

Pupil Premium Strategy Statement – Beecroft Primary School – 2018 to 2019

Summary information					
Beecroft Primary School					
Academic Year	2018/2019	Total PP budget	£87,000	Date of most recent PP Review	N/A
Total number of pupils	314	Number of pupils eligible for PP	42 (at 09/18)	Date for next internal review of this strategy	July 2019

Current attainment of Year 6 2018		
	Pupils eligible for PP at Beecroft (5 pupils)	National average
% of pupils achieving WE in maths	100% (5 pupils)	76%
% of pupils achieving WE in reading	100% (5 pupils)	75%
% of pupils achieving WE in spelling, punctuation and grammar	100% (5 pupils)	78%
% of pupils achieving WE in writing	100% (5 pupils)	78%
% of pupils achieving expected standard in reading, writing and maths	100% (5 pupils)	64%

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 and reading with pupils at home
External barriers	
C	Attendance levels
D	Extra – curricular clubs participation

Outcomes		
Desired outcomes		Success criteria
A	<p>Improve oral language and written skills for pupils eligible for PP.</p> <p>PP pupils to achieve at least expected levels at the end of KS1 and KS2</p>	<p>Spoken and written language is age appropriate – pupils are meeting expectations for their age group</p> <p>Data shows that PP and non PP pupils achieve at least expected levels at the end of KS1 and KS2</p>
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	Increased participation in extra-curricular clubs offered by the school.	Participation in line with non-PP pupils.

Planned expenditure					
Academic year	2018/2019				
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.	<p>Use INSET days to deliver training.</p> <p>Coaching for NQTs.</p> <p>Observation/ monitoring</p> <p>Feedback to staff.</p>	Head Teacher & Deputy	Ongoing throughout the academic year.

<p>Parents engaged with school systems to help their child/ren achieve at the expected level – reading, homework, attendance</p>	<p>Learning Mentor support to work with families and parents</p> <p>Parents meeting with Miss Turner and Miss Brown throughout the year to discuss pupil progress and strategies that can be implemented at home and at school.</p> <p>Meetings with parents to model how to read with their pupils and communicating the message that reading at home with pupils is vital for good progress.</p>	<p>We want all parents to be engaged with the school so that their pupils can perform to the best of their ability.</p>	<p>Monitoring attendance – daily, weekly & termly.</p> <p>Progress in workbooks, reading diaries and motivation in class.</p> <p>Parental meetings and feedback.</p>	<p>Head Teacher, Deputy & learning mentor</p>	<p>Ongoing throughout the academic year.</p>
<p>PP pupils achieve expected at least levels at the end of KS1 and KS2</p>	<p>CPD on providing challenge for all pupils.</p> <p>1:1 tuition – additional teacher 1</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected</p>	<p>Tracking pupil progress.</p> <p>Analysis of data.</p>	<p>Head Teacher, Deputy and class teachers</p>	<p>Ongoing throughout the academic year.</p>

	<p>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>standards'. We want to ensure that all teachers stretch and encourage these pupils.</p>			
Total budgeted cost					£87,000

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	The TA attached to each individual will read/words each morning at 8.50am	Identified pupils need targeted support to catch up.	Use INSET days to deliver training. Coaching for NQTs	Head Teacher, Deputy and class teachers	Ongoing throughout the academic year.

PP.	<p>or other time during the day at least 3 times a week. Reading record will be filled in. Record sheet filled in and shared with class teacher.</p> <p>Teachers working with pupils before school – reading.</p>		<p>and TAs.</p> <p>Observation/ monitoring</p> <p>Feedback to staff.</p> <p>Organise timetable to ensure staff delivering provision have delivery time.</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>Parents meeting with Miss Turner and Miss Brown throughout the year to discuss pupil</p>	<p>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 relationships with parents.</p>	<p>Monitoring of attendance levels.</p> <p>Progress in workbooks, reading diaries and motivation in class.</p>	<p>Head Teacher, Deputy, class teachers and Learning Mentor</p>	<p>Ongoing throughout the academic year.</p>

	<p>progress and strategies that can be implemented at home and at school.</p> <p>Counselling / positive reinforcement sessions 1:1 with pupils - positive messages about how to achieve and striving for success – overcoming barriers.</p>				
<p>PP pupils achieve expected at least levels at the end of KS1 and KS2</p>	<p>Key pupils identified for 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>Teacher (part</p>	<p>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 2018 SIP report.</p>	<p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by Head Teacher and deputy.</p> <p>Engage with parents and pupils about the intervention programme and how they can support their</p>	<p>Head Teacher, Deputy & class teachers</p>	<p>Ongoing throughout the academic year.</p>

	time) sets in Year 5 maths		children.		
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Review of expenditure				
Previous Academic Year 2017/18				
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
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.	See KS2 data – July 2018 at the start of this statement. Pupil Premium pupils achieved significantly above the national average for the country. All achieved WE at the end of Y6.	This approach must be maintained and replicated in other classes lower down the school.	See below – total.
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 and encouragement for	Significant progress was achieved with a large group of families. Attendance improved and parents met and engaged with school. There is still significant work to do with specific groups of families and	This outcome is to be continued in the next academic year.	

	pupils in school. Rewards where appropriate.	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	See KS2 data – July 2018 at the start of this statement.	This approach must be maintained and replicated in other classes lower down the school.	
			Total budgeted cost	£87,550