

# Pupil Premium 2018/19



The Pupil Premium is additional funding to help schools **close the attainment gap** between children from low income and other disadvantage families and their peers. The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The funding is based on the number of pupils who have been eligible for free school meals (FSM) at any point in the last 6 years (Ever6) or have been 'looked after' continuously for more than six months or whose parents are in the armed forces.

It is for the Governing Body of Beckstone Primary School to decide how the Pupil Premium is spent as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. As a result they analyse current standards to pinpoint effective support and annually agree a 'Pupil Premium Policy' which is the driver for the funding and provides guidance on how the funding is allocated (to view the policy click here: [http://www.beckstone.cumbria.sch.uk/school\\_information/performance\\_pupil\\_premium/pupil\\_premium/pupil\\_premium\\_policy\\_2019\\_2020.pdf](http://www.beckstone.cumbria.sch.uk/school_information/performance_pupil_premium/pupil_premium/pupil_premium_policy_2019_2020.pdf) for is available from the school on the policy carousels in the main entrance or on request from the School Office). In addition details from the last three complete financial years are also available on our web site.

Schools are held accountable for how they have used Pupil Premium funding in support of the learning of pupils from low income families and this statement (an annexe to the policy) provides web site users with an outline on how the funding has been used to date at the school.



For general information about the Pupil Premium, see

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

The funding for the last full financial year (2018-2019) was set at £1,320 for pupils from Reception to year 6 and was an initial allocation of £ 99,900 with further adjustments such as EY PP funding and pupil movement resulting in total funding for the full financial year of £102,570.56. The allocation and impact of this funding is detailed below. The allocation for 2019/20 is expected to be £107,820 but this is also subject to adjustments over the year. Expenditure is planned to match the priorities and expenditure patterns as detailed below which are integrally linked to the School Development Plan.



Annually funding is targeted according to the agreed policy and **a full review and breakdown of particular spending and its impact forms the basis of an updated report at the end of the financial year once expenditure is complete and precise details of its impact on outcomes in the last academic year are known.** This report will be shared with Governors at their final meeting of the academic year **in July 2020.**

## How the Pupil Premium is being used to date at Beckstone Primary

At Beckstone Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant (PPG) supports us in achieving this aim and the school is committed to narrowing the gaps between outcomes of children eligible for free school meals (FSM) or 'Looked After' and those from wealthier families.

Pupil Premium Funding is targeted at ensuring high achievement for all pupils through effective teaching of pupils who, in turn, have high levels of attendance and have excellent learning behaviours. In order to achieve this aim the very welcome funding is targeted to ensure barriers to learning are overcome. This results in the following targeted areas of expenditure.

- Attendance – the deployment of the Educational Support Manager (ESM) as an ‘Attendance Officer’ for part of her role. This enables first day contact for unknown absences, monitoring of individual pupils’ attendance and intervention and support packages where attendance levels cause concern.



- Social & Emotional Support – the ESM has a counselling role, is the Mental Health & Wellbeing lead and is the school’s strategic officer for obtaining and co-ordinating multi agency support. Indeed the school identifies vulnerabilities identified by staff and has a panel consisting of the HT, Deputy, SENCO, Business Manager and Education Support Manager that meets monthly to agree support packages to help these identified pupils and families.



The effectiveness of this strategy is enhanced with the use of CPOMS – an online child protection monitoring and reporting system. These meetings

also provide supervision for the ESM. Minutes of the meetings and agreed actions are added to CPOMS for each child so that appropriate personnel are all aware of issues and can help support the pupils through particularly vulnerable times in their lives which can in turn affect their progress.

- Strategic & Targeted Learning Interventions –

- A strong team of STA’s are deployed effectively to ensure pupils identified after each assessment checkpoint as in need of ‘Wave 2’ and ‘Wave 3’ interventions receive appropriate support to address their learning need. The impacts of these interventions are reviewed at least termly in pupil progress meetings to ensure they are being effective.



