



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

**2018-2019**

**What is the Pupil Premium?**

The Pupil Premium is additional funding given to schools to help them 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, the school receives a specific amount per child within their budget. A provision is also made for children who have a parent in the armed services.

We are committed to ensuring maximum progress for all groups of children and we strive to diminish any difference in achievement. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are monitored and evaluated regularly. Detailed data analysis ensures that the correct plans and strategies for support 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 and a co-ordinated senior leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to Governors, ensuring that the school is held to account for the impact of spending.

There are currently 9 children on our Pupil Premium Register. Our school has been allocated £12,860 to support our Pupil Premium children for the academic year between 2018 and 2019.

# Evaluation of Pupil Premium Plan

1. Summary information					
School	Beckley Primary School				
Academic Year	2018-2019	Total PP budget	£12860	Date of most recent PP Review	June 2019
Total number of pupils	120	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Sept 2019

2. Attainment and Progress		
	2018-2019	2017-2018
% of PP children making at least expected progress in Reading	67%	73%
% of PP children making at least expected progress in Writing	89%	82%
% of PP children making at least expected progress in Mathematics	67%	92%
% of PP children reaching at least age-related expectations in Reading	56%	64%
% of PP children reaching at least age-related expectations in Writing	45%	27%
% of PP children reaching at least age-related expectations in Mathematics	56%	76%

3. Desired outcomes (and how they were measured)	
<b>A.</b>	By June 2019, 78% of Pupil Premium pupils will have made at least expected progress in Reading, diminishing the difference in progress between them and their non-PP peers. This will be ensured through a balance of quality-first teaching and targeted interventions, monitored by the PP co-ordinator through observations, progress meetings and work scrutiny.
<b>B.</b>	By June 2019, 78% of Pupil Premium pupils will have made at least expected progress in Writing, with 44% making accelerated progress, diminishing the attainment difference between them and their non-PP peers. This will be ensured through a balance of quality-first teaching and targeted interventions, monitored by the PP co-ordinator through observations, progress meetings and work scrutiny.
<b>C.</b>	By June 2019, 100% of Pupil Premium pupils will have made at least expected progress in Mathematics, with 33% making accelerated progress, diminishing the attainment difference between them and their non-PP peers. This will be ensured through a balance of quality-first teaching and targeted interventions, monitored by the PP co-ordinator through observations, progress meetings and work scrutiny.

<b>D.</b>	By June 2019, 100% of Pupil Premium pupils will have had opportunities for positive emotional support, when necessary, so that they have the best possible mind-set to succeed in all aspects of school life. This will be ensured through a programme of 1:1 mentoring and communication opportunities, resulting in fewer instances of poor behaviour or miscommunication. It will be monitored by the PP co-ordinator through pupil interviews, staff meetings and observations.
<b>E.</b>	By June 2019, 100% of Pupil Premium pupils will have had support, when necessary, to allow them to participate in all aspects of the school curriculum, including trips and residential stays. This will be ensured by funding possibilities, when necessary, to support all PP children to attend all relevant educational visits, giving them opportunities to develop their leadership skills, resulting in increased confidence and a love for learning and school life. This will be monitored by the PP co-ordinator through staff and parent meetings.
<b>F.</b>	By June 2019, 100% of Pupil Premium pupils will have had supported opportunities, when appropriate, to extend and develop their talents within school, in addition to their normal work within class. This will be monitored by the PP co-ordinator through pupil interviews, observations and staff and parent meetings.

#### 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 June 2019, 78% of Pupil Premium pupils will have made at least expected progress in Reading, diminishing the difference in progress between them and their non-PP peers.	Sets of books featuring aspects of key interests of PP pupils will be purchased for their classes. These books will provide a richer and more positive reading environment and will form part of a guided reading programme of study.	By June 2019, 67% of PP pupils made at least expected progress in Reading.  Topics of texts have included books about specific animals, fossils and countries from around the world. KS2 PP pupils have been better motivated to both read and write as a result of these texts and they have shown a better awareness of how to use a wider range of imaginative vocabulary.	Although these texts have been interesting for the children, especially in KS2, there has not been accelerated measurable progress, so funding may be better placed using a different strategy next year.	£500

