



Beckermat Primary School Pupil Premium Strategy Statement



1. Summary information

School	Beckermat Church of England Primary School				
Academic Year	2018/19	Total PP budget	£10,820	Date of most recent PP Review	Sept 2018
Total number of pupils	73	Number of pupils eligible for PP	9 pupils	Date for next internal review of this strategy	Sept 2019

2. Current attainment

July 2018	<i>Pupils eligible for PP in school Y1-6</i>	<i>All chn end of KS2</i>	<i>National KS2 Data</i>
% achieving the expected standard or above in reading, writing and maths	33%	62%	64%
% achieving the expected standard or above in reading	67%	77%	75%
% achieving the expected standard or above in writing	33%	77%	78%
% achieving the expected standard or above in maths	56%	77%	76%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	The level of emotional well-being in many pupils eligible for PP is not good, this occurs for a variety of factors
B.	The knowledge and application of phonics is below expected standard in some PP children
C.	Writing and Mathematics are below expectation in comparison to non PP children (3/9 PP children are on SEND register)

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Family capacity to support, disruptive home life
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Levels of emotional well being are improved in pupils eligible for PP - (Quality CPD sought and disseminated. (Eg Mental Health, Mindfulness, improved home school links with vulnerable groups)	Use of nurture groups such as social groups/mindfulness to help improve self esteem and levels of emotional well being for pupils.

		Raising the confidence and self-belief in the abilities of pupils and breaking down social, emotional and behavioural barriers thus helping to raise attainment levels and improve learning behaviours.
B.	Improved outcomes for pupils who are eligible for PP and are also SEN in reading, writing and maths SLT/ SENCo involvement, Daily reading programs, Intervention strategies in each year group, highly trained staff to support both within and outside the classroom environment. Quality CPD sought (Read Write Inc. Handwriting programs, Nessy, Talk4Writing, Cross moderation with other schools in partnership).	Daily intervention programs delivered in each year group by highly trained staff to support both within and outside the classroom.
C.	Improve outcomes of writing of PP and SEN groups. Quality CPD (Talk4writing delivered and disseminated to all staff)	Writing intervention strategies delivered in small groups. Writing examples and workshops to be delivered to parents. Pupils eligible for PP making accelerated progress in writing by the end of the year so that a greater % of pupils achieve the expected standard in each year group and all pupils make effective progress from their starting points.

4. Planned expenditure

Academic year

2018-19

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Levels of emotional well-being are improved in pupils eligible for PP	High quality CPD – Mental Health training Level 3, Health and Well Being training – action plan planned and delivered, Ed Psych training sessions –autism, Mindfulness training & strategies.	Lack of confidence and emotional well-being / mental health issues have emerged as a common theme both within each year group and nationally. Many pupils are identified across the school with a negative or fixed mindset which can impact upon their learning.	Carefully chosen/ experienced providers to train staff and conduct twilight session. Strategies to be embedded in daily routines. SMT to monitor and support staff in creating supportive classrooms for all pupils.	SMT/ SENDCo/ HT	Half termly and end of term analysis Review in Sept 2019 using feedback from staff and data
B. Improved outcomes for pupils who are eligible for PP and are also SEN in reading, writing and maths	Provision of high quality of teaching and consistently high standards through effective monitoring and best practice. Effective deployment of staff. Staff training on improving marking and feedback	Following data analysis it shows a gap in this group's attainment and progress levels in all core subject areas. High quality specific interventions will help to narrow this gap.	Consistent and proven high quality systems and training, half termly analysis, class teacher consultation on a regular basis, curriculum leader support. Part of SMT meetings, performance management and pupil progress meetings for all staff.	SMT/ SENDCo/ HT	Half termly and end of term analysis Review in Sept 2019 using feedback from staff and data

