



Pupil premium strategy statement: Beech Grove Primary School

1. Summary information					
School	Beech Grove Primary School				
Academic Year	2020/21	Total PP budget	£347,010	Date of most recent PP Review	7 th June 2021
Total number of pupils	454	Number of pupils eligible for PP	258	Date for next internal review of this strategy	June 2022

2. Outcomes 2018 - 19							
	2017	2018	2019		2017	2018	2019
Progress in Reading - School	-2.3	-0.7	8.23	% of PP pupils achieving expected standard in Reading KS2	42%	62%	83%
				% of PP pupils achieving high standard in Reading KS2	5%	24%	46%
Progress in Reading - National	0.33	0.1	0	NATIONAL (all) % of pupils achieving expected standard in Reading KS2	71%	75%	73%
				% of pupils achieving high standard in Reading KS2	24%	26%	27%
Progress in Writing - School	-0.8	0.2	2.81	% of PP pupils achieving expected standard in Writing KS2	60%	67%	68%
				% of PP pupils achieving high standard in Writing KS2	0%	16%	5%
Progress in Writing - National	0.18	0.16	0	NATIONAL (all) % of pupils achieving expected standard in Writing KS2	76%	70%	78%
					18%	16%	20%

				% of pupils achieving high standard in Writing KS2			
Progress in Maths - School	-0.2	0.02	5.76	% of PP pupils achieving expected standard in Maths KS2	63%	64%	83%
				% of PP pupils achieving Mastery in Maths KS2	7%	9%	24%
Progress in Maths - National	0.28	0.1	0	NATIONAL (all) % of pupils achieving expected standard in Maths KS2	75%	76%	79%
				% of pupils achieving high standard in Maths KS2	23%	23%	27%
				% PP of pupils achieving expected standard in combined KS2	38%	58%	68%
				% of PP pupils achieving high standard in combined KS2	0%	0%	2%
				NATIONAL (all) % of pupils achieving ARE in combined KS2	61%	64%	65%
				% of pupils achieving high standard in combined KS2	9%	10%	11%

2. Barriers to future attainment (for pupils eligible for PP including high ability)

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers (*issues to be addressed in school, such as poor oral language skills*) *Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)*

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| A. | A significant proportion of children are falling marginally behind their peers in writing and therefore a gap is highlighted. |
| B. | Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading) |
| C. | Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows. |

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Low attendance rates – Absence and persistent absence for PP children is higher. 94.41% overall attendance 2018/19 as opposed to non pp children 96%.
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3. Outcomes <i>(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)</i>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils, who start the year with low attainment to achieve at an accelerated rate of progress in order to reach at least expected standard.	<ul style="list-style-type: none"> • Pupil premium children attain at least as highly as non-pupil children nationally • Pupil premium children make at least as much progress as non- pupil premium
B.	Provision of social & emotional support/interventions to improve attendance and behaviour	<ul style="list-style-type: none"> • Attendance at year end be broadly in line with national average of 96% +
C.	To provide targeted support to vulnerable children and families (incl FSM, LAC, Child protection).	<p>Deployment of pastoral staff to support families</p> <ul style="list-style-type: none"> • Continued increased engagement from parents in their child's learning • Increased the proportion of parents and carers engaging with support services • Parents willing to engage with school staff and have positive attitudes towards accepting support

3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches, which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NfER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

See:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Academic year		2020/21				
Desired outcome		Agreed approach and action September 2019	What is the evidence and rationale for this choice?	Effective implementation and impact to date	Staff lead	Cost
A	To improve provision and support for vulnerable pupils.	<ul style="list-style-type: none"> Pupil premium children attain at least as highly as non-pupil premium children nationally Pupil premium children make at least as much progress as non-pupil premium 	Additional teacher/support staff to support Key pupils. EEF research on quality teaching	<ul style="list-style-type: none"> Target key marginal Pupil Premium children in, KS2 to work with additional teacher and HLTA's to achieve ARE (refer to Rt Hon Nick Gibb MP Minister of State for School Standards letter) <p><i>Ofsted report – June 2019 Effective use is made of additional funding to support disadvantaged pupils. This has a positive effect on their personal development and academic progress.</i></p>	CB (AM) HLTA (AM)	£21,450 £10,830