<p>By June 2019, 100% of Pupil Premium pupils will have made at least expected progress in Mathematics, with 33% making accelerated progress, diminishing the attainment difference between them and their non-PP peers.</p>	<p>Practical resources including Numicon, Dienes blocks and arrow-cards will be purchased to enable targeted PP children to work independently yet with scaffolding in small groups with their peers to develop their understanding of mathematical number and calculation.</p>	<p>By June 2019, 67% of PP pupils made at least expected progress in Mathematics, with 11% making accelerated progress.</p> <p>Numicon has helped PP children to understand key mathematical concepts in a visual and practical way alongside their peers.</p>	<p>These resources have supported independent learning amongst PP pupils and their peers. As a school, we now have enough resources so that this approach will not be necessary next year.</p>	<p>£1500</p>
<p>By June 2019, 78% of Pupil Premium pupils will have made at least expected progress in Writing and 100% of Pupil Premium will have made at least expected progress in Mathematics, diminishing the attainment difference between them and their non-PP peers.</p>	<p>Specific SATs preparation guides will be purchased for targeted PP children and their peers to enable these children to develop their understanding of key mathematical and SPAG concepts. These guides will help pupils to develop skills in independent learning and revision.</p>	<p>100% of targeted PP pupils made at least expected progress in Reading and Writing, although this progress was not demonstrated in Mathematics.</p> <p>SATS preparation guides have been given to Year 6 PP children and their peers and they have been received well, with children motivated to extend their learning in their own time.</p>	<p>Due to the success of this strategy for the literacy curriculum, it is likely that it will be repeated next year for targeted PP children.</p>	<p>£500</p>

**i. Targeted support**

Desired outcome	Chosen action/approach	Impact:	Evaluation	Cost
By June 2019, 78% of Pupil Premium pupils will have made at least expected progress in Reading, diminishing the difference in progress between them and their non-PP peers.	Specific 1:2 Reading tutoring will be used with targeted PP children on a weekly basis to enable these children to have personalised Reading support, in addition to their usual Reading in class.	By June 2019, 67% of PP pupils made at least expected progress in Reading.  Reading tutoring has been having a positive response from PP children and has built both resilience and independence.	It is likely that this strategy will be repeated next year. Sessions will need to be carefully planned, however, to ensure that accelerated progress will be made by targeted pupils.	£1000
By June 2019, 78% of Pupil Premium pupils will have made at least expected progress in Reading, diminishing the difference in progress between them and their non-PP peers.	Specific Lunchbox sessions will be given 2:8 with targeted PP children by adults trained in the intervention programme. This will provide these children with improved skills in reading comprehension.	By June 2019, 67% of PP pupils made at least expected progress in Reading.  This intervention has been very popular with KS2 PP children, resulting in many pupils racing to read ahead to the next chapter of their book in between each session.	It is likely that this strategy will be repeated next year. Sessions will need to be carefully planned, however, to ensure that accelerated progress will be made by targeted pupils.	£590
By June 2019, 78% of Pupil Premium pupils will have made at least expected progress in Writing, with 44% making accelerated progress, diminishing the attainment difference between them and their non-PP peers.	Specific 1:2 Writing tutoring will be used with targeted PP children on a weekly basis to enable these children to have personalised Writing support, in addition to their usual Writing lessons in class.	By June 2019, 89% of PP pupils made at least expected progress in Writing.  Writing tutoring has been having a positive response from PP children and has built both resilience and independence.	It is likely that this strategy will be repeated next year due to the accelerated progress witnessed as a result of this work.	£2000