C. Improved outcomes for all pupils eligible for PP in writing across the school.	Provision of high quality of teaching and consistently high standards through effective monitoring and best practice. Effective deployment of staff. Staff training on improving marking and feedback. CPD for staff in writing to	Following data analysis it shows a gap in their attainment and progress levels. Target high quality specific interventions to help in narrowing this gap. CPD will increase staffs ability and confidence in raising attainment in writing for these pupils and will give staff a chance to share successful strategies.	Consistent and proven high quality systems and training, half termly analysis, class teacher consultation on a regular basis, curriculum leader support. Part of SMT meetings, performance management and pupil progress meetings for all staff.	SMT/ SENDCo/ HT	Half termly and end of term analysis Review in Sept 2019 using feedback from staff and data
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Levels of emotional well-being are improved in pupils eligible for PP	High quality intervention strategies/ resources :- Pastoral Care groups Mindfulness Time to Talk Circle time Worry Monsters in all classes Reflective areas to be developed	From consultation with teachers and parents lack of confidence and emotional well-being / mental health issues have emerged as a common theme which we as a school feel it is important to address. The intervention methods will boost their confidence levels and help alleviate any worries or issues they may be facing allowing pupils to contribute freely in class and impact positively on their learning.	Consistent and proven high quality systems and training, half termly analysis, class teacher consultation on a regular basis, curriculum leader support, book scrutiny, feedback from parents about emotional well-being at home, pupil's views.	SMT/ SENDCo/ HT	Half termly and end of term analysis Feedback from pupils Feedback from parents Review in Sept 2019 using feedback from staff and data

B. Improved outcomes for pupils who are eligible for PP and are also SEN in reading, writing and maths.	High quality intervention strategies targeted at specific groups of children to raise their attainment in all core subjects. Targets set for each term to be small and specific.	Following data analysis it shows a gap in their attainment and progress levels. Response to this data - high quality targeted interventions with specific targets and high quality feedback to children to move their learning forward.	The impact will be overseen by the SMT/ SENDCo. Timetables devised to allow target groups to occur each week.	SMT/ SENDCo/ HT	Half termly and end of term analysis Review in Sept 2019 using feedback from staff and data
C. Improved outcomes for all pupils eligible for PP in writing across the school.	High quality intervention strategies targeted at specific groups of children to raise their attainment in writing. Targets set for each term to be small and specific.	Following data analysis it shows a gap in their attainment and progress levels. Target high quality specific interventions to help in narrowing this gap.	Timetables devised to allow target groups to occur each week. Consistent and proven high quality systems and training, half termly analysis, class teacher consultation on a regular basis, curriculum leader support, book scrutiny.	SMT/ SENDCo / HT	Half termly and end of term analysis Review in Sept 2019 using feedback from staff and data

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Widen opportunities	Children's enhanced curriculum	Children on PP may not have as many life choices due to poverty.	Monitor the activities and clubs the children access.	SMT/ SENDco	Half termly and end of term analysis Review in Sept 2019 using feedback from staff and data
Well being	Attendance at Nurture groups/ 1 to 1 groups	Mental health and well-being is a key to progress and good life outcomes. Nurture / 1 to 1 group is an intervention which gives the children an excellent start to the school day and has a	Monitor children who access the groups	SMT/ SENDco	Termly

		positive impact on outcomes.			
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5. Review of expenditure

Previous Academic Year 2017-18

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A. Improve writing attainment and progress rate for PP children.		Impact on boys, increase in engagement and outcomes. Less impact on yr 6 PP but the majority of children across the school reported positive feedback of using the structures. They are often suggested by the children in learning situations. Staff have reported increased engagement in class activities for all children.	Occasionally doesn't work with some children who have other barriers to learning. Does work for many and the feedback from the children indicated their preference for these structures to be used in class. Will continue with this approach.

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A. Improve writing attainment and progress rate for PP children.	Small groups 1-1 targets	Impacted on progress of most PP. Gap closing for most. New expectations proved harder for some children to attain as well as a whole cohort. 1-1 meetings helped keep the targeted children focused and keen to improve.	Interventions need to be high quality and targeted to have a significant impact, otherwise support in class has better outcomes.

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>Ensure all PP pupils have equal access to after school clubs, breakfast club, educational visits and residential opportunities.</p>	<p>PP have help towards educational visits and residential opportunities.</p>	<p>PP have made use of these arrangements allowing them to have equal access to all facilities and opportunities provided by the school.</p>	<p>To continue this good practice.</p>
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