- A suite of ‘resources’ have been purchased to ‘accelerate’ or enhance progress for identified children. These packages include; ‘Accelerated Reading’ for children in years 3 & 4 which is proving to be highly effective at accelerating the progress of less confident readers emerging from Key Stage 1; Oxford reading Buddies – online Reading software with ‘Avatar’ buddies to help hear children read and ask questions on their comprehension which is particularly targeted to those where home reading is ad hoc; an ‘IDL’ package, primarily targeted to support dyslexic children but is now proving a very useful support for children with spelling difficulties as well as a host of programs to underpin teaching points that can also be accessed at home on phones, tablets and PCs e.g. Education City, My Maths and Mathletics.



- The funding over the past year has also allowed the purchase of experts in their field such as CPD on teaching children with impaired hearing, a dyslexic expert who has screened identified children, trained staff and whose impact directly improved the progress of certain identified children.

- Inclusivity – the funding enables the school to ensure that all children have access to activities such as our care services / extra-curricular activities/ trips/ residential etc. that can sometimes involve a fee which, without the financial support, may have precluded some children due to economic deprivation. Indeed the ‘wrap around’ care at a very cost effective and



competitive price does enable parents to take advantage of employment opportunities that they otherwise may have been unable to take up.

- Homework & Reading support – There are pupils in the school whose families continue to offer little support to their children’s learning at home. Daily reading and other homework activities may not be taking place despite pressure from the school. To address this issue and ‘fill this gap’ the school used some of the funding to run before school reading ‘catch up’ sessions, peer reading clubs at lunchtimes and targeted after school homework clubs as well as reading support in the Breakfast Club and in ‘Beckstone Xtra’ after school care. Furthermore in 2018/19 the school has run a ‘Strive for 5’ reading initiative that rewards families who read with their children at least 5 times a week across the whole school. In addition where there are families that do not have internet access at home there are facilities to ensure such children are able to complete any internet homework based tasks at school.



- Holiday Support – Linked to the above ‘learning barrier’ the school’s data was showing a post summer holiday ‘dip’ in attainment levels, particularly for PP pupils but also generally across the school. The likely reason was identified as being a lack of academic work over this break and children not being ‘kept on the boil’ with their studies. Pupil Premium funding has enabled us every summer to issue homework activities tailored to each child’s needs with weekly activities, with incentives for completion, for the children to maintain their academic work and thinking. This year there is a focus on the basics with reading and times table books being part of the summer ‘workpack’



- Secondary Transition – The ESM has been deployed, as part of her timetable, to support the transition of identified ‘vulnerable’ pupils to Secondary school (the majority being PP pupils). These transition activities include weekly school visits in the Summer term, visits to the school from Secondary staff and pupils and much counselling work to prepare the pupils for a major change in their lives. In addition the school also transports groups of higher ability children to ‘masterclass’ sessions at the local Academy in Maths on one afternoon a week and English on another. Each of these groups contains PP pupils.



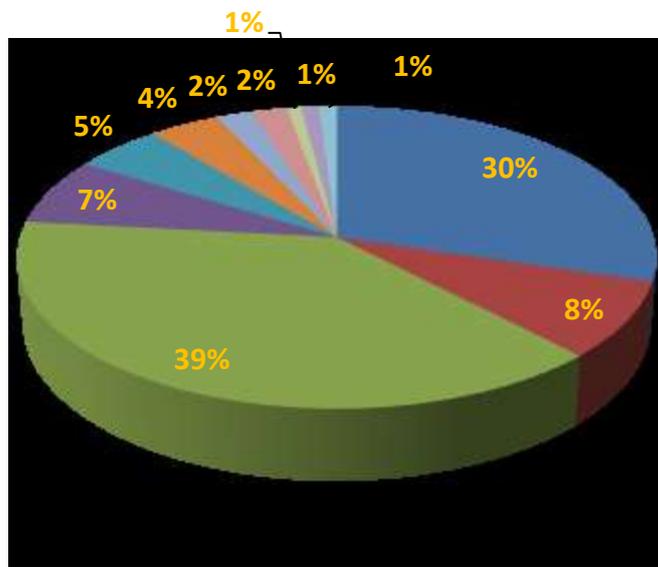
- Learning Behaviours – the school has targeted the development of pupil’s learning behaviours as a key to furthering progress still. The school has invested in Cornerstones – an enquiry and skills based curriculum tool. This is being embedded into practice and will now run alongside ‘Building Learning Power’ as a key to developing positive learning behaviours and it is being embedded across the school with children learning how to harness and use more advanced learning powers as they move through the school. It is vitally important that passive learners who may not have had a thirst for learning instilled from an early age develop this through Primary school and are aware of how they can develop as a learner to ensure greater academic success as they move through the education system. Training and action plans accompany this development and a common vocabulary and iconography are being used to help the children become more independent and effective in their approaches to problem solving.



