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| 1. **Summary information** | | | | | |
| **School** | Beenham Primary School | | | | |
| **Academic Year** | 2019/2020 | **Total PP budget** | £18,480  (calculated on 14 PP pupils in school last academic year) | **Date of most recent PP Review** | September 2019 |
| **Total number of pupils** | 56 | **Number of pupils eligible for PP** | 10 | **Date for next internal review of this strategy** | February 2020 |

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| 1. **Current attainment** | | | | | |
|  | *% attainment (Pupils eligible for PP )* | *Pupils eligible for PP*  *(nat. av) (LA)* | | *Pupils not eligible for PP (nat. av) (LA)* | |
| **% Achieving GLD** |  | 57 | 47 | 74 | 76 |
| **% Achieving Phonics** | 100 (1 pupil) | 70 | 59 | 85 | 83 |
| **% achieving Expected or above in KS1 RWM** | 50 (2 pupils) | 50 | 44 | 69 | 70 |
| **% achieving Expected or above in KS2 RWM** | 0 (2 pupils) | 51 | 34 | 70 | 69 |
| **Progress R/W/M** |  |  | |  | |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | A passive attitude towards learning – A proportion of our pupil premium children require an enhanced curriculum to ensure their learning is not passive. | |
| **B.** | | Poor resilience – some pupil premium children give up if learning begins to challenge them or they are expected to work for longer periods at greater depth. This is for several reasons but can sometimes be because they have gaps in their understanding, knowledge and skills. | |
| **C.** | | Parental Involvement – Need to foster a greater awareness of the expectations of each key stage and year group and to encourage a partnership in learning. | |
| **D.** | | SEN - A large proportion of our pupil premium children collectively have a range of SEN. | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | |
| **E.** | | Completion of home learning tasks – Some pupil premium children require additional support to complete their home learning. | |
| **F.** | | Curriculum enrichment clubs – Not all pupil premium children take advantage of this provision. | |
| **G** | | Emotional well-being – Some Pupil Premium children have emotional barriers to learning. | |
| 1. **Intended provision** *(specific outcomes and how they will be measured)* | | | **Success criteria** |
|  | * A review of our creative curriculum to incorporate even more first-hand experience and a greater range of teaching and learning styles *(Children are inspired by their learning and are more focussed and engaged – termly pupil questionnaires)* * Teachers continue to use a text immersion approach for all English lessons using high quality and inspiring texts *(Children enjoy their English learning and are more focussed and engaged – termly reading and spelling screening tests and children meet their half termly milestone targets in reading and writing)* * Daily guided reading is undertaken in all classes across the school using high quality and stimulating texts *(Children enjoy their reading, are motivated to read more and inference skills develop at a faster pace– termly reading screening tests and children meet their half termly milestone targets in reading)* * New reading books will be purchased *(More children are inspired to read for pleasure and there is greater engagement in home reading -* *termly reading screening tests and children meet their half termly milestone targets in reading. Parents survey to ascertain barriers to reading at home and support that might be beneficial)* * Daily early morning intervention to narrow the gaps in spelling and phonics based on a personalised plan delivered (*termly reading and spelling screening tests and children meet their half termly milestone targets in reading and writing)* * Daily early morning intervention to overlearn key concepts and skills and prevent misconceptions arising in maths *(Children enjoy their Maths learning and are more focussed and engaged – termly maths screening tests and children meet their half termly milestone targets in Maths)* * Staff training - Metacognition, Self-regulation and Cognitive load theory *(Staff have a greater understanding of how children learn,* *children to be independent, curious and active learners when engaged in core lessons, leading to increased aspirations and expectations, – termly staff questionnaires identify staff confidence in this area and further training needed)* | | Governor/Leadership monitoring can provide evidence of greater pupil engagement and focus  Pupil questionnaires show that pupils are enjoying their learning  All pupils meet their half termly/termly NC milestone targets in RWM and close the gap term by term in comparison to their peers and National expectations.  Termly screening tests RWM for identified pupils show that they are closing the gap in terms of age related expectations, ie their standardised scores consistently improve term by term.  Staff questionnaires demonstrate their confidence levels in terms using Metacognition and Cognitive load theory approaches and also identify other training needs in terms of specialist subject knowledge. |
