



# Pupil Premium Strategy: 2019 – 2020

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## Pupil Premium Background

Pupil premium grant (PPG) is a fund that was introduced under the last government. It is aimed at raising attainment for children classed as 'disadvantaged'. It is a direct result of disadvantaged children traditionally underachieving when compared with other groups of children. The aim of the grant is to try and accelerate the progress, and, therefore, the attainment of these disadvantaged pupils so that their performance moves in line with other pupils. This is known as 'diminishing the difference' and the government are committed to this to help improve the life chances of children from underprivileged backgrounds. This under-achievement occurs both nationally and within schools.

The grant is currently paid to schools for two groups of children: those who have been registered on the FSM register within the last six years ('Ever 6'); and children who have been in local authority care for one day or more.

## Funding Allocation

In the 2019 to 2020 financial year schools will receive £1,320 for each pupil in reception to year 6 who was registered as eligible for free school meals any point in the last 6 years. Schools will also receive £2,300 for each pupil who has left local authority care: they have now been adopted; there is a special guardianship order; there is a child arrangements order; or there is a residence order.

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £2,300 rate.

Children who have been in local-authority care for 1 day or more also attract £2,300 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

If children who attract the funding leave within the academic year, the percentage of the fund remaining goes with them. In real terms this means there are potential 'claw backs' on school budgets so that the 'receiving' school is properly remunerated for the education of the child. Obviously, this can mean in year increases or, indeed, decreases in school budgets, which schools will have already committed to spending. For schools with high levels of mobility, i.e. Beavers, there could significant budget implications over the course of a school year.

Beavers Community Primary School's current allocation stands at £248,160. This accounts for 188 pupils eligible for the pupil premium grant. This is 28.9% of the school population. This amount is subject to change for the reason outlined above.

## Current Attainment

	Key Stage 1				Key Stage 2			
	Disadvantaged School 2019		Other National 2019		Disadvantaged School 2019		All/other Pupils National 2019	
	At Standard	In Depth	At Standard	In Depth	At Standard	In Depth	At Standard	In Depth
Achieving in Reading	67%	21%	75%	25%	47%	6%	73%	%
Achieving in Writing	75%	17%	69%	15%	83%	19%	78%	%
Achieving in Mathematics	88%	25%	76%	22%	67%	26%	79%	%
Achieving in Reading, Writing and Mathematics	67%	13%	65%	11%	47%	3%	65%	%
Progress in Reading					-1.9		0.0	
Progress in Writing					2		0.0	
Progress in Mathematics					0.6		0.0	

## Barriers to Future Attainment for Pupil Eligible to Pupil Premium

In-School Barriers	
<b>In-School Barrier 1</b>	School Assessment Systems show a gap in the attainment of disadvantaged children in year 4 across reading, writing and maths.
<b>In-School Barrier 2</b>	School Assessment systems shows a small gap in attainment in reading between disadvantaged and non-disadvantaged children in years 5, 3 and year 2
<b>In-School Barrier 3</b>	School Assessment system shows that less disadvantaged children are working at greater depth in years 2, 5 and year 6.
<b>In-School Barrier 5</b>	Multiple barriers to learning for some disadvantaged pupils who have additional Special Education Needs and/or EAL
External Barriers	
<b>External Barrier 1</b>	Disadvantaged children often enter early years with much lower than expected language and communication skills known as Language Poverty
<b>External Barrier 2</b>	Historical poor attendance of some disadvantaged pupils.
<b>External Barrier 3</b>	Adverse Child Experiences for some of our disadvantaged children.

