



Summary information					
School	Beech Hill Community Primary School				
Academic year	20-21	Total PP budget	£157 000	Date of most recent PP review	September 2020
Total number of pupils	277 YR-Y6	Number of pupils eligible for PP	127 (46%)	Date for next internal review of this strategy	March 2021

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)*

1.	Many children are both PPG and SEN
2.	Many children are both PPG and Summer born (58)
3.	Poor attendance particularly of children in highly mobile families
4.	Poor language skills on entry to EYFS
5.	Arriving at school not school ready
6.	High levels of SEMH need within the PPG group leading to significant behaviour challenges
7.	Safeguarding concerns

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

1.	Anti-social behaviour, domestic violence, substance misuse prevalent in our locality – rates of referrals to early help services, reports of hardship have increased during the pandemic
2.	Potential for more families who work in retail / service sectors to be financially stretched through loss of work
3.	Low attendance by vulnerable children during school closure / historically poor attenders
4.	Lack of access to IT devices and broadband for remote learning.
5.	Poor literacy / numeracy skills within families so unable to support children with school work / home work
6.	Lack of parental engagement during self-isolation periods
7.	Lack of experience or engagement with wider world/locality

Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
1.	Improved speech, language and communication skills in EYFS and KS1	Increased numbers of children meeting age related expectation at end of EYFS and KS1
2.	Increase number of children achieving expected standard in Y1 phonics screening / Y2 re-screen	Narrowing attainment / progress gap between PPG and other pupils

3.	Increase number of KS1 and KS2 children at ARE and GDS in reading	Gap between PPG and other is reduced
4.	Increased fluency in maths	Increased numbers of PPG children attaining GDS in Maths at end KS2
5.	Improved SEMH for vulnerable children resulting in a decrease in significant behavioural issues - PASS survey indicates that children are ready to learn and attitudes towards themselves and school are positive.	Children who have worries and concerns are able to access support from trained adult and learn / utilise strategies to help them deal with their anxieties leading to a reduction in records of challenging behaviour.
6.	Improved attendance, particularly that of the most vulnerable children	Good attendance in school leading to improved attainment and progress
7.	Increased parental engagement and confidence in supporting children's learning in the early years	Attendance at IYCL course / course evaluations complete. High levels of parental engagement following intervention.
8.	Children experience is broadened a wider range of arts, science, sport and physical environments	All children undertake a trip / visit beyond the locality to; science venues, theatres, symphony halls, residential settings, different geographically different environments etc...

Planned expenditure

Academic year **2020-2021**

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 First Teaching

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?
Improved speech, language and communication skills in Early Years and KS1	Participation in NELI pilot. NELI is an evidence-based, 20-week intervention designed to improve the language skills of reception age pupils. Continued work with SALT colleagues	It involves scripted individual and small group language teaching sessions, delivered by trained school staff. Several EEF trials have found that NELI improves both children's oral language and early literacy skills. A recent trial of the programme found that children made on average three months of additional progress compared to children in the comparison group.	All staff in Early Years setting complete training to ensure effective delivery. Time provided for lead to regularly monitor and review progress of selected children.	EYFS Lead EYFS HLTA KS1 lead	Ongoing. End of programme evaluation

Increased engagement with remote learning both digitally and in hard copy.	Identifying children without access to devices and ensuring they have a means of getting online (if they have broadband).	To limit the impact of home learning when in isolation or a bubble has closed.	Training for staff in the development of strategies for remote learning using Google Classroom. Continue to use Google Classroom regularly in school so that children access it as a matter of course	SLT	Ongoing
Improved reading skills of children throughout the school resulting in more children reaching ARE and GDS at KS2. Promoting a love of reading.	Ensure reading scheme and reading for pleasure books are matched precisely with ability and are phonically consistent with Letters and Sounds Ensure NQTs have relevant training deliver phonics scheme effectively Embedding 8 CLPE stages of reading development with reading targets drawn from CLPE 8 stages. Beanstalk – additional reading support for identified children Reading Plus for KS2 children Regular Benchmark PM to affirm teacher assessment Fresh Start phonics (Y5. & Y6) intervention	Children must access text to read for meaning and for pleasure. Reading Plus provides a bespoke' approach to reading with every child working at the speed and level which is appropriate. Fresh Start Phonics – trained staff deliver intervention specifically designed for UKS2 / LKS3.	Provide time and opportunities for staff to undertake relevant training. English subject leader to monitor provision and report outcomes to SLT / governors. Pupil voice – how do they view the reading provision within the school?	English lead SLT Gov Board Termly reading assessments Reading Plus reports	Under constant review End of each term following formal assessment
Improved progress scores and number of children attaining at GDS in Maths	Promote fluency, reasoning and problem solving Targeted booster sessions after school TT Rock Stars	Improved fluency frees up pupils' working memory and they can devote it to problem solving and learning new concepts and skills. Fluency in maths enables to higher order thinking	Mastery in Maths training for NQTs Continued support from NW Maths Hub for subject lead Regular gap analysis following Power Maths assessment to ensure progress being made. Focus on PP children during termly progress meeting.	Maths Lead SLT	Half termly Power Maths assessments indicate how well mastery approach is adopted