|  | * The school’s pastoral care system and PHSE curriculum support children to take care of themselves; healthy snacks, water, exercise and a positive climate for learning. Teachers will ensure that daily routines are in place in line with whole school policy. For some children a learning programme of small steps and achievable goals, together with short breaks and rewards for targets achieved will be put in place. If this is the case then a *Care Plan* will be written. * Staff training - Metacognition, Self-regulation and Cognitive load theory *(Staff have a greater understanding of how children learn, children to be independent, curious and active learners when engaged in core lessons, leading to increased aspirations and expectations, – termly staff questionnaires identify staff confidence in this area and further training needed)* * Daily early morning intervention to narrow the gaps in spelling and phonics, delivered with FFT, Precision Teaching and SNIP initiatives. (*termly reading and spelling screening tests and children meet their half termly milestone targets in reading and writing)* * Daily early morning intervention to overlearn key concepts and skills and prevent misconceptions arising in maths *(Children enjoy their Maths learning and are more focussed and engaged – termly maths screening tests and children meet their half termly milestone targets in Maths)* * Daily times table practice to enable children to become confident with the tables that they should know for their year group. *(Daily use Times Tables Rockstar programme, teachers to set targets for individual pupils based on prior knowledge and access the programme on a fortnightly basis to check progress – children are able to be far more resilient in solving both longer multi stage number challenges and also problem solving activities requiring them to know their times tables.)* * TA supported group guided reading for identified PP children using quality and inspiring texts. Aim to provide a kinaesthetic approach to developing inference skills through modelling and lots of discussion and having a go! *(Termly reading screening tests and children meet their half termly milestone targets in reading)* * Range of teaching and learning styles, children have the opportunity to work on group tasks or on TASC wheel projects which support them to success (*Children are able to complete a task in this situation and play their part in showcasing/celebrating the group’s learning*) * Assemblies – children are given the opportunity to plan and lead assemblies as well as showcasing and talking about their own learning in weekly Friday parent assemblies. *(Children are motivated and enthusiastic about explaining the learning in depth.)* | | Governor/Leadership monitoring can provide evidence of greater pupil engagement, focus and resilience  Pupil questionnaires show that pupils are enjoying their learning and finding it easier to access. They can talk about their preferred learning styles and give reasons why.  All pupils meet their half termly/termly NC milestone targets in RWM and close the gap term by term in comparison to their peers and National expectations.  Termly screening tests RWM for identified pupils show that they are closing the gap in terms of age related expectations, ie their standardised scores consistently improve term by term.  Staff questionnaires demonstrate their confidence levels in terms using Metacognition and Cognitive load theory approaches and also identify other training needs in terms of specialist subject knowledge. |
|  | * Planned curriculum information sessions to be led for parents in Reading, Language and Maths. (pm and evening). * One to one workshops with parents to support with home learning tasks. * Use of FSW to support some identified families if they would like. * Staff to transport parents into school to support them to engage in the daily life of the school and school community   *(Greater engagement by parents of Pupil Premium children in their child’s schooling.)* | | Parental surveys of PP parents show increased confidence and understanding of how they can support their child in school. |
|  | * Teaching Assistants to undertake daily intervention programmes that support SAP targets; to include personalised plans delivered with FFT, Precision Teaching and SNIP initiatives. CALT to train TAs to deliver SNIP. *(Termly reading and spelling screening tests show that children’s standardised scores are improving over time and catch up is being made. They also consistently meet their SAP targets.)* | | All pupils meet their half termly/termly NC milestone targets in RWM and close the gap term by term in comparison to their peers and National expectations.  Termly screening tests RWM for identified pupils show that they are closing the gap in terms of age related expectations, ie their standardised scores consistently improve term by term. |
|  | * One to one workshops with parents to support with home learning tasks. *(All Pupil Premium children complete their home learning tasks to the best of their ability. and hand them in on time)* | | Teachers report a higher rate of home learning completion and tasks show more quality. |
|  | * Identification of particular skills, interests and talents to be able to provide enrichment opportunities, both inside of school and out. *(Greater take up of after school clubs and opportunities by PP children)* | | Greater take up of after school clubs and opportunities by PP children |
|  | * Weekly ELSA sessions for identified Pupil Premium children. *(Children have a range of strategies to manage their personal emotional wellbeing, which frees them to focus on their learning)* * Twice weekly yoga and mindfulness sessions.*(Children have access to calming strategies and can regulate emotions)* | | Teachers can report that these children seem a lot happier and they have greater rates of focus and completion of tasks. |

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| 1. **Planned expenditure** | | | | | | |