## Summary of Planned Pupil Premium Expenditure

<b>Planned Expenditure</b>	<b>Cost</b>
Staffing to accelerate progress and raise the attainment of disadvantaged pupils	£104,172
Interventions targeting disadvantaged pupils	£93,514
Community/parental initiatives targeting disadvantaged pupils	£55,049
<b>Total Expenditure</b>	<b>£252,735</b>
<b>Pupil Premium budget</b>	<b>£248,160</b>
<b>Shortfall to be funded by school budget</b>	<b>£4,575</b>

### Staffing to Accelerate Progress and Raise Attainment of Disadvantaged Pupils

Action	Rationale	Target Pupils	Cost	Success Criteria	Monitoring & Evaluation
<b>Additional part-time Y6 teacher</b>	Enables small group teaching in maths and English, which allows disadvantaged pupils to make accelerated progress and therefore close the attainment gap.	Y6	£22,306	End of KS2 targets in reading, writing, grammar and maths are met. Insignificant gap between PPG pupils when compared with their peers within the school and PPG pupils nationally.	Year group meetings. Pupil progress meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
<b>Additional Y2 teacher</b>	Enables small group teaching in maths and English, which allows disadvantaged pupils to make accelerated progress. Vindication is evident in the success of this approach for disadvantaged pupils.	Y2	£30,067	End of KS2 targets in reading, writing, grammar and maths are met. Insignificant gap between PPG pupils when compared with their peers within the school and PPG pupils nationally.	Year group meetings. Pupil progress meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
<b>Additional EAL support (Teaching Assistant)</b>	66.3% of pupils are EAL (an increase of 3.3% over the past 4 years). Many of these pupils attract pupil premium funding. Using an experienced teacher to accelerate language development ensure opportunities to close the attainment gap by the end of their primary school education. Pupils entering school midyear and from abroad can also be supported in their acquisition of English.	Y2 → Y6	£22,354	Disadvantaged EAL pupils make accelerated progress relative to their time of joining the school so that there is an insignificant attainment gap when compared with their peers within the school and nationally.	Inclusion meetings. Pupil progress meetings. Transitional matrices. EAL leader tracking data. Feedback to governors through HT termly report to governors.
<b>Traveller Support Teacher.</b>	Many of our disadvantaged children have multiple barriers to their progress. All children attending the school from a traveller background are also disadvantaged. Many of these children are also on the school Special Education Needs Register. A	YN → Y6	£5,070	Disadvantaged Traveller SEND pupils make accelerated progress relative to their time of joining the school so that the attainment gap is closing when compared with their peers within the	Inclusion meetings. Pupil progress meetings. School data. Feedback to governors through HT termly report to governors.

	Traveller Support Teacher is employed to support this specific group of children in order to close the significant attainment gap.			school and nationally.	
<b>Additional Teaching assistant in Year 4</b>	Assessment systems show an attainment gap in disadvantage children in the current year 4. This year also has a high level of children with multiple barriers to learning and therefore a higher level of class support has been provided with the aim of closing the attainment gap.	Y4	<b>£24,375</b>	Disadvantaged children alongside their peers make accelerated progress in reading, writing and maths with targeted in class support and intervention. D	Pupil progress meeting Inclusion meetings Head of year meetings School assessment systems
<b><i>Planned expenditure on staffing to accelerate progress and raise the attainment of disadvantaged pupils</i></b>					<b>£104,172</b>

## Interventions Targeting Disadvantaged Pupils

Action	Rationale	Target Pupils	Cost	Success Criteria	Monitoring & Evaluation
<b>Qualified School Counsellor</b>	Multiple barriers have an impact on disadvantaged children and their capability to fully meet their potential. We also recognise that many pupils have experiences Adverse Childhood Experiences (ACES). We recognise the need to support children in managing their emotions and therefore become more prepared to achieve.	Y2 – Y6	£8902	Improvements shown in Strengths and difficulties questionnaire. Teachers report less concerns about the emotional well being of pupils. Learning walks and pupil voice of disadvantaged pupils is positive.	Pupil progress meetings. Feedback from school counsellor. Inclusion surgeries Weekly inclusion meetings.
<b>Fluency Project (Reading)</b>	With reading a whole school priority, an evidenced based intervention is in KS2 has been trialled. This has proven to be particularly successful in supporting disadvantaged children in making accelerated progress.	KS2	£1200 (training)	Disadvantaged Y6 pupils make good or better progress. End of KS2 targets are met. Insignificant attainment gap between PPG pupils at end of KS2 when compared with peers both within the school and nationally.	Pupil progress meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
<b>Early Years Speech and Language therapist (1 days per)</b>	Disadvantaged children enter Early years with language well below the expected level. A school based speech and language therapist will be able to assess and provide immediate support to children, teachers and parents on how to rapidly improve children's communication skills and therefore make accelerated progress in this area of learning.	YN and YR	£15,750	Disadvantaged children make accelerated progress relative to their starting points so that more children reach the expected standard in communication at the end of early years.	Weekly Inclusion meetings Pupil progress meetings Feedback to governors through HT Target tracker data
<b>Y1 focussed afternoon interventions</b>	Small group interventions enable disadvantaged children to make accelerated progress in closing the gap and therefore achieve their targets in reading, writing, grammar & maths.	Y1	£11,477	Disadvantaged children achieve their targets in reading, writing, grammar & maths and there is an insignificant attainment gap when compared with their peers within the school and PPG children nationally.	Pupil progress meetings. Inclusion meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
<b>Y2 focussed afternoon interventions</b>		Y2	£11,477		
<b>Y3, Y4 &amp; Y5 focussed afternoon interventions</b>		Y3 → Y5	£33,231		
<b>Y6 focussed afternoon interventions</b>		Y6	£11,477		
<b>Planned expenditure on interventions targeting disadvantaged pupils</b>					<b>£93,514</b>