The strategies described above all impact on barriers to learning and consequently enhance the progress of PP pupils. Some are specific to PP pupils however other strategies clearly also impact on the learning of pupils not identified as Ever 6 but equally need support with their learning. This results in the benefits of the PP funding being shared across a greater number of pupils and is in line with the Governors’ policy that recognises that not all socially disadvantaged children are necessarily eligible for PP funding and it is equally important for them to be targeted for support.



# Funding Summary



- Education Support Manager
- Breakfast/After School/Health Support
- Lowering adult:child ratio to enable interventions
- Extra Curricular Activities
- ICT hardware, software and tracking systems e.g. CPOMS
- Specific Intervention Packages e.g. Accelerated Reading
- External advisors/support
- Reading & Homework support

Please note the total funding invested in addressing learning barriers and ensuring strong progress for all is greater than the school's Pupil Premium allocation and consequently it has been agreed by the Governing Body that the school budget funds the difference.

The table below summarises how the funding is being used on a yearly basis in line with the school policy and also its impact to date (with empirical measures, where possible, that are used and will enable year on year analysis in bold).

Targeted Expenditure	Investment	Impact to date
Overcoming barriers to learning and supporting vulnerable pupils	Employment of an Educational Support Manager with a remit to support pupils and families through Nurture groups, 1:1 support, small group social development, Early help, TAC & TAF meetings etc.	<ul style="list-style-type: none"> <li>• Reinforced link between home and school - <b>Parent Questionnaire 201/19 showed 100% of parents agreed that they receive valuable information on their child's progress and 100% would recommend the school</b></li> <li>• Attendance is closely monitored and poor attendance targeted which has resulted in the school attendance being in or above line with national figures over the last 3 years</li> <li>• Prompt interventions taken to overcome barriers to learning <b>detailed analysis of the effectiveness of interventions and pupil premium pupils; progress is carried out at least termly.</b></li> <li>• Counselling/Emotional Support provided to children and families or other services accessed when appropriate <b>This equated to 65% of all eligible Pupil Premium students as well as many other pupils across the school</b></li> </ul>
Lowering the adult:child ratio to further target interventions to support progress	Additional funding of STAs at school to ensure timely and appropriate learning interventions	<ul style="list-style-type: none"> <li>• Has facilitated the personalising of learning <b>individual targets evidenced on termly report for each child which is shared with the parent(s)</b></li> <li>• Improved ratios for additional support and intervention programs including 1:1 and small group support. This year have developed a 'Catch Up' intervention programme for those identified in Pupil Progress Meetings. Impact of interventions evaluated and tracked to ensure underpins progress</li> <li>• Research (EEF) being effectively used to evaluate effectiveness of support</li> </ul>
Ensuring no child misses an educational opportunity as a result of financial hardship	Sports coaches Homework Clubs Fund to support/meet costs for visits/trips	<ul style="list-style-type: none"> <li>• All pupils able to access a myriad of enriched opportunities irrespective of household income</li> <li>• Unlocking talents in non-academic areas</li> <li>• Supporting curriculum learning, particularly homework support and reading support when home circumstances do not facilitate this</li> </ul>
To provide extended services such as after breakfast clubs or after school care free of charge. where there is identified need	Extended services costs met for targeted PP pupils	<ul style="list-style-type: none"> <li>• Improved attendance/punctuality through Breakfast Club attendance and in some cases a collection service provided – <b>punctuality &amp; attendance now maintained at or above national levels</b></li> <li>• After School Care provided to allow adult return to workplace or social need</li> </ul>

