

Pupil premium strategy statement 2020-2021

School overview	
Metric	Data
School name	Beaver Green Primary School
Pupils in school	432
Proportion of disadvantaged pupils	195 (45%)
Pupil premium allocation this academic year	£229,995
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	January 2021
Statement authorised by	Louise Hopkins - Executive Headteacher
Pupil premium lead	Tina Oakley & Kathy Bourne
Governor lead	Gemma Price

Pupil Premium Grant Children's progress scores for last academic year (these are 2018-19 scores)	
Measure	Score
Reading	58% (18/31)
Writing	71% (22/31)
Maths	68% (21/31)

Pupil Premium Grant Children's performance overview for last academic year (these are 2018-19 scores)	
Measure	Score
Meeting expected standard at KS2	58% (18/31)
Achieving high standard at KS2	0

Strategy aims for Pupil Premium Grant Children	
Measure	Activity
<p>Priority 1 - Progress measures To achieve the national average progress scores in KS2 in reading, writing and maths. To ensure PP children in Y1 reach the expected standard in phonics is inline with their non PP peers.</p>	<p>Children who are entitled to the Pupil Premium grant will make progress in line with non-pupil premium children, in all areas of the curriculum - reading, writing and maths. The school will ensure that all children who are entitled to the PP grant will have access to online resources to support learning, especially to support home learning. All children entitled to the PP grant will have access to enrichment activities to broaden experiences.</p>
<p>Priority 2 - Attendance for PP children to be in line with national (96%)</p>	<p>Children who are entitled to the PP grant attendance to be in line with national (96%). Children who are entitled to the PP grant will be offered free places at BC to support their attendance, should an issue be identified. The Welfare team to support parents of children who are entitled to the PP grant to understand the need for their children to have good attendance.</p>
<p>Barriers to learning these priorities address</p>	<p>Children who are entitled to the PP grant attainment is historically lower than their non-PP peers. Baseline scores in EYFS show that children often start with well below average speech and language development and reading. Some children who are entitled to the PP grant are persistently late thus missing key areas of learning. Some children entitled to the PP grant are persistently absent, resulting in significant amounts of learning being missed.</p>

Teaching priorities for current academic year		
Aim	Target	Target date
Progress in Reading	To achieve above the national average progress scores in KS2 reading (above 0).	July 2021
Progress in Writing	To achieve above the national average progress scores in KS2 writing (above 0).	July 2021
Progress in Mathematics	To achieve above the national average progress scores in KS2 mathematics (above 0).	July 2021

Phonics	To achieve above national average expected standard in phonics screening check.	July 2021
Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1.		
Measure	Activity	
Priority 1 - Progress measures To achieve the national average progress scores in KS2 in reading, writing and maths. To ensure PP children in Y1 reach the expected standard in phonics is inline with their non PP peers.	Provide families entitled to the PP grant with a device and internet dongle, if needed, so they can continue to access Google Classroom, Mathletics and TT Rockstars in the same manner as their peers. Further develop quality first teaching in EYFS and across all Key Stages. Develop Speech & Language interventions to support all children Beaver Green school to provide parents with packs to support home reading / phonics and purchasing of home-reader - books linked to RWInc and that are phonetically decodeable. School to run phonics workshops for parents to support them with their own knowledge of phonics and therefore be able to support their children. RWInc training provided for staff where required Some children who are entitled to the PP grant have low self-esteem and poor emotional resilience. School will provide access to SEMH support where a need has been identified.	
Priority 2 - Attendance for PP children to be in line with national (96%)	School will provide subsidised places at breakfast and after school clubs where a need has been identified to support attendance. The Welfare team will have regular contact with persistently late and absent PP children and their families to offer support where necessary.	
Barriers to learning these priorities address	Some children who are entitled to the PP grant children do not currently achieve in line with their peers and do not have access to the same enrichment activities. Some parental engagement with school can be low for some families who are entitled to the PP grant. Some children have low self esteem and this is a barrier to them achieving their full potential. Some families have a lack of appropriate resources at home, thus meaning that children do not always make the full amount of progress possible. There are some parents who are unsure how to support the development of phonics and early reading. For some families there is a lack of understanding about the importance of attending school every day. For some families there is a lack of knowledge of how to develop children's speech.	
Projected spending	£100,000	

Targeted academic support for current academic year		
Measure	Activity	
Priority 1 - Progress measures To achieve the national average progress scores in KS2 in reading, writing and maths. To ensure PP children in Y1 reach the expected standard in phonics is inline with their non PP peers.	KS1/2 - Ensure that all areas of the curriculum are good or better to improve ensure literacy and maths are good including results for children entitled to the PP grant. Target children, who are entitled to the PP grant to read more regularly both in school and at home. In school ensure writing is further developed with regards to sequence of learning and GDS writers Purchase pupil-led books for book corners to raise reading engagement. High-level texts being used in classrooms as class readers. Book corners to be developed around school so that children develop their love of reading.	
Priority 2 - Attendance for PP children to be in line with national (96%)	Develop social and communication skills as well as turn taking and patience and take calculated risks through involvement with Forest School. Subsidised school uniform purchase for identified children.	
Barriers to learning these priorities address	PP children do not currently achieve in line with their peers and do not have access to the same enrichment activities.	
Projected spending	£80,000	

