School	Parents are using the PPG spend to fund school trips and other events PPG children are involved in enrichment activities Children who are in receipt of FSM are accessing funded peripatetic music lessons PPG children are attending before and after school clubs

Quality of teaching for all				
Desired outcome	Actions and Rationale	Expected Outcome	Person responsible	Impact
			Cost (Approx)	

A	<p>PP lead / English lead / Phase leaders to scrutinise a range of English books from across the school to identify whole school barriers to writing. Subject lead to provide necessary CPD to ensure teachers feel confident in diminishing these barriers <i>Quality CPD which improves the teaching of writing will impact all children in the school.</i></p> <p>Pie Corbett 'Talk For Writing' approach to be introduced to teach Writing across the school. This will be monitored through learning walks, book looks, pupil voice interviews and planning scrutinies. <i>A whole school focus should achieve consistency in the way English is taught in the school. Pie Corbett's approach focuses on improving oracy skills which then feeds in to writing skills.</i></p> <p>Assess children in Early years using the Wellcomm language assessment and implement any follow up interventions as appropriate. Early years lead to measure impact and work with the SENCO to make any referrals to Speech and Language team that are necessary <i>The Wellcomm language assessment identifies children at the point of entry who are lacking in age appropriate language skills. This will ensure the children get the support as soon as possible before any gaps between them and their peers grows too big.</i></p> <p>CPD on the Lilac project <i>The Lilac project has been known to improve the vocabulary of all children but particularly those who have English as an additional language and those from disadvantaged backgrounds who may not have been exposed to age appropriate topic based vocabulary.</i></p> <p>English Subject lead to write a Beechfield Spelling Scheme based on current expectations in the National Curriculum <i>A whole school scheme will ensure children are being taught spelling consistently across the school which shows clear progression throughout the year groups</i></p> <p>Whole Class guided reading to be implemented across the school</p>	<p>Gaps in learning and any systemic problems in teaching Writing will be identified</p> <p>PP children will be achieving as well in Writing as in Reading and Maths</p> <p>Teaching of Writing across the school will be consistent</p> <p>Children who are lacking in Early communication skills will be swiftly identified and supported</p> <p>The explicit teaching of vocabulary will be an emphasis in all subjects across the curriculum</p> <p>Children will be able to talk about strategies they use to support them with spelling unknown words</p> <p>Children will be able to voice their ideas and opinions succinctly and talk about their learning</p>	<p>AHT Phase leaders SENCO</p> <p>£12,000</p>	
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	<i>Children will be reading age appropriate books so will be exposed to new language. Exploring vocabulary from these books will be a weekly focus in Reading lessons thus expanding their known vocabulary bank.</i>			
B	<p>CPD on high quality teaching <i>EEF have carried out extensive research in to what has the most impact on children's attainment and progress. Some of the aspects to be covered that they found to be successful are; collaborative learning, growth mindset, mixed ability groupings. They found that quality first teaching benefitted all pupils including those in receipt of the pupil premium grant.</i></p> <p>CPD on Pie Corbett Talk for Writing approaches for all staff <i>Talk for Writing has been proven by the EEF to develop children's oracy skills which feeds in to them being able to write with better coherence and structure</i></p> <p>CPD on assessment for learning <i>Our children suffer a lot of gaps in their learning for a variety of reasons. Teachers need to be adept at identifying these gaps as they arise and knowing how to fill them to ensure there is no 'lost learning' EEF research showed specific feedback had a good impact on overall achievement.</i></p> <p>CPD on Summative Assessment using Arbor <i>We are using a new MIS and our Assessment systems have changed. Teachers and SLT will need to be trained to ensure judgements about children's learning are accurate and progress over time is being made</i></p> <p>Cycle of monitoring of teaching and learning to include observations, learning walks, team teaching and book looks <i>All children have the right to a broad and balanced curriculum. Many children do not have the input from home so we need to ensure we are giving them the best opportunities that we can. Through monitoring and clear feedback, teaching staff will be clear about how they can better support their learners.</i></p> <p>Pupil progress meetings focusing on discussions around every child, what they have achieved and what additional provisions they need <i>Clear actions can be created for every child who is or at risk of under-achieving so they can catch up quickly before the gap grows bigger</i></p>	<p>All teaching across the school will be good or better</p> <p>Teaching will be consistent across the school</p> <p>Teachers and Pupil premium lead will have a clear understanding of who is under-achieving and what they need in order to make expected progress</p> <p>Pupils workbooks will show progress from starting points</p> <p>Pupil premium children will be making progress in line with their peers across the whole curriculum</p> <p>An increased number of pupil premium children will be meeting ARE at the end of each Key stage</p>	<p>HT AHT Phase leaders RWI lead Subject leaders</p> <p>£24,000</p>	

