

# Beckley C of E Primary School

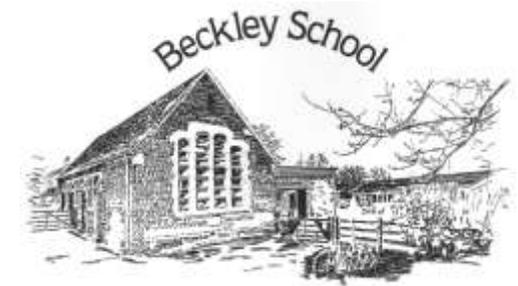
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## The Pupil Premium – Using it to make a difference at Beckley Primary School

### **What is the Pupil Premium?**

The Pupil Premium is additional funding to help schools diminish the difference between the attainment of children from low-income or other disadvantaged families and their peers. If a child is eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After) the school receives an amount per child within their budget. A provision is also made for children who have a parent in the armed services.

Beckley Primary School is committed to ensuring maximum progress for all groups of children and strives to diminish any difference in achievement. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, the Headteacher leading the development plan and a co-ordinated senior leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors Teaching and Learning sub-committee, ensuring that the school is held to account for the impact of spending.

There are currently 11 children on Beckley School's Pupil Premium Register. Our school has been allocated £17,000 to support our Pupil Premium children for the academic year between 2017 and 2018.

## Pupil Premium Plan

1. Summary information					
School	Beckley Primary School				
Academic Year	2017-2018	Total PP budget	£17000	Date of most recent PP Review	June 2018
Total number of pupils	124	Number of pupils eligible for PP	11	Date for next internal review of this strategy	September 2018

2. Attainment and Progress 2017-2018		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% making at least expected progress in Reading	72.7%	90.5%
% making at least expected progress in Writing	81.8%	85.3%
% making at least expected progress in Maths	90.9%	91.6%
% reaching at least age-related expectations in Reading	63.6%	81.3%
% reaching at least age-related expectations in Writing	27.3%	72.2%
% reaching at least age-related expectations in Maths	45.5%	75.5%

### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	By the end of Key Stage 1, Pupil Premium pupils are able to segment and blend words using Phase 5 phonemes fluently and consistently.	All PP pupils will achieve the expected standard in the Year 1 Phonics Screening Check and the percentage of PP pupils reaching the expected Year 2 standard for Reading will improve.
<b>B.</b>	PP pupils make accelerated progress to diminish the difference in attainment between them and their peers, as a result of quality first teaching and targeted intervention in Maths.	All PP children will make accelerated progress in Maths this year.
<b>C.</b>	PP pupils make accelerated progress as a result of quality first teaching and targeted intervention, resulting in higher attainment in Writing.	The percentage of PP children reaching the expected standard in Writing will increase.
<b>D.</b>	PP children have the emotional support they need in order to be in the best mental state to make maximum progress.	Some PP children will have mentoring opportunities and take part in the trial of a new communication intervention. This will result in fewer instances of poor behaviour or miscommunication.
<b>E.</b>	PP children are given opportunities to participate in all aspects of the school curriculum, including trips and residential stays.	PP children will attend all relevant educational visits and will be given opportunities to develop their leadership and sense of responsibility, resulting in increased confidence and a love for learning.
<b>F.</b>	PP children are given opportunities to extend and develop their talents within school.	PP children will have extra opportunities to develop a key talent, in addition to their normal work within class.