Wider strategies for current academic year		
Measure	Activity	
Priority 1 - Progress measures To achieve the national average progress scores in KS2 in reading, writing and maths. To ensure PP children in Y1 reach the expected standard in phonics is inline with their non PP peers.	Implement the 'Jigsaw' scheme of work across all year groups to bring the PSHE and RSE curriculum in line with new Government expectations. Children who are entitled to the PP grant may require therapeutic support for SEMH, they will be able to gain access to external support through the use of counselling and educational psychologist services. More children will access extended learning opportunities through the maintenance and use of the school mini-bus.	

Priority 2 - Attendance for PP children to be in line with national (96%)	Thrive will continue to be implemented, the practitioners will work with children, as identified by the class teachers, to provide emotional support. This will be run by HLTAs leading Thrive Welfare team to work with identified vulnerable children to help improve their mental and emotional well-being. Support parental engagement and wellbeing, through the use of Marvellous ME
Barriers to learning these priorities address	Wellbeing and engagement of PP children is often lower than their peers. Self-worth and aspiration are also lower among children entitled to the PP grant.
Projected spending	£49,000

Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to adequately guide teachers in making accurate teacher assessment judgements and the designed lessons address the learning which needs to take place.	Use of INSET days throughout the year and providing teachers with additional prep and assessment time prior to Pupil Progress Meetings will ensure accurate assessments.
Targeted support	Ensuring that small group interventions are of high quality, go ahead as timetabled and are regularly reviewed to ensure they are having the desired impact.	In pupil progress meetings, children entitled to the PP grant will be discussed, support will be agreed and put into place. Class teachers to plan any interventions that will support the progress of the children. Interventions to be mapped out during pupil progress meetings and reviewed regularly. Learning walks will ensure that this support is happening in the classroom
Wider strategies	Staff identification of wellbeing issues. Pupils not knowing procedures for how to express a worry.	Protocols for identification and schoolwide systems are clear and shared with all stakeholders.

Review: last year's aims and outcomes (2019-2020)	
Aim	Outcome
Increased outcomes in phonics and at the end of EYFS.	Term 2 2019: Targets set with Executive Head / DHT, training provided for all staff delivering. Feedback and monitoring - phonics lead, in collaboration with joint support from lead literacy school. Groupings regularly checked and monitored by Phonics lead to ensure children receiving correct input according to level. Testing completed and children monitored. Books purchased - staff member completed training and due to give feedback prior to lockdown. Edu Psych completed school evaluation and produced information for staff on observations and recommendations for S & L / Language development across KS1. RWINC training provided for staff new to phonics. End of term 4 - GLD 56% on track with a target of 60%: Whole cohort 73% Due to lockdown no end of year results were provided - Phonics tests to be completed in Term 2 2020 2021.

<p>Improved Literacy and numeracy results at KS1 and KS2 for DA children.</p>	<p>Progress for all pupils especially DA was completed termly in Pupil Progress Meetings. Individual pupils discussed and targeted actions put in place for those not on track.</p> <p>Year 2 R: 70% + 6% W: 70% +7% M: 74% +5%</p> <p>(GDS R:-2% W: -2% M:-2%)</p> <p>Year 6 R: -5% W: -7% M: -6%</p> <p>(GDS R: +4%, W: +5%, M: +4%)</p> <p>Term 4 figures: Year 2: R: 67% (16/24) Target (70% 16/23) W:67% (16/24) Target (70% 16/23) M: 71% (17/24) Target (74% 16/23) Combined: 67% Target 70%</p> <p>GDS: R: 8% W:8% M: 0%</p> <p>KS2: R: 67% - Target 73% W:70% - Target 69% M:74% - Target 77% Combined: 63% Target: 69%</p> <p>GDS: R: 33% - Target 12% W:7% - Target 12% M:19% - Target 15% Combined: 7% - Target 12%</p>
<p>Provide support and increased learning opportunity for all DA children</p>	<p>Term 3</p> <p>Governors Jan 20 and end of the year - report completed see report to gvnr.</p> <p>Term 2 questionnaires indicated that children enjoyed trips on offer and didn't feel left out of anything. Extended music provision has been offered. Ipad provided to children during lockdown to support with learning at home and access to google classroom. All children called by staff to ensure support can be put in place where required. New curriculum has been written by all staff with support from curriculum lead - this will be ready to begin in September and regularly reviewed - look to include wow factors targeting DA children. In SDP for priorities 2020 / 2021</p>
<p>The wellbeing of children is positive and the emotional resilience and behaviour for learning is improved. Focus on parental engagement and their wellbeing.</p>	<p>Term 3</p> <p>Governors Jan 20 and end of the year - PP report completed and given to gvnr available upon request.</p> <p>Term 2 - Conferencing with pupils who undertake the Thrive intervention with our three trained practitioners indicated that there was a positive influence in Thrive interventions. Continue with this and look for additional training for practitioners. Term 4 - Thrive practitioners have targeted children following on from Class on-line profiling: In-depth reports completed on specific children (see report). This needs to be continued and improved across 2020/21. DHT to monitor profiling and interventions.</p> <p>Marvellous ME is now at 87% for primary parents and 98% for all followers - letters to be sent out once again to families not participating in this excellent resource. Term 6 indicates that 91% of primary parents have Marvellous me installed and staff using this - weekly updates with 105% for all followers..</p>
<p>Improved children's well being and self-efficacy.</p>	<p>Term 3</p> <p>Governors Jan 20 and end of the year Fruit purchased for KS2. Training provided on 16th December by two members of the STLS - emotional regulation cards provided for all staff. Heightened awareness of behaviour and emotional coaching - emotional coaching cards given to all staff to follow script when dealing with children's emotional regulation and management</p>

