

Pupil Premium Strategy Statement – Beecroft Primary School – 2017 to 2018

Summary information					
Beecroft Primary School					
Academic Year	2017/2018	Total PP budget	£87120	Date of most recent PP Review	N/A
Total number of pupils	314	Number of pupils eligible for PP	66	Date for next internal review of this strategy	July 2018

Current attainment of Year 6 2017		
	Pupils eligible for PP at Beecroft (17 pupils)	National average
% of pupils achieving WE in maths	94% (16 pupils)	75%
% of pupils achieving WE in reading	64% (11 pupil did not achieve WE)	71%
% of pupils achieving WE in spelling, punctuation and grammar	94% (16 pupils)	77%
% of pupils achieving WE in writing	100% (17 pupils)	76%
% of pupils achieving expected standard in reading, writing and maths	64% (11 pupil did not achieve WE)	61%

Barriers to future attainment	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Speech and written language skills of pupils
B	Level of parental engagement
External barriers	
C	Attendance levels

Outcomes		
Desired outcomes		Success criteria
A	Improve oral language and written skills for pupils eligible for PP.	Spoken and written language is age appropriate – pupils are meeting expectations for their age group
B	Parents engaged with school systems to help their child/ren achieve at the expected level – reading, homework, attendance	Parents are engaged and liaising with school, about how to help their child achieve.
C	Increased attendance rates for pupils eligible for PP	Attendance at least national average – 95.5% (no holidays and extended leave in term time)
D	PP pupils to achieve at least expected levels at the end of KS1 and KS2	Data shows that PP and non PP pupils achieve at least expected levels at the end of KS1 and KS2

Planned expenditure					
Academic year		2017/2018			
Quality of teaching for all					
Desired outcome	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?
Improve oral language and written skills for pupils eligible for PP.	Speaking, listening, vocabulary and modelling of language is given high priority in lessons.	Language is the key to learning for our pupils - a barrier to overcome.	Use INSET days to deliver training. Coaching for NQTs. Observation/ monitoring Feedback to staff.	Head Teacher & Deputy	Ongoing throughout the academic year.
Parents engaged with school systems to help their	Learning Mentor support to work with families and	We want all parents to be engaged with the school so that	Monitoring attendance – daily, weekly & termly.	Head Teacher, Deputy & learning mentor	Ongoing throughout the academic year.

child/ren achieve at the expected level – reading, homework, attendance	parents	their pupils can perform to the best of their ability.	Progress in workbooks, reading diaries and motivation in class.		
PP pupils achieve expected at least levels at the end of KS1 and KS2	<p>CPD on providing challenge for all pupils.</p> <p>1:1 tuition – additional teacher 1 day per week</p> <p>Teaching support for intervention programmes</p> <p>Teacher (part time) sets in Year 5 maths</p> <p>Small size classes</p> <p>Headteacher after school teaching - no charge</p> <p>Deputy Headteacher early morning session - no charge</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply ‘meeting expected standards’.</p> <p>We want to ensure that all teachers stretch and encourage these pupils.</p>	<p>Tracking pupil progress.</p> <p>Analysis of data.</p>	Head Teacher, Deputy and class teachers	Ongoing throughout the academic year.
				Total budgeted cost	£87120

ii. Targeted support					
Desired outcome	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?
Improve oral language and written skills for pupils eligible for PP.	The TA attached to each individual will read/words each morning at 8.50am at least 3 times a week. Reading record will be filled in. Record sheet filled in and shared with class teacher.	Identified pupils need targeted support to catch up.	Use INSET days to deliver training. Coaching for NQTs and TAs. Observation/monitoring Feedback to staff. Organise timetable to ensure staff delivering provision have delivery time.	Head Teacher, Deputy and class teachers	Ongoing throughout the academic year.
Parents engaged with school systems to help their child/ren achieve at the expected level – reading, homework, attendance	Learning mentor to track attendance of key pupils. To communicate with parents and encourage participation. Keep appropriate records. Individual feedback	Personalised support for pupils and their families has been shown to improve levels of attendance, self-motivation and resilience by pupils and to develop positive	Monitoring of attendance levels. Progress in workbooks, reading diaries and motivation in class.	Head Teacher, Deputy, class teachers and Learning Mentor	Ongoing throughout the academic year.

	and encouragement for pupils in school. Rewards where appropriate.	relationships with parents.			
PP pupils achieve expected at least levels at the end of KS1 and KS2	Key pupils identified for 1:1 tuition – an additional teacher is employed one day per week. Teaching support for intervention programmes for identified pupils to meet expected standards and to stretch more able pupils. Teacher (part time) sets in Year 5 maths	We want to provide extra support to maintain high attainment for PP pupils. Small group interventions with highly qualified staff have been shown to be work and were commented upon as being effective in spring 2016 SIP report.	Extra teaching time and preparation time paid for out of PP budget. Impact overseen by Head Teacher and deputy. Engage with parents and pupils about the intervention programme and how they can support their children.	Head Teacher, Deputy & class teachers	Ongoing throughout the academic year.

Review of expenditure				
Previous Academic Year 2016/17				
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
PP pupils to achieve	Key pupils identified for	See KS2 data – July	This approach must be	

<p>high standards in their work.</p>	<p>1:1 tuition – an additional teacher is employed one day per week.</p> <p>Teaching support for intervention programmes for identified pupils to meet expected standards and to stretch more able pupils.</p>	<p>2017 at the start of this statement.</p>	<p>maintained and replicated in other classes lower down the school.</p>	
<p>Parents engaged with school systems to help their child/ren achieve at the expected level – reading, homework, attendance</p>	<p>Learning mentor to track attendance of key pupils. To communicate with parents and encourage participation. Keep appropriate records.</p> <p>Individual feedback and encouragement for pupils in school. Rewards where appropriate.</p>	<p>Significant progress was achieved with a large group of families. Attendance improved and parents met and engaged with school.</p> <p>There is still significant work to do with specific groups of families and parents.</p>	<p>This outcome is to be continued in the next academic year.</p>	
			<p>Total budgeted cost</p>	<p>£88,440</p>