B	<p>Improve and maintain the performance of disadvantaged children in reading in EYFS and KS1.</p>	<p>To continue to maintain model school status for RWI Phonics programme. Continuing to develop staff expertise within phonics. Resources purchased by school. Daily one to one HLTA phonics sessions/interventions for targeted pupils in EYFS & KS1 who identified as needing extra support to achieve ARE in reading and pass their PSC in Y1. RWI Reading Lead coordinates all aspects of this. X2 KS1 trained moderators.</p>	<p>Since adopting the RWI phonics programme there has been a significant rise in children achieving (2016 73%-2019 91%) -above national average for PSC (School = 85% PP national PP = 71% as of 2018/19) -ELG at the end of Reception shows a significant increase from 44% 2016 – 67% 2019 -reaching at least the expected standard in reading at the end of KS1</p>	<ul style="list-style-type: none"> • Out of the children identified for intensive phonic intervention, 18 were pupil premium. The targeted intervention that they received, resulted in 78% of these pupil premium children passing their PSC. Together with those pupil premium children who didn't require targeted intervention, 86.1% of all pupil premium children passed their PSC. • On entry to KS1, 43% of pupil premium children were ARE. On exiting KS1 this had increased to 72% of pupil premium children at ARE. Showing an increase of 29%. • Pupil progress data reviewed termly 	<p>HLTA SLT</p>	<p>£5,853 £4,700 Resources - £4000</p>
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Desired outcome	Agreed approach and action September 2020	What is the evidence and rationale for this choice?	Effective implementation and impact to date	Staff lead	Cost
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C	<p>Improve percentage of children achieving standard in reading, writing and maths at end of KS2</p>	<p>Additional teaching/HLTA staff within classrooms (Year 3 & 6). Year 6 (75% children in receipt of pupil premium) taught in 4 very small classes (1:11 ratio) This cohort share develops pedagogy of teaching staff in KS2.</p> <p>Opportunity for extra class teachers/HLTA to deliver intervention to pupils at risk of underperformance.</p> <p>Lesson study (led by deputy head teacher) throughout the school.</p> <p>Daily reading interventions to target children at risk of underperformance KS2. Fresh Start element of RWI to be lead and ran by RWI Reading Lead, with a specific focus for reading interventions.</p>	<p>EEF toolkit guide to Pupil Premium toolkit, Individual, and small group teaching.</p> <p>Making good use of TA's – OUP research indicates class teacher to maintain responsibility for all pupils.</p>	<p>Teachers are aware of who the children are in their class at risk of underachievement from sharply focused pupil progress meetings and regular team meetings.</p> <p>July 2019 75% of the children taught in a focus group (1:11) received pupil premium (pp). 92% of pp children in this group made accelerated progress from KS1 to KS2. 42% of children were below (ARE) in KS1 and went on to achieve GD in KS2. 75% of the group attained CEM outperforming the general cohort, those not receiving pp and the national average.</p>	<p>BB SS CSB am</p>	<p>£14,500 £21,661 £25,250</p>
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Desired outcome	Agreed approach and action September 2019	What is the evidence and rationale for this choice?	Effective implementation and impact to date	Staff lead	Cost
D To improve attendance and punctuality and ensure all pupils are ready for the school day.	Free breakfast club for all pupils. Food sponsored by Greggs. Identification of families who would benefit from 'Early Help' to address and improve attendance and punctuality. Fareshare North East – weekly food bank available to families. External EWO – Josie Andrews, address and improve attendance and punctuality.	There is a three year upward trend in improving pupil premium children's attendance i.e. 93% overall attendance 2016/17 – 94.4% 2018/19. <i>Ofsted report – June 2019 Effective use is made of additional funding to support disadvantaged pupils. This has a positive effect on their personal development and academic progress. Whilst the attendance of these pupils is improving, it still lags behind that of other pupils in school and nationally</i>	PSA's & HT/DHT monitor attendance. Attendance meetings, home visits, liaise with other agencies. Particular emphasis on PP children. PSA's work closely with our external EWO provider to monitor and take action with persistent absentees. PSA's work with parents to improve attendance. Two full time PSA's lead on attendance. <i>Ofsted report: 'Pupil Premium funding has a positive effect on disadvantaged pupil's personal development, behaviour and welfare. It is also largely effective in diminishing the differences in progress between these pupils and others nationally. The attendance of these pupils has improved and levels of absence of disadvantaged pupils has fallen'</i>	EWO LM PSA	£15,750 £21,661 £19,900

