

## Pupil premium strategy statement Beardall Fields Primary and Nursery School 2017-18

1. Summary information					
School	Beardall Fields Primary and Nursery				
Academic Year	2017-18	Total PP budget	£118,800	Date of most recent PP Review	n/A
Total number of pupils	345	Number of pupils eligible for PP	90	Date for next internal review of this strategy	Jan 2018

2. Current attainment - July 2017		
	<i>Pupils Eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving a Good Level of Development at end of EYFS (60 in cohort)</b>	41.7% (5 out of 12 children)	72.9% (35 out of 48 children)
<b>% passing phonics screening at Y1 (49 in cohort)</b>	83.3% (5 out of 6 children)	79.1% (34 out of 43)
<b>Y2 (44 in the cohort)</b>		
<b>% achieving expected or above in reading</b>	61% (11 out of 18 children)	76.9% (20 out of 26 children)
<b>% achieving expected or above in writing</b>	61% (11 out of 18 children)	73.1% (19 out of 26 children)
<b>% achieving expected or above in maths</b>	61% (11 out of 18 children)	80.8% (21 out of 26 children)
<b>% achieving expected in RWM</b>	55.6% (10 out of 18 children)	73.1% (19 out of 26 children)
<b>Y6 (32 in the cohort)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in RWM</b>	46.7% (7 out of 15 chn)	47.1% (8 out of 17 chn)
<b>% working at the expected standard or above in reading</b>	46.7% (7 out of 15 chn)	64.7% (11 out of 17 chn)
<b>% working at the expected standard or above in writing</b>	80% (12 out of 15 chn)	70.6% (12 out of 17 chn)
<b>% working at expected standard or above in maths</b>	80% (12 out of 15 chn)	70.6% (12 out of 17 chn)

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Poor speech language and communication difficulties on entry to school for some PP children means gaps already wider than non PP.	
<b>B.</b>	Limited life experiences puts children at a disadvantage on understanding the world and developing a rich vocabulary required for reading comprehension	
<b>C.</b>	Parental engagement – limited support from home with children’s reading disadvantages children in school	
<b>D.</b>	Low attendance – leads to gaps in learning which further disadvantages them	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Implementation of Speech and Language programmes for targeted groups will improve attainment.	PP children requiring specific speech sounds programmes will have accessed them regularly, communication programmes delivered by TA to group PP children will see diminishing gaps between PP and non PP children at end of EYFS.
<b>B.</b>	Continual development of a rich curriculum providing more opportunities for children to develop their understanding of the world and a wider knowledge base too support reading comprehension	Reading progress across KS2 will improve as children have a wider knowledge base, wider vocab that will support in understanding texts at a greater depth
<b>C.</b>	For all parents to read with their children on a regular basis	Children reading regularly at home will improve fluency and accuracy leading to improved attainment and progress.
<b>D.</b>	Targeted groups of children will have improved attendance.	Diminish gaps between PP children’s attendance and the National average. PP children attendance tracked will show fewer PA children in this group.

5. Planned expenditure					
Academic year					
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?
Early identification by teachers in Sp Lang and Communication issues in EYFS and KS1 leads to interventions in place sooner to diminish any differences	Sold service from Speech and Language team – 1 day per fortnight Sp and Lang therapist supporting staff training and identification in school, assessing chn and devising programmes to develop communication skills	Early identification and intervention will help diminish the difference between PP children and non PP children. Improving Speech, language and communication skills will support childrens progress in all aspects of English.	NHS speech therapist in school – high quality, highly trained professional in school one day a fortnight to assess chn, write programmes, carry out CPD with staff.	HT	Half termly
<b>Total budgeted cost</b>					£5200
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?
To improve children's sp lang and comm skills	Identify chn requiring Speech programmes	As above, also more PP children in EYFS have failed to attend clinic appts for Sp and Lang.	Therapist to support TAs in delivering speech programmes	HT	Every 6 weeks
To improve children's reading comprehension	Deliver reading Inference training in Y5 and Y6 (SLT)	Progress at the end of KS2 shows PP children making progress in line with all pupils nationally.	Delivered by HT and DHT		Half termly

Commented [KC1]:

To improve children's fluency in reading	Identify children in each Yr group to provide 1:1 reading support (TA) (Y1-Y3)	In order for childrens reading comprehension skills to improve children must read with fluency. A number of PP children have limited support at home to do this regularly.	Through discussions with teachers, assessment data and knowledge of children, identify a small group of children to deliver 1:1 reading with daily for a half term.	SLT and teachers	Half termly Book level monitoring
The attendance of PP children will improve to in line with all pupils nationally	Weekly monitoring of childrens attendance, first day phone calls home, letters home, those falling close to PP will be asked to attend meeting All PP free breakfast club place to support attendance	More PP children fall in to PA category, of this group the PP boys are an issue.	Use of scholarpack as tool for monitoring -	Admin+HT	Weekly attendance updates
<b>Total budgeted cost</b>					1 x FT equivalent TA £27,000 Half day per week admin time + £500 rewards for improved attendance £5000 breakfast club cost
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To keep children in single year group classes...smaller class sizes	As a school undergoing growth in pupil numbers, important where possible to keep class sizes small and not mix year groups	As a growing school we were faced with possibility of having mixed year groups, with the new curriculum we did not feel this would benefit our children mixing Y2 and Y3 with a high proportion of PP children so employed an extra teacher	Close monitoring to ensure children benefit from smaller class size	HT	Easter
Ensure effective safeguarding of our most vulnerable children	DHT as DSL will oversee LAC, and any other Social Care issue	Increased number of LAC children Increased number of children involved with other agencies	DHT	DHT	Termly

To ensure PP chn with SEND are supported effectively	Employ a Care assistant	As a new building our facilities are very accessible friendly – increase of chn with SEND, extra Nurture provision has been put in place	Overseen by the SENCo	SenCo	Half termly
<b>Total budgeted cost</b>					Additional teacher £34,000 DHT 2.5 days a week £15000 1x Care Assistant £20000