## Community/Parental Initiatives Targeting Disadvantaged Pupils

Activity	Rationale	Target Pupils	Cost	Success Criteria	Monitoring & Evaluation
<b>Parental workshops for nursery children entering reception 2019.</b>	Children entering the school at Reception have lower than expected levels of language and communication. Often children lack specific life skills you would expect 'school ready' children to have. The Parental Engagement Network have found their 'Mouse Club' support groups for parents have been effective in teaching parents how to support their children's readiness for school and therefore improves outcomes for children at the end of EYFS	YN	Resources £135 Cost of running £1000	Baseline reception data will be more in line with national averages.  Reception children will enter school more prepared for school life	School monitoring data. LA data on school. Raise online. HT report to governors.
<b>Community Cohesion</b>	The school sits in an area of high deprivation and this has an impact on many aspects of school life. To help ensure disadvantaged children are integrated fully into school life, and to help them accelerate their progress across the curriculum, the school has committed to providing extra community support.	YN → Y6	£36,823	Children and families from disadvantaged backgrounds have priority to and access: <ul style="list-style-type: none"> <li>• Enrichment programmes</li> <li>• After school clubs</li> <li>• Target family groups</li> <li>• Workshops with parents targeting underperforming groups</li> <li>• Food banks</li> <li>• Trusted point of contact at the school</li> </ul>	School progress data. Improved attendance. Register of clubs/workshops/activities. End of KS1 & KS2 assessments. HT report to governors.
<b>Welfare Liaison Officer</b>	Due to the historical poor attendance of some disadvantaged pupils there is a need to work with families & EWO to ensure that attendance improves to 95% for previously poor attenders.	YN → Y6	£7,349	2019-20 school attendance figure is 96%+	School monitoring data. ASP (Analyse School Performance) Inclusion meetings. HT report to governors.
<b>Parent Gym</b>	Some disadvantaged pupils come from families with poor literacy and numeracy skills. There is a need to work with these families so that the children can receive more support in their learning beyond the school day. Parent Gym is a 6 week course provided free of charge for 20 parents.	YN → Y6	£342 (initial set up)	Parental engagement is high. (Children completing homework tasks, reading with children regularly) Attendance at parent workshops increases.	Parent questionnaire (Parents evening) Parent Gym evaluation Parents evening attendance.
<b>Scrap Shed implemented in KS2</b>	Some children have poor quality life experiences/exposure to other activities outside of school. There is a need ensure these disadvantaged children enjoy an enriched lunchtime experience & return to afternoon class ready for learning. The scrap shed aims to inspire creativity and promote cooperation between peers therefore providing further opportunities to develop language and problem solving skills.	KS2	Estimated cost £500	Lunchtime play is a positive experience for pupils Fewer lunchtime incidents requiring follow-up by SLT	Lunchtime incident books. Class behaviour logs.

*Planned expenditure on community/parental initiatives targeting disadvantaged pupils*

£55,049