<p><b>To provide opportunities in school for homework based activities and regular reading for identified pupils</b></p>	<p>STA deployed at Breakfast Club to support reading and at Beckstone Xtra after school, lunchtimes are being used to support a 'peer reading' programme and computer access and the school also provides after school homework opportunities. Reading is being encouraged through the 'Strive for Five' programme.</p>	<ul style="list-style-type: none"> <li>• Increased daily supported reading for identified pupils</li> <li>• Checkpoints showing pupils 'stuck' now making progress with their reading</li> <li>• Self-esteem and confidence of the older readers who peer with the younger ones also impacting on their progress.</li> <li>• Homework completion levels have improved for each class.</li> <li>• Regular reading taking place more frequently and with children who were previously unsupported.</li> </ul>
<p><b>Improving opportunities for effective assessment and accelerating progress through new technologies and innovative use of ICT</b></p>	<p>Scholar Pack admin system Tablet PCs iPads &amp; Tapestry iPad &amp; Seesaw pilot Home access to learning suites Computer room sessions out of hours</p>	<ul style="list-style-type: none"> <li>• Increasingly effective tracking of PP Pupils' progress in order to quickly identify and implement appropriate interventions to support learning</li> <li>• Beginning to enhance already substantial ICT resources with tablets accessible to small groups to enhance learning opportunities</li> <li>• Subscriptions to home access for a suite of software and in-school provision</li> <li>• To enable access for those without internet access at times outside 'normal' lessons</li> </ul>
<p><b>Provision of 'Summer Holiday' work packs to minimise the 'summer dip' in progress/attainment</b></p>	<p>Work Packs</p>	<ul style="list-style-type: none"> <li>• The summer 'packs' were welcomed by many families in 2018 and have been repeated in 2019. In 2019 the focus of the holiday homework packs is on reading and times tables. Measuring the impact on attainment is not straightforward. Anecdotally teaching staff noted the summer 'dip' was not as evident, in 2018 &amp; we will have a baseline to check size of 'dip' in 2019 and this can be monitored over time.</li> </ul>
<p><b>Support for transition for vulnerable Y6 pupils &amp; higher ability PP pupils</b></p>	<p>Staffing for 1 pm/week visiting Secondary with identified group. Staff to accompany HA groups on 2 afternoons a week Transport costs</p>	<ul style="list-style-type: none"> <li>• Feedback from the Secondary sector and parents indicates that the identified vulnerable children in 2017/18 have all settled seamlessly into Secondary school life. The 2018/19 cohort are benefiting from the continuation of this initiative for the local Academy and this will continue up until transition.</li> <li>• Children working at 'greater depth' in Year 6 have been stretched at the Secondary school by attending one afternoon per week for English and another for Maths. The cohort included PP pupils. Indeed Year 5 pupils have been attending in the latter part of the year in readiness for Y6</li> </ul>
<p><b>Programmes for interventions</b></p>	<p>e.g. Accelerated Reading; IDL, Oxford Reading Buddies, Mathletics; Revisewise &amp; CPOMS</p>	<ul style="list-style-type: none"> <li>• The school has purchased programmes of support such as 'Accelerated Reading', 'IDL' and 'Oxford Reading Buddies'. These are aimed at developing reading progress across the school and the Accelerated Reading in particular for the transition into Key Stage 2.</li> <li>• The school invested in CPOMS which is an online child protection monitoring and reporting system. It is already impacting on the quality of information shared in TAC and CiN meetings and is enabling quicker intervention strategies when issues arise.</li> </ul>

