



Beaconhill Community Primary School **Policy for the Allocation of Pupil Premium**



School vision; Where Children Matter....

In order that pupils achieve their full potential, we provide a broad, rich and enjoyable curriculum tailored to meet individual needs.

Pupil Premium

The Pupil Premium is additional funding given to schools based on the number of children who have been registered for free school meals at any point during the last six years, children who have been in care for more than six months and children who have a parent serving in the armed services.

It is for schools to decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils within their responsibility. Pupil premium is not an entitlement for individual pupils,

The targeted and strategic use of pupil premium will support us in achieving our stated aims; please refer to the school aims for further information.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.

Provision

- Although the main aim of the pupil premium is to raise attainment, the range of provision the Governors may consider making for this group could include:
- non-academic outcomes, such as improving pupils' mental health
- wider strategies supporting readiness to learn
- non-academic improvements, such as better attendance
- activities that will also benefit non-eligible pupils
- Reducing class sizes thus improving opportunities for effective teaching and learning and accelerating progress
- Enhancing the curriculum to ensure it is ambitious; providing a bespoke experience for our pupils.
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support - additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies

All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Priority is given to CLL, English and maths as 'enabling subjects'.

Pupil premium resources may also be used to target able children on FSM to achieve beyond age related expectations.

Provision will not be aimed at those identified as having SEND as additional resources are made available to support these children.

Measuring the Impact of Pupil Premium Spending.

The impact and effect of our spending of the pupil premium is primarily measured through Y6 data, as this is a summative measure of the impact of the work of the school over time.

Other measures include intervention data and reports from external agencies.

Reporting

It will be the responsibility of the Headteacher, together with the named governor to produce an annual report for the Governors' strategy committee on:

the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils

an outline of the provision that was made since the last meeting

It will be the responsibility of the Chairperson of the strategy committee to ensure that this information is made known to the full governing body

Appeal

Any appeals against this policy will be through the governor's complaints procedure

September 2019

Updated December 2019

Amanda Forbes
Headteacher

Darren Starling
Governor

Pupil Premium Strategy Statement 2019-20

"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial therefore that schools focus all their resources (not just pupil premium) on proven ways of improving teaching" EEF 2018

"We can become obsessed with add-ons. There is undoubtedly still a place for targeted support but high quality teaching is the most powerful driver of educational equity" Kevan Collins EEF chief executive 2018

"The primary tool for narrowing gaps is high quality teaching and learning. Poor teaching has a disproportionate effect on disadvantaged learners. The good news is that high quality teaching has a disproportionately positive effect on disadvantaged learners too." Marc Rowlands Pupil Premium 2015

Overview	Data
School name	Beaconhill Primary School
Pupils in school	206
Publish date	01 September 2019
Review date	01 September 2020
Statement authorised by	Amanda Forbes
Pupil premium lead	Amanda Forbes
Governor lead	Darren Starling

Disadvantaged KS2 pupil attainment data for last academic year

Proportion of disadvantaged pupils	59%
Pupil premium allocation this academic year	£136,000
KS2 PP Reading Progress Score 2019	Tbc 13.12.19
KS2 PP Writing Progress Score 2019	Tbc 13.12.19
KS2 PP Maths Progress Score 2019	Tbc 13.12.19

Measure	PP Score	Measure	PP Score
Expected standard in Reading	44%	High Standard in Reading	6%
Expected standard in Writing	75%	High standard in Writing	18%
Expected standard in Maths	50%	High standard in Maths	6%
Expected standard in RWM	25%	High standard in RWM	6%

Spending Priorities and Rationale for the Current Academic Year

Aim	Target	Spending	Target date
Teaching Priorities Over Time	Achieve national average progress scores in KS2 Reading/ Writing /Maths.	£84,000	Sept 20
Targeted Academic Support	Increase proportion of disadvantaged pupils attaining the PSC.	£27000	Sept 20
Wider Strategies	Review Beach Curriculum and wider opportunities.	£8500	Sept 20

Teaching priorities for current academic year

Measure	Activity
Priority 1	Teaching assistant in every class each morning to improve adult:pupil ratios, and facilitate intervention work. Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics curriculum effectively. All other staff to have in-house training. Purchase additional decodable book schemes to ensure phase-specific resources available to pupils. Additional speech and language support in KS1/EYFS to enable pupils to access learning more effectively
Priority 2	Teaching assistant in every class each morning to improve adult:pupil ratios, and facilitate intervention work. New and returning teachers receive Maths hub training (reasoning) to ensure consistency of delivery across school.
Barriers to learning these priorities address	Pupils need additional support in developing resilience when faced with learning challenges. Many pupils experience delay in CLL on entry.
Projected spending	£84,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of decodable books in EYFS/KS1 and review reading opportunities in KS2 to increase reading for pleasure Parent workshops in phonics to support home engagement.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations. Parent workshops in maths reasoning and phonics to support home engagement.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics reasoning– typically an area of weakness for this cohort
Projected spending	£27000

Wider strategies for current academic year

Measure	Activity
Priority 1	Review and develop Beach School to ensure curriculum is ambitious and challenging for all pupils. Ensure staffing ratios support beach school.
Priority 2	Review and extend wider opportunities for disadvantaged pupils. Source varied activities in terms of subject and time of delivery
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£8500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover provided by HLTAs.
Targeted support	Ensuring time is available for school phonics-lead to coach and mentor staff in delivering high quality phonics sessions.	Phonics lead released by HLTA/ supply / flexible use of teaching assistants where needed.
Wider strategies	Engaging the families facing most challenges are supported in improving attendance.	EWO to support DH in holding attendance panels. Hub referrals for family support if appropriate.

Review: last year's aims and outcomes

Aim	Outcome
EYFS 67% PP pupils to reach GLD	57% attained GLD
Y1 70% of PP pupils to pass PSC	75% passed the PSC
KS2 % of PP pupils to attain expected outcomes R = 75% W = 75% M = 75%	Results not as expected. Shadow TA data suggests outcomes in line with aims, (R75%/W75%/M75%) but this was not realised in the test data for Reading or Maths. Further investigation, QLA and test prep to be put in place.