



## **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

December 2019

Amanda Forbes  
Headteacher

Darren Starling  
Governor

## Pupil premium strategy statement 2021-22

### School overview

|   |                                |
|---|--------------------------------|
| School name                                 | Beaconhill Primary School      |
| Pupils in school R-Y6                       | 199                            |
| Proportion of disadvantaged pupils          | 46%                            |
| Pupil premium allocation this academic year | £1345 per pupil X 91= £122,395 |
| Academic year or years covered by statement | 2021-2022                      |
| Publish date                                | June 2021                      |
| Review date                                 | June 2022                      |
| Statement authorised by                     | Mrs Amanda Forbes              |
| Pupil premium lead                          | Mrs Amanda Forbes              |
| Governor lead                               | Mr Darren Starling             |

### Disadvantaged pupil progress scores for last academic years (2019-20/2020-21)

| KEY STAGE 1 |                                   |
|-------------|-----------------------------------|
| Reading     | NO DATA AVAILABLE DUE TO COVID19. |
| Writing     |                                   |
| Maths       |                                   |

### Disadvantaged pupil performance overview for last academic year

| EYFS    |                                   |
|---------|-----------------------------------|
| Measure | Score                             |
| GLD     | NO DATA AVAILABLE DUE TO COVID19. |

| National Phonics Check |                                   |
|------------------------|-----------------------------------|
| Measure                | Score                             |
| Y1 phonics check       | NO DATA AVAILABLE DUE TO COVID19. |

| KEY STAGE 1                          |                                   |
|--------------------------------------|-----------------------------------|
| Meeting expected standard in Reading | NO DATA AVAILABLE DUE TO COVID19. |
| Achieving high standard in Reading   |                                   |
| Meeting expected standard in Writing |                                   |
| Achieving high standard in Writing   |                                   |

|                                    |  |
|------------------------------------|--|
| Meeting expected standard in Maths |  |
| Achieving high standard in Maths   |  |

| KEY STAGE 2                          |                                   |
|--------------------------------------|-----------------------------------|
| Meeting expected standard in Reading | NO DATA AVAILABLE DUE TO COVID19. |
| Achieving high standard in Reading   |                                   |
| Meeting expected standard in Writing |                                   |
| Achieving high standard in Writing   |                                   |
| Meeting expected standard in Maths   |                                   |
| Achieving high standard in Maths     |                                   |

### Spending Priorities and Strategy aims for disadvantaged pupils 2021-22

| Measure                                       | Activity  |
|---|---|
| Teaching Priorities over time                 | Ensuring pupils reach their full potential through a well-planned and carefully delivered curriculum.   |
| Targeted academic support                     | Supporting pupils in catching up lost learning through the use of research based interventions.   |
| Wider Strategies                              | Prioritising the social and emotional wellbeing of pupils to enable them to better access learning in the classroom   |
| Barriers to learning these priorities address | Further periods of isolation/ lockdown.<br>Further staff absences<br>Pupils and their parents not being able to re-engage with learning in school or at home. |
| Projected spending                            | £115,000  |

### Teaching priorities for current academic year

| Measure    | Target  |
|------------|---|
| Priority 1 | Extend mastery teaching principles across the curriculum to ensure correct progression of skills, with 'no learner left behind'.<br>Ensure % of EYFS reaching GLD matches or exceeds national in 2022<br>Ensure % of Y1 pupils attaining PSC matches or exceeds national in 2022.<br>Ensure % of Y2 pupil attainment increases towards national in 2022 assessments.<br>Ensure % of Y6 pupil attainment matches or exceeds national in 2022 assessments |
| Priority 2 | Ensure data tracking efficiently supports diagnostic analysis of progress in foundation subjects. This will enable teachers to close gaps in skill development, evidenced in a return to anticipated coverage and attainment by July 2022.  |

|   |   |
|---|---|
| Barriers to learning these priorities address | Further periods of closure or lockdown.<br>Changes in staffing. |
| Projected spending                            | £38,000   |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

**Targeted academic support for academic year 2021-22**

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Disadvantaged pupils will access targeted interventions and additional classroom support to facilitate accelerated progress. Interventions will be pre/ post teaching, in-lesson support or stand-alone packages i.e. Lexia.   |
| Priority 2                                    | Home learning for targeted pupils will encompass parental support, online learning packages, extra-curricular catch up sessions and close monitoring to ensure these pupils are well supported in making accelerated progress. |
| Barriers to learning these priorities address | Further periods of closure or lockdown.<br>Poor parental engagement.   |
| Projected spending                            | £53,000  |

**Wider strategies for academic year 2021-22**

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Provide 0.5 additional ELSA to support pupils in need of emotional support in school.   |
| Priority 2                                    | Enhance Beach School curriculum delivery so that it better supports learning in the school and hidden/wider curriculum.   |
| Priority 3                                    | Enhance levels of physical activity to address issues of inactivity through lockdown  |
| Barriers to learning these priorities address | Further periods of closure or lockdown<br>Capacity of FTE ELSA to deliver targeted support to all pupils in need.<br>Low levels of engagement with physical activity outside school |
| Projected spending                            | £24,000   |

**Monitoring and Implementation**

| Area     | Challenge   | Mitigating action   |
|----------|---|---|
| Teaching | Balancing need within/ between cohorts when implementing rapid COVID catch up, ensuring no learner is left behind | Additional planning/ assessment time available for teachers. Staff meeting time to share best practice. |

|                  |  |   |
|------------------|--|---|
| Targeted support | Maintaining staffing levels to deliver targeted interventions within teaching bubbles. | Creative deployment of HTA/TA support to facilitate delivery. En/Ma leads to support with intervention planning. Regular TA supervision to create a forum to share best practice. |
| Wider strategies | Ensuring wider staff team are supported to address emotional needs of pupils           | Staff support from ELSA to provide rationale for cascading delivery across school. To include access to resources.  |

**Review: last year's aims and outcomes**

| <b>Aim</b>  | <b>Outcome</b>  |
|---|---|
| Disadvantaged pupils to achieve national average progress scores in KS2 Reading/ Writing /Maths | There were no national assessments in 2019-20 or 2020-21.   |
| Increase proportion of disadvantaged pupils attaining the PSC.                                  | There was no PSC in 2019-20 or 2020-21. All staff accessed DfE phonics training in February, which places the school in a strong position to achieve previously high standards.   |
| Review Beach Curriculum and wider opportunities.  | The beach curriculum has been reviewed and can be seen on the school website. It has been developed to include skill development and links to curriculum learning. The impact on the attainment and progress on disadvantaged pupils cannot be determined due to COVID. |