| **A Academic year** | | **2019/2020** | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Purchase of further quality texts for literacy immersion.  £500 | Children enjoy their English writing learning and are more focussed and engaged – termly reading and spelling screening tests and children meet their half termly milestone targets in reading and writing. | | *A proportion of our pupil premium children require an enhanced curriculum to ensure their learning is not passive.*  The text immersion approach uses high quality and vibrant texts to demonstrate a particular genre or teaching point in English writing and is particularly successful for children who are not exposed to quality reading materials at home. It motivates a child to write and supports greater understanding of the writing concept being taught.  The school has been using this approach for many years now and, as a result, outcomes in writing across the school are always good for all pupils and in particular it improves the engagement from pupil premium pupils. | * Head to monitor medium term curriculum plans to ensure high quality texts are chosen by teachers and are integral to the teaching of writing. As far as is possible they are also linked to the termly whole school topic. * Learning walks will identify any further training needed for teachers and also the engagement of Pupil Premium pupils. * All Pupil Premium children will meet their termly targets in writing. | All staff have responsibility but SB will monitor strategy and impact | On a termly basis at the end of each long term. A full review in February 2020 |
| Purchase of further quality texts for guided reading.  £500 books  £50 training | Children enjoy their reading, are motivated to read more and inference skills develop at a faster pace. | | *A proportion of our pupil premium children require an enhanced curriculum to ensure their learning is not passive.*  The school’s reading results at the end of both key stages 1 and 2 have always been well above national and local averages. In addition, Pupil Premium children have always made good progress in their reading. This strategy stopped being implemented across the school in 2017, due to staff changes and we believe that the decline in reading results, particularly at the higher level and for Pupil Premium children can partly be attributed to this.  It is hoped that this strategy will motivate children enjoy their reading, and it will encourage them to read more and their inference skills will develop at a faster pace– termly reading screening tests will hopefully show greater progress and children will meet their half termly milestone targets in reading. | * Whole school training for guided reading for all staff, early in the Autumn term 2029. * Phonics training for the new staff member early on in the Autumn term. * Scrutiny of guided reading records and observation of guided reading sessions across the school will identify further training requirements and impact of the strategy. * Children enjoy their reading, are motivated to read more and inference skills develop at a faster pace. * Termly reading screening tests and children meet their half termly milestone targets in reading. | All staff and JG to collate | On a termly basis at the end of each long term. A full review in February 2020 |
| Purchase of reading books.  £2880 | More children are inspired to read for pleasure and there is greater engagement in home reading. | | *A proportion of our pupil premium children require an enhanced curriculum to ensure their learning is not passive.*  Teachers report that our current reading scheme books are old and shabby and not particularly inviting for the budding reader. Sets are not complete as some books are so old that they have been thrown away. The content of some of the books is also out of date.  Children who need lots of inspiration and motivation to read are put off and as a result are not motivated to take books home and read. | * Scrutiny of pupil reading diaries dhow increased independent reading. * Pupil surveys/interviews show an increased pleasure in reading and children can talk avidly about the texts that they reading. * Termly reading screening tests and children meet their half termly milestone targets in reading. * Parents survey to ascertain barriers to reading at home and support that might be beneficial) | SB and JG | On a termly basis at the end of each long term. A full review in February 2020 |
| Purchase of license for Times Tables Rockstars for one year.  £100 | Children are more resilient in solving both longer multi stage number challenges and also problem solving activities requiring them to know their times tables. | | Teachers continually reported that they struggled to support children to learn their tables and this was negatively impacting the calculation of multi-step number problems and problem solving in general.  Last year we trialled a computer game/teaching tool – Times Tables Rockstars in year 5/6. This had an immediate impact, engaging children and also enabled them to use the programme at home. As a result children learnt their tables very quickly. This year we are cascading this strategy across key stage 2. | * ER to support teachers to personalise the programme for the pupils in their classes and also to show them how to check progress on a fortnightly basis. * Half termly progress reports to be monitored by SB. | ER | On a termly basis at the end of each long term. A full review in February 2020 |
| Yoga and mindfulness training for all staff  <https://www.yogaatschool.org.uk/become-a-yoga-trained-school-/>  £650 | Children are at peace with themselves and have some well-rehearsed techniques for managing stress and overload. | | We have many vulnerable children in school particularly children whose parents have separated. Through our work in Values Education we have approached silent sitting which has had a good impact in terms of developing inner calm in all children but particular the more vulnerable. All teachers would now like to be trained in yoga techniques to have a greater impact. |  |  |  |
| **Total budgeted cost** | | | | | | £4,680 |