Improved attendance	<p>Term 3 Governors Jan 20 and end of the year</p> <p>2019.20 Term 1: Whole: 96% PNA: 12.5% DA: 94.1% PNA DA: 20%</p> <p>Term 2: Whole: 93.7% (see reason above) PNA: 20.95% DA: 92.3% PNA DA: 27.7%</p> <p>Running Total: 94.8% (end T2)</p> <p>If we removed children / Families absent for reasons out of our control - 96.5%</p> <p>2019.20 Term 3: Whole: 94.6% PNA: 20.9% DA: 92.4% PNA DA: 31.5%</p> <p>Term 4: Whole: 93.8% PNA: 20.00% DA: 91.8% PNA DA: 23.6%</p> <p>Running Total: 94.6% (end T4)</p> <p>If we removed children / Families absent for reasons out of our control - 96.5% Weekly rewards provided by classes, display boards indicate winners on a running track. Year 5 class taken to local park as a reward.</p>
Parents feel informed with regards to their children's learning.	<p>Term 3 Governors Jan 20 and end of the year. Term 2: Register kept of all parents attending Parents evening Oct 2019 - letters sent to all parents who did not attend. Follow-up calls made.#</p>
Librarian to read with more children.	<p>Librarian left school in term 2.</p>
For targeted DA children to read more regularly.	<p>Term 3 Governors Jan 20 and end of the year Librarian left in Term 2 - New plan to be instigated across the school. Letters sent to pupils Yr 3 to attend reading rebels - a paired reading programme 2x weekly with volunteers from Year 5 (breakfast served!). Reading crew was attended but lead felt that this was not wholly supported by parents / children as attendance for targeted DA was fluctuating weekly - great support from year 5 children with the DA</p>
DA children requiring therapeutic support for SEMH will gain access to external support.	<p>Term 3 Governors Jan 20 and end of the year</p> <p>Welfare team regularly monitor SEMH support especially those who have been highlighted at risk - New provider being sought from previous Hope Tree Counselling (following Review of provision). Still under review for Hope Tree - quotes from others sought by Welfare lead - Welfare team have children who they regularly meet and discuss SEMH support. Thrive practitioners and staff updated online profiling - this was also completed in term 6 to be ready for start in September.</p>
Develop social and communication skills as well as turn taking and patience. Children take calculated risks.	<p>Term 3 Governors Jan 20 report available upon request. Training provided November 2019 x3 members of staff: weekly Forest Schools provision being implemented. Forest school up and running successfully by Lead and other practitioners - targeting all children but especially DA in groupings.</p>
More children accessing extended learning opportunities	<p>Term 3 Governors Jan 20 and end of the year Transportation has enabled an increased amount of pupils to attend visits / sports fixtures especially DA (Lead PE to record pupils attend % of DA to be recorded). Events have included: Pumpkin picking, cinema, swimming, sports fixtures, care home.</p>
Additional detail	<p>Due to the closure of schools on 23rd March 2020 because of Covid-19, implementation of the Pupil Premium Strategy 2019-20 was suspended. Our school directed its resources towards supporting eligible pupils to maintain their continuity of learning.</p> <p>As there were no end of year outcomes, the school is taking steps to ensure that meaningful data is generated during Term 1 to identify disadvantaged pupils who need additional support, so that reliable progress targets can be set. For this reason the school will publish its Pupil Premium Strategy for 2020-21 by the end of Term 2.</p>