



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.

Lockdown due to Covid-19

Due to the Government enforced Lockdown which closed schools in England in March 2020 for the majority of pupils, much of this plan has had to be adapted for the Summer term. Throughout the Lockdown, the school continued to provide support to those in receipt of the PPG funding and these actions along with the impact is detailed below at the end of this document

Action	What does this mean?	Monitored by	Cost from PPG funding	Success Criteria	Review by	Outcome Actual impact column																								
<p>Senior leader to;</p> <ul style="list-style-type: none"> -monitor the expenditure of the grant -measure its impact on pupil progress -keep up to date with current research related to best practice -deliver masterclasses and staff training sessions related to best practice using evidence based sources (EEF, What works well) -organise parent workshops related to in school strategies and initiatives -contribute to stakeholder meetings -contribute to embedding a culture of nurture across the school -carry out 360 profiles <p>(FTE 0.15)</p>	<p>Using data analysis and pupil/teacher feedback the AHT will measure the impact of each action regularly and edit/change accordingly.</p> <p>Class teachers will be better informed of how they can support disadvantaged children in their learning using evidence based techniques</p> <p>Parents will be better informed of how they can support their children at home</p> <p>Parents will be talking positively about the impact that school is having on their child's learning</p>	AHT (MC)	£6742	<p>'Hard data' will show PP children are making progress in line with their peers</p> <p>The majority of teaching across the school will be good or better</p> <p>10% of PP children to be profiled each half term. Staff can show how profile has impacted provision for those children</p> <p>Increased parental engagement at workshops/parents evenings</p> <p>Parental feedback will be positive</p>	HT and MC Half-termly	<p>Autumn</p> <p>87% made progress in Reading 78% made progress in Writing 78% made progress in Maths</p> <p>Children who are making slow progress are being targeted in class and with additional provision</p> <p>Spring</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>% of PPG made in year progress</th> <th>% of Non-PPG made in year progress</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>91%</td> <td>89%</td> </tr> <tr> <td>W</td> <td>90%</td> <td>89%</td> </tr> <tr> <td>M</td> <td>88%</td> <td>88%</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>% of PPG made accelerated progress</th> <th>% of Non-PPG made accelerated progress</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>W</td> <td>35%</td> <td>33%</td> </tr> <tr> <td>M</td> <td>17%</td> <td>27%</td> </tr> </tbody> </table>		% of PPG made in year progress	% of Non-PPG made in year progress	R	91%	89%	W	90%	89%	M	88%	88%		% of PPG made accelerated progress	% of Non-PPG made accelerated progress	R	29%	29%	W	35%	33%	M	17%	27%
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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,	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	<p>Autumn</p> <p>PP attendance is improved compared to Autumn 2018</p> <p>Teachers are aware of low attenders</p>																								

	<p>prolonged absences of PPG children. Text, letters are sent to children that are absent.</p> <p>Meetings are held with the appropriate SL member with parents/careers to offer support to ensure their child is in school.</p> <p>In school reward competition celebrated every week in assembly</p> <p>All staff discuss at parents evening</p> <p>Staff raise any concerns with SLT or Office Assistant</p>					<p>and are embedding strategies to combat this when in school</p> <p>Spring Term PP attendance is 85%</p>
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	<p>A greater number of PP children will be reaching age related expectations in attainment and progress</p> <p>Maths attainment of PP children will be more in line with Reading and Writing</p> <p>Progress of Maths to be in line with that of Reading and Writing</p>	MC Half-termly	<p>Autumn Changes to provision for Spring term - more in class support given to year 2 and 6 with booster groups in the afternoons in other year groups</p> <p>Spring term 14 children received support across KS2 All made progress 9 children made good or better progress</p>
Wellbeing Therapy (2.5 days)	<p>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.</p> <p>Staff will use a variety of approaches depending on the child's specific needs. For example: Drawing and Talking, Lego and social skills</p>	Pastoral lead	£9815	<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>	MC Half-termly	<p>Autumn Significant decrease in behaviour incidences and those requiring reflections across the school</p> <p>90% of PP children receiving pastoral support have been profiled using Boxhall profile and learning plans are being embedded</p> <p>Spring term In addition to the 1:1 sessions that the pastoral TA runs, some of children who were showing trickier learning</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>behaviours are now being supported in class by the pastoral team. Work involved includes coaching them through their learning tasks modelling a growth mindset attitude and supporting them with peer relationships. This has made a significant difference in the amount of times these children are leaving the classroom without permission which in turn allows them to access more learning 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 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>	MC half termly	<p>Autumn Significant decrease in behaviour incidences and those requiring reflections across the school</p> <p>90% of PP children receiving pastoral support have been profiled using Boxhall profile and learning plans are being embedded</p> <p>Minutes of regular coffee mornings with parents are highlighting the positive impact on parental engagement. Feedback from these meetings are feeding back in to school life eg increased parent workshops, Marvellous Me</p> <p>Spring Term The pastoral leader has supported the pastoral TA to make changes to timetabling to free her up to spend time in class supporting children as detailed above. The coffee mornings have continued although we have seen a decrease in the number of parents attending. The</p>