#### 4. Review of expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Evaluation	Cost
By the end of Key Stage One, Pupil Premium pupils are able to segment and blend words using Phase 5 phonemes fluently and consistently.	Phonics stacking cubes purchased to be used effectively by targeted PP children.	<p>These phonics stacking cubes have been used by 18% of PP pupils, within their KS1 classes. Of these pupils, 100% made at least expected progress in Reading, with 50% making accelerated progress.</p> <p>100% of KS1 pupils made the expected standard for their individual year group, with 50% working at greater depth within their class.</p> <p>100% of Year 1 PP pupils reached the level of the Phonics screening check this year.</p>	<p>The phonics stacking cubes have had a positive effect to the Phonics and Reading attainment of PP pupils in Key Stage 1. Also, the confidence and pride of these children when sharing their reading successes has improved and they are keener to read aloud in front of their peers.</p> <p>These phonics stacking cubes will continue to be used in following years.</p>	£500
PP pupils make accelerated progress to diminish the difference in attainment between them and their peers, as a result of quality first teaching and targeted intervention in Maths.	Additional sets of Numicon purchased to be used effectively by PP children.	<p>Numicon has been used by 100% of PP children to aid the understanding of key mathematical concepts in a visual and practical way.</p> <p>Of these pupils, 91% made at least expected progress in Maths, with 36% making accelerated progress.</p>	<p>The use of Numicon as a valuable, visual tool to aid mathematical understanding has now been embedded into Maths lessons and interventions in all classes. 55% of PP pupils mentioned Numicon as being their preferred practical resource, ahead of number squares and counters. It is hoped that continued use, along with more investigative approaches, will lead to accelerated progress for a larger proportion of PP pupils next year.</p> <p>We now have enough Numicon to allow all PP children to access this resource fully so no additional sets will need to be purchased during the next academic year.</p>	£1600

<p>PP pupils make accelerated progress as a result of quality first teaching and targeted intervention, resulting in higher attainment in Writing.</p>	<p>Sets of interesting books purchased to be used effectively by PP children.</p>	<p>Jelly and Bean/Lego Star Wars books have been used as a stimulus for Writing by 82% of PP pupils across the school.</p> <p>Of these pupils, 82% made at least expected progress in Writing, with 36% making accelerated progress.</p>	<p>PP boys who had shown a reluctance to write their own stories have been motivated to write Star Wars themed stories to add to the set that we have purchased. The use of Jelly and Beans books has resulted in some accelerated progress. However, the use of these books has so far been focused on Reading in the younger classes. Using the texts as a stimulus for writing in KS1 may act as a very useful tool and the impact of this strategy would be useful to track next year.</p>	<p>£1600</p>
<p>PP pupils make accelerated progress as a result of quality first teaching and targeted intervention.</p>	<p>Prowise Smart HD-TVs purchased partly with PP funding to be used effectively by all PP children.</p>	<p>Each classroom has been equipped with a Prowise Smart HD-TV and staff have had detailed training from an external provider about how to maximise their use in lessons. 100% of PP pupils have said that they enjoy using these interactive boards and that the boards help them to develop and understand their learning.</p>	<p>Both staff and pupils have had only positive feedback about these new smart boards. Staff are experimenting more and more with them to make lessons more creative, exciting and accessible for all learners. PP children now seem much more motivated to extend their learning.</p> <p>It is difficult to analyse whether PP children have made accelerated progress as a result of this resource. However, it appears that this resource is maximising the accessibility of lessons for all children, which in turn will hopefully lead to accelerated progress for PP children in the future.</p>	<p>£3210</p>

## ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Evaluation	Cost
By the end of Key Stage One, Pupil Premium pupils are able to segment and blend words using Phase 5 phonemes fluently and consistently	Weekly 1:2 Phonics tutoring to be used effectively with targeted PP children.	<p>36% of PP children have benefitted from Phonics tutoring this year.</p> <p>Of these pupils, 75% made at least expected progress in Reading, with 25% making accelerated progress.</p> <p>100% of Year 1 PP pupils reached the level of the Phonics screening check this year.</p>	It seems that 1:2 focused Phonics tutoring benefits those pupils in Key Stage 1. However, as children move into the early years of Key Stage 2, Phonics tutoring seems to have less of an effect. Therefore, we need to ensure that Key Stage 1 PP children have quality-first, detailed support with Phonics and Reading to prevent a gap between themselves and their peers developing as they move further up the school.	£1100
PP pupils make accelerated progress to diminish the difference in attainment between them and their peers, as a result of quality first teaching and targeted intervention in Maths.	Weekly 1:2 Maths tutoring to be used effectively with targeted PP children.	<p>73% of PP children have benefitted from Maths tutoring this year.</p> <p>Of these pupils, 100% made at least expected progress in Maths, with 25% making accelerated progress.</p>	<p>Following Maths tutoring, PP children have developed a greater confidence with Maths and are now more willing to give challenges a go and extend their learning within class lessons. 1:2 tutoring sessions have allowed these pupils to ask questions in a safe environment and has helped most PP children to have a more positive growth mindset around Maths.</p> <p>This opportunity for 1:2 tutoring has been successful and has enabled PP pupils to make very good progress in Maths.</p>	£2000
PP pupils make accelerated progress to diminish the difference in attainment between them and their peers, as a result of quality first teaching and targeted intervention in Writing and Maths.	SATS preparation guides purchased to be used effectively by targeted PP children.	<p>27% of PP children have benefitted from Year 6 SATS preparation guides.</p> <p>Of these pupils, 100% made expected progress in Writing and Maths.</p>	<p>Following the introduction of the guides, PP children expressed that they felt more prepared and relaxed when considering their SATs assessments. They have explained how they felt more secure about those areas, especially in Maths, which they initially found tricky after using their SATS preparation guide to help them.</p> <p>This resource has been successful and has enabled PP pupils to make good progress in SPAG and Maths.</p>	£500

<p>PP pupils make accelerated progress as a result of quality first teaching and targeted intervention, resulting in higher attainment in Writing.</p>	<p>1:1 FFT Reading/Writing intervention to be used effectively by targeted PP children four times each week for a ten week period.</p>	<p>36% of PP pupils have benefitted from this intervention this year.</p> <p>Of these pupils, 100% made at least expected progress in Reading and Writing, with 50% making accelerated progress in Reading and 75% making accelerated progress in Writing.</p>	<p>This intervention was carried out consistently 1:1, three-four times a week over a ten week period. All the targeted children expressed that not only did they enjoy the intervention but that they felt that it had led to them getting much better at Reading and Writing.</p> <p>This intervention is a highly recommended intervention which often gives successful results. However, it is difficult to administer it across the school consistently as it is most successful when it is carried out a minimum of 4 times each week over 10 weeks by a trained teacher or teaching assistant. Due to the high levels of progress which have resulted from this intervention, it will be interesting to consider the implications of administering this intervention with different PP children next year and monitor the subsequent progress and impact.</p> <p>This intervention has enabled PP pupils to make excellent progress in both Reading and Writing.</p>	<p>£500</p>
<p>PP pupils make accelerated progress as a result of quality first teaching and targeted intervention.</p>	<p>Lunchbox intervention to be used effectively by targeted PP children in a 8:3 group every fortnight by trained external providers.</p>	<p>36% of PP children have benefitted from this intervention this year.</p> <p>Of these pupils, 50% made at least expected progress this year in Reading, with 25% making accelerated progress.</p>	<p>This intervention has been very popular with PP children, resulting in most pupils racing to read ahead to the next chapter of their book in between each session. However, although this intervention has been popular, we have not seen accelerated reading progress in as many PP pupils as we would have hoped.</p> <p>Due to the nature of the intervention, this has only been trialled by pupils in Upper Key Stage 2 this year. It would be interesting to use this intervention to aid those children in Lower Key Stage 2 who have reading insecurities to see whether this would better meet their needs when moving on from Key Stage 1.</p>	<p>£590</p>

