

## Pupil premium strategy statement Beardall Fields Primary and Nursery School 2018-19

1. Summary information					
<b>School</b>	Beardall Fields Primary and Nursery				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£105,600	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	357 incl F1	<b>Number of pupils eligible for PP</b>	80 children	<b>Date for next internal review of this strategy</b>	January 2019

2. Current attainment - July 2018		
	<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>	100%	65%
<b>% passing phonics screening at Y1 (49 in cohort)</b>	66.7%	89.4%
<b>Y2 (44 in the cohort 8 PP chn 4 chn with SEND)</b>		
<b>% achieving expected or above in reading</b>	37.5%	80.5%
<b>% achieving expected or above in writing</b>	25%	80.5%
<b>% achieving expected or above in maths</b>	25%	82.9%
<b>% achieving expected in RWM</b>	12.5%	33.3%
<b>Y6 (32 in the cohort 15 PP chn 2 with SEND)</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in RWM</b>	46.7%	70.6%
<b>% working at the expected standard or above in reading</b>	46.7%	76.5%
<b>% working at the expected standard or above in writing</b>	66.7%	88.2%
<b>% working at expected standard or above in maths</b>	60%	88.2%

<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 their knowledge and understanding of the world	
<b>C.</b>	Limited access to books and other resources at home	
<b>D.</b>	Limited parental engagement lower down school can lead to harder to reach parents throughout school	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	By buying in to the Speech and Language service, when children enter our school, we will be able to assess their speech language and communication needs immediately. This will then allow speech programmes to be put in place for these children, without having to wait for clinic appointments. The children's communication will improve as a result of this intervention. Early identification is essential in closing the gaps.	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>	To review our curriculum through providing high quality staff training so that it provides children with an enriched curriculum which provides more opportunities for children to develop their knowledge and understanding of the world.	All children access more enrichment activities at a reduced cost to broaden their life experiences. More PP children will access extra-curricular activities
<b>C.</b>	To promote reading for pleasure school through developing engaging and exciting reading areas and promoting high quality texts and authors to inspire children to read more. High quality texts will be used across the curriculum through creating a reading spine.	Engaging reading areas across school are established with access to high quality texts. Pupil interviews and reading records show that children are reading more high quality texts. Pupil attainment and progress in reading will show that we are closing the gap in reading.
<b>D.</b>	To improve parental engagement in EYFS, particularly F1 to ensure good attendance and parents will be engaged in school life and their child's learning.	Improved attendance of F1 children Invited parents will share stories with children, both in school, and at the library on regular visits, ensuring we capture parents early in their child's education

5. Planned expenditure					
Academic year	2018-2019				
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?
To ensure children access a rich curriculum, through exposure to high quality texts across the curriculum, staff training to support this and enrichment activities to be planned in across the curriculum.	Staff to access training on use of high quality texts across the curriculum.	After reviewing planning and carrying out pupil interviews it was evident that our children need more exposure to a wider range of texts and significant authors in order to close the attainment and progress gap.	Drop-ins, lesson obs and planning will show the use of high quality texts across the curriculum. (Resourcing reading areas with books £10000)	Eng lead and KS2 Leader	Each half term
	To establish engaging and inviting reading areas to promote the reading of high quality texts and key authors	During pupil interviews it was clear that some pp children felt that reading was a chore, if we create reading spaces around school and make it more engaging we will see more pp children reading for pleasure and improving progress and attainment.	Key stage meetings will focus on developing reading areas to promote reading Pupil interviews to gauge pp childrens views since the reading areas have been improved. (£4000)	Key stage leaders	Termly reviews and pupil voice
	Staff training on developing the curriculum	Since the introduction of the new curriculum, we have not reviewed it in depth and as our staff team has grown we need to make sure it meets the needs of all our children.	Staff meeting time allocated to curriculum review, change of central topics to engage children and which books will support (£750)	Eng consultant	Termly
Each year group will plan for enrichment activities to give children more varied experiences		We know that some of our children have limited life experiences and to plan in more enrichment visits/days will broaden their experiences.	All year groups have a termly visit, linked to curriculum. Pupil voice will show children's enthusiasm for the topic. (£10,000)	KS leaders	Termly

Commented [KC1]:

	Ensure that PP children are able to accessing extra-curricular clubs	After carrying out an audit in to which children accessed after school clubs it was clear that our pp children didnt take up the offer of after school clubs. One reason was that parents didn't want to come back and forth to school. Plan in more extra-curricular clubs at lunchtime. Some PP children weren't accessing reading eggs and mathletics as a result of not having tablets/laptops at home.	Specific children in KS1 and KS2 will be targeted for lunch time clubs using ipads to access mathletics and reading eggs. (Mathletics and reading eggs - £4000)  (PP set of Ipads for clubs – (£3000)	BB	Half termly
<b>Total budgeted cost:</b>					£31,750
<b>ii. Targeted support</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 improve children's sp lang and comm skills	Identify chn requiring Speech programmes TA one hour per day	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 and TA	Every 6 weeks
To improve children's reading comprehension	Deliver reading Inference training in Y4, 5 and Y6 (SLT)	Progress at the end of KS2 shows PP children making progress in line with all pupils nationally.	HT and Key Stage leader will use pupil progress meetings to target PP children as priority	HT and KS2 leader	At end of inference programme and pupil progress
To improve children's fluency in reading	Identify children in each Yr group to provide 1:1 reading support through the 'Switch-on' programme (TA) (Y1-Y3)	In order for children's reading comprehension skills to improve children must read with fluency. A number of PP children have limited support at home to do this regularly.	HT will use pupil progress meetings to ensure the PP children receive the Switch-on intervention as a priority	HT and KS leaders	Half termly Book level monitoring Pupil progress meetings

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
To ensure the effective safeguarding of our children	DHT to have 1 day to oversee all safeguarding duties in school – EHAFs to Referrals	Majority of safeguarding cases are of those children who are PP. Having one dedicated member of staff to deal with these ensure effective communication between agencies.	Use of CPOMS as monitoring tool	DHT	
<b>Total budgeted cost:</b>					1 FTE TA £27,000 1 equivalent DHT day £13,500 to support PP chn in Y6 1 DHT day for safeguarding £13,500 £5000 for Therapist Half day per week admin time £2000 + £500 rewards for £3000 breakfast club
<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 ensure PP chn with SEND are supported effectively	To provide nurture group – mornings only additional TA support	The SEND children with complex needs are PP children also, struggling with the demands of the curriculum a nurture environment has been created which has seen the children settled and happy to come in to school. Small step progress has been positive.	SEND co regularly reviews provision through support meetings	Sendco	Half termly

To ensure successful playtimes by offering quieter area for children play	To employ an additional midday staff which provides a calmer playtime for those children who struggle in large, crowded spaces.	Some children struggle with the large open spaces, by providing a smaller space with supervision children access this, have calmer playtimes and are ready for learning after dinner.	SendCo will monitor	DHT and SendCo	Half termly
To ensure all our PP children visit the library	Throughout the year we will ensure that all PP children get to visit and join the library	Of the children who took part in the reading challenge, very few were PP children. Therefore we need to ensure all children know where the library is, are members of it and how to use it.	Speak to the library and plan in visits begin Autumn 2. – target small groups from each class	HT	On going
<b>Total budgeted cost</b>					0.5 TA Nurture - £13,500 1 midday supervisor - £3000