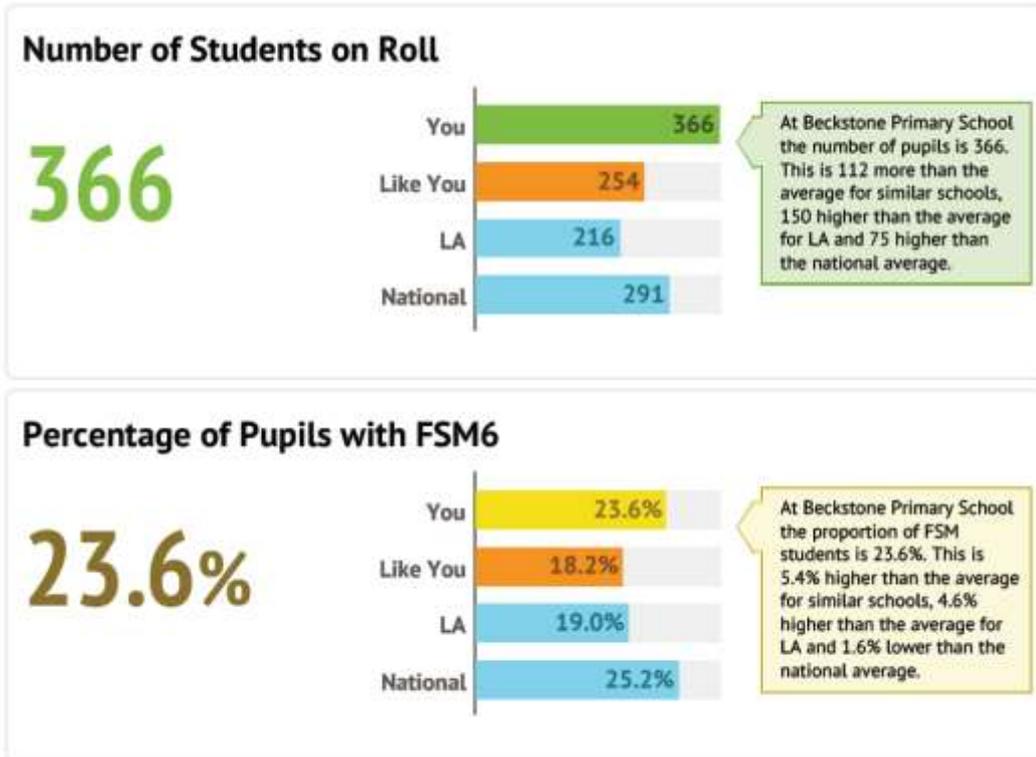
## Pupil Premium Outcomes

The impact of the funding on pupil achievement for 2019 are outlined below, the school will update the information relating to Pupil Premium outlines following the release of data analysis and the Asp in the Autumn term.



The outcomes detailed below are measurable in terms of data, what is more difficult to measure and to account for is the good attendance, love of learning and exemplary behaviour the pupils develop during their time at the school as well as the enjoyment they clearly get from coming to school (q.v. pupil and parental questionnaire outcomes to related questions). These positive attitudes to school do not come by default and are a result of the effective use of the Pupil Premium funding using the strategies described in brief above.

## Context



## Foundation Stage

The disadvantaged children leaving Reception had a good level of development well below their national counterparts and peers at a 'Good Level of Development' and particularly against their peers in Reading, Writing and Number. Such a difference however still reflects progress across the Key Stage (in 2019 only one PP child were at age related expectations on leaving Nursery. 83% had not reached Age Related expectations, however 44% had reached this milestone by the end of Reception) and necessarily entails measured and targeted support throughout school to narrow the gap created from different starting points on entering school.

All	67.31	Boys	65.38	Girls	69.23	SEN	50.0	Not SEN	68.0	EAL	0.0	Not EAL	67.31	FSM	60.0	Not FSM	68.09
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Pupil Premium	40.0	Not Pupil Premium	73.81	Autumn Born	72.22	Spring Born	68.75	Summer Born	61.11
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## Key Stage 1

### 2019 KS1 Disadvantaged Outcomes

Cohort	REA (% EKS)	REA (% GDS)	WIG (% EKS)	WIG (% GDS)	MAT (% EKS)	MAT (% GDS)	SCI (% EKS)
Average	58	18	65	8	68	15	83
Boys	51	13	61	4	65	17	87
Girls	53	24	71	12	71	12	76
EAL	0	0	0	0	0	0	0
Not EAL	58	18	65	8	68	15	83
SEN	33	11	56	0	33	11	56
Not SEN	65	19	68	10	77	16	90
FSM	57	6	71	0	43	29	86
Not FSM	58	21	64	9	73	12	82
Pupil Premium	44	11	67	0	44	22	78
Not Pupil Premium	61	19	65	10	74	13	84
Autumn Born	64	21	64	14	57	36	79
Spring Born	43	20	57	7	71	7	75
Summer Born	67	0	76	0	75	8	92

The PP pupils' attainment at 'expected and above' is 25% lower in Reading, 8% in Writing and 11% in Maths

The disadvantaged have done relatively well in this cohort and have diminished the differences to others nationally at the expected standard in all subjects. There were gaps at greater depth, but this is due to the lack of more able children in the cohort.