	<p>Read Write Inc lead to assess and monitor children's progress in phonics and the quality of teaching ensuring any children who are not making adequate progress and provided with additional catch up support <i>Read Write Inc is a widely used phonics programme. Since using it, our school have been consistently in line with National expectations for the phonics screening test.</i></p> <p>Subject leaders to monitor the provision for pupil premium children and track their progress in the subjects they are responsible for. Report back any findings to the Pupil premium lead. <i>Improving the provision for pupil premium children is the responsibility of all staff in school. Subject leaders will be given dedicated time out of class to monitor their subjects which will include learning walks, book looks and pupil voice interviews. A broad range of pupils should be focused on, including those who are pupil premium.</i></p> <p>Responsibility for the monitoring of pupil premium will sit with the PPG lead assisted by SLT <i>Pupil premium will have a greater profile as all senior leaders will have an awareness of who these children are, their barriers to learning and what is in place for them. Assistant Heads are non-class based so can keep a closer eye on the provisions in place for PP and make improvements swiftly where needed.</i></p>			
D	<p>Assistant Head and admin team targeted to monitor and improve the attendance to bring it in line with national expectations of 97%. Punctuality and attendance figures to be closely analysed. Targets to be set with families where there is persistent absence and lateness and reviewed regularly. <i>Children need to be in school to learn. When children are persistently late or absent, they miss vital parts of their learning making it more challenging to catch up and close the gap to their peers.</i></p>	<p>Attendance of PP children will be in line with the rest of the children at Beechfield School</p> <p>There will be a decrease in the number of children persistently late or absent</p>	<p>TM JA Attendance officer</p> <p>£1500</p>	
E	<p>Pastoral team to host regular Parent coffee mornings Parent council to run once a term Subject leaders to run workshops inviting parents to learn how we teach their children so they are better able to support them at home</p>	<p>Parents of PP children will be attending workshops and parent events</p>	<p>£500</p>	

	<p>EY to run stay and play sessions once every half term where parents will be invited to learn along side their children Regular family learning sessions to be set up eg family reading, family maths sessions Assistant head to monitor attendance at Parent's evenings and other events. Discover and analyse reasons for non-attendance to remove barriers at future events <i>Parent attitudes to school and learning greatly impact their children's motivation, attitudes and academic achievements. When parents are working with teachers and know how to support their children, progress happens</i> <i>The school will ensure parental experiences are positive by continuing to ensure key school events are welcoming and well publicised. Parental evaluations of events are always followed up and reflected upon to ensure we meet the needs and requirements of our diverse community We will ensure we reflect upon how the impact of parental engagement has the greatest impact upon pupil attainment by ensuring parent workshops include support, advice and guidance for parents who are not confident in their ability to support their children's learning, such as simple strategies to help their child to read.</i></p>	Parent feedback will be positive		
Targeted provision				
B	<p>Support staff to be upskilled to run intervention programmes to target specific gaps that children have <i>EEF report showed TA's have the best impact when working 1:1 or in small groups with children outside the classroom on specific elements of learning that links directly with learning in the classroom.</i></p> <p>Support staff to run interventions – Write Away Together, Precision teaching, RWI 1:1, Spelling SOS, Daily Readers, pre-teaching Booster sessions to be run in Year 1, 2 and 6 throughout the year to achieve better progress for individuals who are at risk of not making ARE in end of key stage assessments and phonics test. <i>Children can make better progress when their gaps are identified and targeted and linked to what they are doing in the classroom.</i></p> <p>Volunteers to listen to targeted readers regularly <i>The National Literacy Trust found that only 25.8% of children read daily at home. Children need to read regularly to build fluency which has a direct impact on their understanding of a text. We need to read more regularly with children in school who are not reading regularly at home.</i></p>		<p>Support staff MC Phase leaders Class teachers</p> <p>£22,000</p>	

C	<p>Calm start to run with identified children <i>Often the start of the school day can be very chaotic and some children find this distressing. Some children's home lives may mean that they are not ready to start their learning. Calm Start allows for these children to have a consistent point of contact to discuss their worries in a safe environment so they are ready to learn</i></p> <p>Any PP children displaying signs of suffering Adverse Childhood Experiences to be Boxhall profiled and learning plans put in place and evaluated <i>Boxhall profile analyses behaviours, emotional responses and learning behaviours to identify specific needs. If school staff are aware of these needs, individualised provisions can be put in place to support the children with greater impact.</i></p> <p>Pastoral assistant to run bespoke therapies for children based on personalised needs <i>Children need to be ready to learn. If their basic needs have not been met and they are worried or anxious, they will not be able to learn to the best of their ability</i></p> <p>Pastoral lead to be the main point of contact for families who may need additional support. Signpost families to external agencies where necessary. Attend meetings with families and external professionals. Pastoral lead to continue to work with the Salvation Army to provide basic essentials food boxes for members of our school community <i>Children learn best when they have a stable home life and their basic needs have been met. Some families need support in ensuring their children are emotionally and physically well. High levels of deprivation particularly since the outbreak of Covid-19 means many of our families do not have enough food to eat.</i></p>		AH MW £24,000	
Other approaches				
F	<p>PP children to be given a budget of £100 to spend on uniform, school trips, music lessons and other activities/resources that will enhance their education <i>Our school supports children to access enrichment activities that can enhance their child's life experiences. The Sutton Trust identified that cultural capital has an impact on children's learning and aspirations.</i></p>		MC ML £7900	

	<p>Children in Year 4 to receive whole class music lessons</p> <p><i>Music has been proven to have many benefits on children's education;</i></p> <ul style="list-style-type: none"><i>-a strong sense of rhythm supports reading fluency</i><i>-auditory processing improves language and cognitive skills</i><i>-increased levels of concentration</i><i>-increased levels of confidence and social skills such as sharing and turn taking</i>		£3500	
Total expenditure			£95,400	