<p>PP children have the emotional support they need in order to be in the best mental state to make maximum progress.</p>	<p>Weekly Drawing and Thinking intervention to be used effectively by targeted PP children for a ten week period.</p>	<p>18% of PP children have benefitted from this intervention consistently this year on a weekly basis with the class teacher.</p> <p>Of these children, 100% made at least expected progress in Reading and Maths, with 100% making accelerated progress in Writing. These children are much happier to be in school and they have been making greater effort in lessons, especially Writing and Maths. They now take greater pride in their work at most opportunities. The children exhibit much better behaviour, focus and respect during lessons with this teacher.</p>	<p>The PP children who used this intervention enjoyed the opportunity it gave for them to demonstrate their feelings in a creative way in a safe environment. They seemed calmer and more settled in these sessions, even if they had had a difficult time during the previous break time.</p> <p>Due to the great success of this intervention, it will be used consistently with different targeted PP children next year.</p>	<p>£500</p>
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### iii. Other approaches

Desired outcome	Chosen action/approach	Impact:	Evaluation	Cost
<p>PP children have the emotional support they need in order to be in the best mental state to make maximum progress.</p>	<p>School uniform purchased and provided for targeted PP children.</p>	<p>36% of PP children have benefitted from the purchase of school uniform and associated items.</p> <p>The children seem much calmer and happier to be at school, making greater effort in lessons, especially Reading and Maths. They now exhibit much better behaviour, focus and respect during lessons with their class teacher.</p>	<p>The availability of new uniform has enabled these pupils to take a greater pride in their appearance. This has helped these pupils to in turn take greater pride in their work. In one particular instance, a child has gone from writing a few simple sentences with handwriting that was difficult to read, to writing short paragraphs of texts with perfectly-joined handwriting.</p> <p>Due to the positive nature that this has brought pupils, it is likely this support will continue next year, perhaps extending to include some additional PP pupils.</p>	<p>£200</p>

<p>PP children are given opportunities to participate in all aspects of the school curriculum, including trips and residential stays.</p>	<p>School educational visits and clubs to be funded for targeted PP children.</p>	<p>78% of PP children have benefitted from PP funding being used to pay partly towards educational visits and clubs. 100% of Year 6 PP children attended the residential stay and all enjoyed the experience, sharing their successes on their return to school. PP children in Key Stage 1 and 2 have enjoyed a variety of trips and clubs throughout the year so far.</p>	<p>This funding has broadened the opportunities available to PP children and many have enjoyed new experiences, such as listening to an orchestra in a traditional theatre or singing in a choir in the Town Hall.</p> <p>Due to the positive nature that this has brought pupils, it is likely that this support will be available to PP families next year.</p>	<p>£2000</p>
<p>PP children are given opportunities to extend and develop their talents within school.</p>	<p>Individual/small group music lessons to be funded for targeted PP children.</p>	<p>18% of PP children have benefitted from small group music lessons this year. These pupils are very capable singers and their talent has developed very well through these lessons. Some families have expressed that they would love their child to have music lessons but without PP funding would otherwise not be able to access this opportunity.</p>	<p>The confidence of these pupils at school has improved and they have enjoyed the experience, flourishing in weekly singing lessons alongside other non-PP children.</p> <p>Currently, there are no PP children who have expressed that they would like to start to learn a musical instrument or have singing lessons next year. Therefore, this is unlikely to be funded next year but will be monitored.</p>	<p>£2500</p>
<p>PP are given opportunities to extend and develop their talents within school.</p>	<p>Goggles and swimming hats purchased to be used by targeted PP children.</p>	<p>36% of PP children have benefitted from the purchase of goggles and swimming hats towards swimming lessons this year. 100% of these children have made excellent progress with their swimming and 75% of the children can now swim 25 metres confidently and competently.</p>	<p>All the children now enjoy swimming, since they have been able to wear goggles and use their own swimming hats, rather than borrow older hats from the pool. Pupils are more enthusiastic, confident and happy when swimming and they have been able to thrive.</p> <p>Due to the confidence that this has brought pupils, it is likely that this support will be available to PP families next year.</p>	<p>£200</p>