E	Emotional and behavioural Support	<ul style="list-style-type: none"> • Pupils access appropriate support were identified on a weekly basis through class 'trackers' • LAC PP • SEND 	Intensive, nurturing support provided by the schools learning mentors to identified pupils with emotional difficulties. Thus supporting these pupils at risk and in their times of emotional crisis.	Fixed term exclusions reduced significantly as identified in the schools most recent Ofsted report (25 – 26 th June 2019). Zero fixed term exclusions. Ed Psychologist termly feedback to SENDco Bungalow Project	SENDco & Ed Psych LM	£2500 £6426 £64,983
F	Breakfast Club Provision	<ul style="list-style-type: none"> • Pupils arrive on time, access breakfast and are settled and ready for learning 	To provide breakfast and a settled start to the morning to ensure pupils are ready for learning	All children have a settled start to the morning and are ready to learn. School open from 8.00am with toast and cereal provided for those who would like it. A range of activities are available during the hour.	X3 LM Resources	£5000 £2000
G	To provide targeted support to vulnerable children and families (including FSM, LAC, Child protection).	<ul style="list-style-type: none"> • Increased engagement from parents in their child's learning • Fewer Vulnerable Children recorded • Increased the proportion of parents and carers engaging with support services • Parents willing to engage with school staff and have positive attitudes towards accepting support 	To provide targeted support to vulnerable children and families (including FSM, LAC, Child protection) through Family Services Lead and PSA	Regular Team Meetings	X2 PSA DSL	£27,651 £10,570

Desired outcome		Agreed approach and action September 2019	What is the evidence and rationale for this choice?	Effective implementation and impact to date	Staff lead	Cost
H	Uniform and bags/ book bags	<ul style="list-style-type: none"> Pupils have the correct uniform and resources to allow them to fully access all opportunities 	To ensure all pupils have access to the correct uniform and resources. Free of charge book bag given to every new child starting in reception or midway through the academic year.	PSA liaise with teaching staff	PSA	£2000
I	Emotional and behavioural Support	<ul style="list-style-type: none"> Identified pupils access appropriate support 	To provide emotional support to pupils at risk and in times of need External SLA (Bungalow Project)	AHT & PSA liaise with teaching staff.	DHT SLT Bungalow	£11,520 £18,500 £10,000
J	Extended schools provision	<ul style="list-style-type: none"> Pupils have accessed a range of opportunities 	To offer a range of after school clubs, summer clubs to provide opportunities Which enable all FSM pupils to attend at no cost.	Funding allocated in budget	PE/HT	£5000
K	Educational visits	<ul style="list-style-type: none"> Pupils have accessed a range of opportunities including: visitors, real-life experiences, trips and curriculum enrichment 	To ensure that all FSM pupils are supported in funding to access all visits.	Funding allocated in budget	HT	£5,000

L	Educational Psychologist	<ul style="list-style-type: none"> Identified pupils with emotional health difficulties have accessed appropriate support 	Sessions to support identified pupils with emotional health difficulties	Feedback at SLT, progress reviews, regular meetings	AHT	£6426
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£343,131