				Feedback from parents will be positive about the support their child is receiving		<p>pastoral centre is open and available each week if parents do decide they want to drop in and need the support.</p> <p>The pastoral lead has collated a list of children whose families struggle to provide food for them and has worked with the Salvation Army to make up essential food boxes for them.</p>			
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 identify what children know and are able to do now that they didn't know before</p>	MC Half-termly	<p>End of Autumn data %ARE 87% made progress in Reading 78% made progress in Writing 78% made progress in Maths</p> <p>Children who are making slow progress are being targeted in class and with additional provision</p> <p>Spring Spelling SOS intervention 10 children across KS2 participated On average they made 42% progress on the number of words they could spell at the beginning of the intervention compared to the end.</p> <p>Daily reading 8 children All children made progress since the start of the year 5 children made good or better progress</p> <table border="1"> <tr> <td></td> <td>% of PPG made in year progress</td> <td>% of Non-PPG made in year progress</td> </tr> </table>		% of PPG made in year progress	% of Non-PPG made in year progress
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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	<p>The percentage of PP children passing the Phonics assessment will be in line with Non-PP children</p> <p>The majority of teaching in phonics lessons will be good or better</p> <p>The percentage of PP children making progress in phonics will be in line with their peers</p>	MC half termly	<p>Autumn Groups continuously being revised to ensure children are being targeted. % of PP predicted to pass phonics screening is 90%</p> <p>Spring Prediction to pass phonics test remains at 90% 8 children have been receiving 1:1 RWI catch up sessions. Of these, 6 children have made progress and on average have moved up 3 phonics levels.</p>		
Personalised PPG spend (£100 per child).	<p>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.).</p> <p>Office staff to re-issue letters advertising personalised spend each half term to raise the profile and</p>	Headship team and Office	£3500	<p>More of the personalised spend will be used by parents</p> <p>Parent feedback will show the impact it has had on their families and their children</p>	MC termly	<p>Autumn expenditure – trips, uniforms, books, educational games, music lessons</p> <p>Teachers speaking to parents 1:1 re items they can buy to support their children at home</p> <p>Spring Increase in parents spending this money on trips. Teacher are continuing to raise awareness of this money to the</p>		

	encourage parents to engage and use it					parents of children in their classes.
Anticipated expenditure			£96,924			

Lockdown Summer Term

Actions	Impact
<p>To ensure the safety and well-being of our pupils remains the highest priority, we will;</p> <ul style="list-style-type: none"> -ensure all meetings with external professionals continue -weekly contact will be made with children who were accessing pastoral support in school -the Pastoral lead will be the first port of call for vulnerable families -work with the Salvation Army to deliver food boxes to our most vulnerable families -deliver weekly packed lunches to those in receipt of FSM 	<p>All ongoing work with external professionals continued to go ahead, reports were written and school procedures were followed to ensure that the safeguarding of all our pupils and the well-being of the whole family remained the highest priority. Families who were accessing support from social workers and other external agencies continued to get this.</p> <p>Weekly lunch boxes were delivered to pupils in receipt of FSM to ensure they were continually given a balanced diet</p> <p>Children who were receiving therapeutic support in school prior to lockdown, were having weekly phone contact with the Pastoral Support team to ensure their well-being was looked after.</p> <p>The Pastoral Support was in school and supporting children who wanted to talk at any time</p> <p>Over 30 families were given 'essentials food boxes' throughout lockdown funded by the Salvation Army</p> <p>Through regular contact with our PPG families, better home-school relationships were fostered. Parents contacted either myself or the Pastoral lead and gained information and advice for their children related to their health and well-being to accessing corona testing appointments, filling out forms to access universal credit and the measures put in place in school to enable children to return. Many parents expressed their gratitude for all the help and support we had offered as a school during this time.</p> <p>On returning to school, each 'bubble' were given access to a 'recovery curriculum' designed by the Pastoral Leads across the trust. This gave children the freedom to discuss any concerns or worries they had, re-establish any friendships and make new ones in their 'bubbles, and continue to learn in a safe and supportive environment.</p>
<p>To ensure our pupils are able to access suitable learning throughout lockdown and maintain our priority of 'closing the gap' we will;</p> <ul style="list-style-type: none"> -deliver bespoke learning for underachieving PPG families -make weekly home learning available on the website -deliver home learning to those who do not have computer access -monitor home learning to ensure it is pitched correctly --stay up to date with current government guidance and how 	<p>Through careful planning and preparation, in July we were able to invite the following year groups back in to school; Nursery, Reception, Year 1, Year 5, Year 6, Key workers and those with EHCP's. 48 PPG children were attending daily</p> <p>When Year 1 returned, they were assessed and grouped according to phonic ability so daily RWI lessons could continue.</p> <p>8 PPG children who could not come in to school during lockdown were offered bespoke learning via 3 x weekly phone calls or zoom intervention sessions. These sessions ensured children were accessing targeted learning at the correct pitch for them with the aim to continue to narrow the gap as it would be if they were in school.</p>

<p>best to support our PPG pupils</p> <ul style="list-style-type: none"> -purchase additional learning resources -run a weekly 'Lockdown Library' -deliver stationery and exercise books to those in need -promote the PPG personalised spend 	<p>1:1 support was organised and risk management plans put in place and updated for those children who required it so they could come in to school daily throughout lockdown to access personalised learning activities. Two of our children who were at risk of exclusion were still able to access the Acorn centre provision as well as be invited in to school on a daily basis. This gave them some much needed consistency and routine and respite for their families.</p> <p>Parents who had not previously spent their PPG allocation, bought a wide variety of resources to support their children with home learning from ipads and laptops and learning apps to stationery, recommended work books, learning games and uniform for the new school year.</p> <p>Home learning was changed in week 3 of Lockdown to ensure more of our children could access it as it was less focused on computer based activities. Despite asking parents prior to lockdown, who had access to the internet at home, it became increasingly obvious that in fact the number was a lot higher than we had anticipated. Home learning packs were printed out each week and delivered by the PPG and Pastoral leads to those families who required it so these children could have access to age-appropriate learning tasks. As well as this, all children had access to exercise books and writing equipment. Where parents required more, these were also delivered or made available to collect.</p> <p>Children could access new reading books at the appropriate level</p> <p>The additional learning resources were delivered to all FSM children. They supported parents in helping their children as examples were set out of how work should be completed and clear explanations of different methods given.</p>
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