<p>By June 2019, 78% of Pupil Premium pupils will have made at least expected progress in Writing, with 44% making accelerated progress, diminishing the attainment difference between them and their non-PP peers.</p>	<p>Specific SPAG resources, including a Spelling Shed subscription, will be purchased for targeted PP children to enable these children to develop their understanding of key SPAG concepts. These will help pupils to develop skills in independent learning and revision.</p>	<p>By June 2019, 89% of PP pupils made at least expected progress in Writing.</p> <p>Spelling Shed has been very popular with PP children, resulting in many pupils practising their spellings more readily away from the classroom.</p>	<p>It is likely that this strategy will be repeated next year due to the accelerated progress witnessed as a result of this resource.</p>	<p>£500</p>
<p>By June 2019, 78% of Pupil Premium pupils will have made at least expected progress in Writing, with 44% making accelerated progress, diminishing the attainment difference between them and their non-PP peers.</p>	<p>Resources to enhance and support fine motor skills will be purchased for targeted PP children in Reception and Key Stage 1 to enable these children to develop these essential skills with scaffolding. They will subsequently help these pupils to develop their independence in Writing.</p>	<p>By June 2019, 100% of KS1 PP pupils made at least expected progress in Writing.</p> <p>These resources have had a positive effect with KS1 children in a variety of classroom activities.</p>	<p>It is likely that this strategy will be repeated next year due to the accelerated progress witnessed as a result of this resource. It would be interesting to see if this resource could result in accelerated progress for a wider range of pupils next year.</p>	<p>£370</p>
<p>By June 2019, 100% of Pupil Premium pupils will have made at least expected progress in Mathematics, with 33% making accelerated progress, diminishing the attainment difference between them and their non-PP peers.</p>	<p>Specific 1:2 Mathematics tutoring will be used with targeted PP children on a weekly basis to enable these children to have personalised Maths support, in addition to their usual Mathematics lessons in class.</p>	<p>By June 2019, 67% of PP pupils made at least expected progress in Mathematics.</p> <p>Maths tutoring has been having a positive response from PP children and has built both resilience and independence.</p>	<p>It is likely that this strategy will be repeated next year. Sessions will need to be carefully planned, however, to ensure that accelerated progress will be made by targeted pupils.</p>	<p>£1000</p>

By June 2019, 100% of Pupil Premium pupils will have had opportunities for positive emotional support, when necessary, so that they have the best possible mind-set to succeed in all aspects of school life.	1:1 teacher-pupil and pupil-pupil mentoring opportunities will be given with targeted PP children. This will provide these children with opportunities to discuss their feelings in a relaxed environment, encouraging a positive mind-set. This will then allow these children to feel calmer and able to participate in their lessons more freely.	This is currently being rolled out across the school and it is already having a really positive effect with PP pupils. These pupils have been enjoying the opportunity to celebrate their successes with their teacher, whilst also reflecting on those lessons where they were less successful.	This will be developed next year to ensure that sessions are more consistent across the school for all targeted PP children.	£0
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<b>i. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Evaluation</b>	<b>Cost</b>
By June 2019, 100% of Pupil Premium pupils will have had support, when necessary, to allow them to participate in all aspects of the school curriculum, including trips and residential stays.	School uniform will be provided to specific PP children to enable them to be in a positive mind-set during their school day. This will allow these pupils to feel responsible and valued and will give them more confidence when working alongside their peers.	School uniform and associated items have been purchased this year to support PP children. The children seem calmer and happier to be at school, making some greater effort in lessons. Some have started to exhibit some better behaviour, focus and respect during lessons with their class teacher.	It is likely that this strategy will be repeated next year to allow these pupils to participate fully in all aspects of school life.	£400
By June 2019, 100% of Pupil Premium pupils will have had support, when necessary, to allow them to participate in all aspects of the school curriculum, including trips and residential stays.	Financial support will be given to allow targeted PP children to attend all relevant educational visits, including residential and clubs. This will enable them to gain valuable skills in leadership, responsibility and team-work.	PP funding has been used to pay towards educational visits and clubs for many PP children this year. PP children have enjoyed these opportunities and these experiences have been broadened and developed following subsequent work back at school. 100% of Year 6 PP children attended the residential stay and enjoyed the experience, sharing their successes on their return to school.	It is likely that this strategy will be repeated next year to allow all pupils to participate fully in all aspects of school life.	£2500

<p>By June 2019, 100% of Pupil Premium pupils will have had supported opportunities, when appropriate, to extend and develop their talents within school, in addition to their normal work within class.</p>	<p>Financial support will be given to allow targeted PP children to have small group music lessons at school. This will allow these children to develop their talent for music and positive growth mind-set, which they will hopefully subsequently demonstrate in other curriculum areas.</p>	<p>Some PP children have benefitted from small group music lessons and their talent has developed very well this year. Their confidence in other classroom activities has blossomed in many areas.</p>	<p>It is likely that this strategy will be repeated next year to allow all pupils to participate fully in all aspects of school life.</p>	<p>£2000</p>
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