| 1. **Targeted support** | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| I Teaching Assistants to undertake daily intervention programmes that support SAP targets; to include personalised plans delivered with FFT, Precision Teaching and SNIP initiatives. CALT to train on SNIP and provide refresher training for other initiatives as needed.  £400 | Termly reading and spelling screening tests show that children’s standardised scores are improving over time and catch up is being made. They also consistently meet their SAP targets. | | *Poor resilience – some pupil premium children give up if learning begins to challenge them or they are expected to work for longer periods at greater depth. This is for several reasons but can sometimes be because they have gaps in their understanding, knowledge and skills.*  A number of Pupil Premium children are language poor which impacts spelling, vocabulary choices and sentence structure. This intervention has been suggested by the CALT team to support development in this area. | CALT to train TAs to deliver SNIP and then undertake 2 further monitoring/support visits to ensure programme is embedded successfully.  Overview reported to Head/SENCO to continue support as needed | SB | On a termly basis at the end of each long term. A full review in February 2020 |
| Head/SENCO to receive training from CALT re Parent Language course. | Termly reading and spelling and screening tests show that children’s standardised scores are improving over time and catch up is being made. They also consistently meet their SAP targets.  Dialogue with parents of Pupil Premium children show that they feel confident to support their children with learning at home. | | *Poor resilience – some pupil premium children give up if learning begins to challenge them or they are expected to work for longer periods at greater depth. This is for several reasons but can sometimes be because they have gaps in their understanding, knowledge and skills.*  A number of Pupil Premium children are language poor which impacts spelling, vocabulary choices and sentence structure. This intervention has been suggested by the CALT team to support development in this area. | Head/SENCO to be trained to deliver the strategy to parents.  Parental confidence to be gauged initially to show confidence and then again at the end of the programme. | SB | February 2020 |
| Teaching Assistants to undertake daily intervention programmes that support SAP targets; to include personalised plans delivered with FFT, Precision Teaching and SNIP initiatives.  £7600 | Termly reading, spelling and maths screening tests show that children’s standardised scores are improving over time and catch up is being made. They also consistently meet their SAP targets | | *Poor resilience – some pupil premium children give up if learning begins to challenge them or they are expected to work for longer periods at greater depth. This is for several reasons but can sometimes be because they have gaps in their understanding, knowledge and skills.*  We have been running this programme of intervention for 3 years. We believe it is both focussed and robust. It targets pupil needs as identified through thorough assessment. Outcomes demonstrate a good impact over time. | Head/SENCO to have an overview of baseline assessments and termly reviews. She will write accelerated learning plans to reflect assessment outcomes. Programmes will be personalised.  Head/SENCO will also monitor the work of TAs delivering the strategy. | SB | February 2020 |
| Weekly ELSA sessions for identified Pupil Premium children  £3000 | Children have a range of strategies to manage their personal emotional wellbeing, which frees them to focus on their learning | | This strategy has been proven over time to be of huge benefit to children who struggle to manage their well-being. This strategy targets a range of needs identified on an individual basis. | Head/SENCO to meet with ELSA to provide information about baseline needs. Individual programme t be devised and run for two terms. Interim review to take place at the end of the first term. | AW (SB) | On a termly basis at the end of each long term. A full review in February 2020 |
| Purchase of hours from Family Support worker to support families who are less confident and would like to engage in this support service.  £500 |  | |  |  |  | On an ongoing basis, case by case. FSW liaising with Head/SENCO |
| **Total budgeted cost** | | | | | | £11500 |
| 1. **Other approaches** | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| All pupil premium children allocated £100 per year to enable them to access extra curricular enrichment.  £1000 | Identification of particular skills, interests and talents to be able to provide enrichment opportunities, both inside of school and out.  Greater take up of after school clubs and opportunities by PP children.  Stronger relationships formed between all children in school. | | Teachers and office staff report that currently Pupil Premium children don’t access/participate in after school extra-curricular activities in the same way that their peers do.  Some Pupil Premium children have special talents but their parents cannot afford for them to access soecialist courses to develop that talent. | * BS to write to parents to let them know of availability of funding as well as surveying them and their children to ascertain special interests and talents * Ensure that each child spends their allocation. * Survey parents/pupils on a termly basis to ascertain satisfaction and appropriateness of chose extra-curricular activity. | BS | February 2020 |
| All pupil premium children allocated £100 per year to enable them to access Educational Visits  £1000 |  | |  |  | BS | February 2020 |
| A fund for set up to enable school uniform purchase for Pupil Premium families who would ordinarily be able to purchase school uniform.  £300 |  | |  |  | BS | February 2020 |
| **Total budgeted cost** | | | | | | £2300 |
| **Total Pupil Premium spend allocation for the year** | | | | | | £18480 |