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?
Early years parents engaging in learning to support a smooth transition from nursery to school Reception class. Parents having new strategies which will enable them to support their own child's learning.	It's Your Child's Life (Parental Engagement Intervention)	The home learning environment has a greater influence on a child's intellectual and social development than parental occupation, education, or income. What parents do is more important than who they are, and a home learning environment that is supportive of learning can counteract the effects of disadvantage in the early years.	Regular feedback from course leaders and feedback from parents.	Pastoral Manager	Throughout and an evaluation on completion
Improved SEMH for vulnerable children	Pastoral support ELSA support Trauma Informed Schools Play Therapist	If children are in crisis, they are not ready to learn. Children present with low self-esteem, trauma and they lack resilience. This increases levels of anxiety, poor behaviour and has a deleterious effect on relationships.	Staff appropriately trained to undertake pastoral work. Monitor incidents of behaviour on SIMS PASS Survey Pupil voice Pastoral Support Plans	Pastoral Lead Inclusion Lead	Review each cycle as it reaches a natural conclusion – review for next steps for the child.
The Pastoral team continue to support our vulnerable families and children in school. Agencies continue to work together to ensure best outcomes.	Multi-agency meetings continue (virtually if necessary) Pastoral team to be available on the playground each morning / end of day Pastoral manager to continue to work closely with Early intervention services.	Our pastoral team members are trusted by our families who feel they can approach them about any issues. Our families know that if school cannot support them in any instance, then we can direct them to an agency that will.	Vulnerable pupil meetings chaired by SLT. All agencies given an opportunity to discuss actions and ways forward for particular children.	HT Pastoral Lead Inclusion Lead	Ongoing evaluation of practice

Reduction in number of children persistently absent. Elevate 'satisfactory' attendance to 'good'	Learning Mentor with responsibility for attendance and punctuality to regularly monitor and report on PPG attendance. First day response to absence. Early Help support in place for families with low attendance. Continued work with Enforcement to ensure most vulnerable are attending school	We want to address the culture of persistent absenteeism in some homes. We need to establish good habits for life with our children and regular attendance at school is part of that.	Regular attendance meetings CPD for welfare staff dealing with attendance	Learning Mentor Pastoral Lead	Attendance monitored weekly
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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?
Experience of a wider range of activities provided for children to enhance and enrich the curriculum.	Music tuition for children Subsidised school trips / experiences for children in all year groups. Guidelines allow. Subsidised Y6 residential	Widening their world experiences allows children to make sense not only of the world around them, but those worlds portrayed in books. A wide range of experiences and adventurous learning opportunities allows children to contextualise learning.	Subject leaders to ensure appropriate visits in relation to the planned curriculum take place. Prior notice of trips and visits is sufficient to allow families to pay instalments in advance.	All staff	Ongoing
Ending hunger within hard pressed families through provision of Magic Family Breakfast daily.	Continue to provide Magic Breakfast either in classrooms during COVID controls and in the dining hall for all families when it is considered safe. Continue to work with Fur Clemt to distribute surplus food as and when it is available.	Children begin the school day fit to learn having had a nutritious breakfast. They are able to focus on their work. If school aged children are hungry, toddlers and parents may also be hungry – all are welcome at breakfast, regardless of age.	SLT / phase leaders to support provision and to ensure that those in need receive food. Pastoral lead to work with families who may need additional support in terms of providing adequate diets for families.	Pastoral team	Termly

	Continue to support families in accessing foodbanks etc...				
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Use of funding	Allocated Funds
Contribution towards cost of pastoral team Additional support staff for targeted interventions and smaller group work	£91,870
Teaching costs	£9 000
CPD and training for staff for first quality teaching / SEMH Training	£10 000
SEMH support (Play therapy, ELSA)	£10 000
Wider Opportunities - music tuition / swimming	£2 000
Additional Resources	£16 330
IT Software / hardware	£8 000
Trips/visits/visitors	£9 800
Total	157 000