



Beckley Church of England Primary School

Pupil Premium Plan 2019 - 2020

Our Vision

Promote and achieve excellence in all areas of school life. The school will be a place and a community where all children are happy and safe, where they can flourish and achieve their best in a caring, inclusive environment.

Kindness is our core value, underpinning our school vision:

“Be kind to one another, tender-hearted, forgiving one another” *Ephesians 4:32*

1. Summary information					
School	Beckley Primary School				
Academic Year	2019-2020	Total PP budget	£13200	Date of most recent PP Plan	October 2019
Total number of pupils	112	Number of pupils eligible for PP	10	Date for next PP Plan	October 2020

2. Attainment and Progress		
	<i>2018-2019</i>	<i>2017-2018</i>
% 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 will be measured)

A.	By June 2020, 80% 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.	By June 2020, 60% of Pupil Premium pupils will have made accelerated progress in Writing, 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.
C.	By June 2020, 80% of Pupil Premium pupils will have made at least expected progress in Mathematics, 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.
D.	By June 2020, 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.
E.	By June 2020, 100% of Pupil Premium pupils will have had supported opportunities, when appropriate, to extend and develop their talents within school. This will be monitored by the PP co-ordinator through pupil interviews, observations and staff and parent meetings.

<p>By June 2020, 80% of Pupil Premium pupils will have made at least expected progress in Reading.</p>	<p>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.</p>	<p>Evidence indicates that one to one small group tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/</p>	<p>Impact observed during session observations, pupil interviews and analysis of progress data.</p> <p>PP co-ordinator to monitor the engagement and progress of PP pupils at regular intervals throughout the year.</p>	<p>LC/GZ</p>	<p>December 2019</p> <p>£1000</p>
<p>By June 2020, 80% of Pupil Premium pupils will have made at least expected progress in Reading.</p>	<p>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.</p>	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<p>Impact observed during session observations and feedback, pupil interviews, observation of attitudes towards reading and analysis of progress data.</p> <p>PP co-ordinator to monitor the intervention and review with target children at regular intervals throughout the year.</p>	<p>LC/JA</p>	<p>January 2020</p> <p>£590</p>

<p>By June 2020, 60% of Pupil Premium pupils will have made accelerated progress in Writing.</p>	<p>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.</p>	<p>Evidence indicates that one to one small group tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/</p>	<p>Impact observed during session observations, pupil interviews and analysis of progress data.</p> <p>PP co-ordinator to monitor the engagement and progress of PP pupils at regular intervals throughout the year.</p>	<p>LC/GZ</p>	<p>December 2019</p> <p>£2000</p>
<p>By June 2020, 60% of Pupil Premium pupils will have made accelerated progress in Writing.</p>	<p>Resources to enhance and support fine motor skills, as well as other key 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>Evidence indicates that early years and interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/</p>	<p>Impact of resources evident in lesson observations, teacher interviews and analysis of progress data.</p> <p>PP co-ordinator to monitor the engagement and progress of PP pupils at regular intervals.</p>	<p>LC/LB/HJ</p>	<p>January 2020</p> <p>£800</p>

participate in all aspects of the school curriculum, including trips and residential stays.	residential and clubs. This will enable them to gain valuable skills in leadership, responsibility and team-work.	approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/	PP co-ordinator to monitor which trips are being funded for specific PP children at regular intervals throughout the year.		£2500
By June 2020, 100% of Pupil Premium pupils will have had supported opportunities, when appropriate, to extend and develop their talents within school.	Financial support will be given to allow targeted PP children to have opportunities such as small group music lessons and Science Club 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.	Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. On average, greater effects have been identified for younger learners. There is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/	Impact observed during session observations, pupil interviews and class teacher interviews. PP co-ordinator to monitor the engagement of specific PP children within these lessons at regular intervals throughout the year.	LC/MS	December 2019 £2000
Total budgeted cost					£4900
Total budgeted cost in all areas					£10,790
Total remaining in budget (to be discussed with key staff in November/December meetings)					£2410