# Key Stage 2

## Subject Summary - Reading - Disadvantaged

### Value Added

	Disadv	Other
Cohort	14	31
Score	-0.81	1.45
Rank	53	32

	Low		Middle		High	
	Disadv	Other	Disadv	Other	Disadv	Other
Cohort	3	2	9	18	2	11
Score	-4.64	-4.86	-0.34	3.46	2.84	-0.68
Rank	N/A	-	N/A	-	N/A	-

### Scaled Scores

	Disadv	Other
Cohort	14	31
Score	100.4	106.5
National*	106	106
Difference	-5.6	0.5

	Low		Middle		High	
	Disadv	Other	Disadv	Other	Disadv	Other
Cohort	3	2	9	18	2	11
Score	86.0	82.5	102.6	107.4	112.0	109.5
National**	94.2	94.2	103.6	103.6	110.7	110.7
Difference	-8.2	-11.7	-1.0	3.8	1.3	-1.2

### Attainment

#### Expected or Above

	Disadv	Other
Cohort	14	31
School %	71%	84%
National %*	80%	80%
Difference	-9%	4%
Diff (# pupils)	-1	1
Rank	42	46

	Low		Middle		High	
	Disadv	Other	Disadv	Other	Disadv	Other
Cohort	3	2	9	18	2	11
School %	0%	0%	89%	83%	100%	100%
National %**	20%	20%	74%	74%	98%	98%
Difference	-20%	-20%	15%	9%	2%	2%
Diff (# pupils)	0	0	1	1	0	0
Rank	N/A	-	N/A	-	N/A	-

\*2018 national "Others" figures. \*\*2018 All Pupils national figure

#### High

	Disadv	Other
Cohort	14	31
School %	21%	39%
National %*	33%	33%
Difference	-12%	6%
Diff (# pupils)	-1	1
Rank	35	32

	Low		Middle		High	
	Disadv	Other	Disadv	Other	Disadv	Other
Cohort	3	2	9	18	2	11
School %	0%	0%	11%	39%	100%	45%
National %**	2%	2%	17%	17%	58%	58%
Difference	-2%	-2%	-6%	22%	42%	-13%
Diff (# pupils)	0	0	0	3	0	-1
Rank	N/A	-	N/A	-	N/A	-

## Subject Summary - Writing - Disadvantaged

### Value Added

	Disadv	Other
Cohort	14	31
Score	2.94	1.51
Rank	12	30

	Low		Middle		High	
	Disadv	Other	Disadv	Other	Disadv	Other
Cohort	3	2	9	18	2	11
Score	2.54	5.62	2.22	1.82	6.75	0.24
Rank	N/A	-	N/A	-	N/A	-

No scaled score

### Attainment

#### Expected or Above

	Disadv	Other
Cohort	14	31
School %	71%	87%
National %*	83%	83%
Difference	-12%	4%
Diff (# pupils)	-1	1
Rank	46	42

	Low		Middle		High	
	Disadv	Other	Disadv	Other	Disadv	Other
Cohort	3	2	9	18	2	11
School %	0%	0%	89%	89%	100%	100%
National %**	17%	17%	79%	79%	99%	99%
Difference	-17%	-17%	10%	10%	1%	1%
Diff (# pupils)	0	0	0	1	0	0
Rank	N/A	-	N/A	-	N/A	-

#### High

	Disadv	Other
Cohort	14	31
School %	21%	26%
National %*	24%	24%
Difference	-3%	2%
Diff (# pupils)	0	0
Rank	18	39

	Low		Middle		High	
	Disadv	Other	Disadv	Other	Disadv	Other
Cohort	3	2	9	18	2	11
School %	0%	0%	11%	17%	100%	45%
National %**	0%	0%	7%	7%	50%	50%
Difference	0%	0%	4%	10%	50%	-5%
Diff (# pupils)	0	0	0	1	1	0
Rank	N/A	-	N/A	-	N/A	-

## Subject Summary - Maths - Disadvantaged

### Value Added

	Disadv	Other
Cohort	14	31
Score	-3.76	0.34
Rank	80	48

	Low		Middle		High	
	Disadv	Other	Disadv	Other	Disadv	Other
Cohort	3	2	9	18	2	11
Score	-5.32	-4.38	-3.64	0.67	-1.97	0.66
Rank	N/A	-	N/A	-	N/A	-

### Scaled Scores

	Disadv	Other
Cohort	14	31
Score	96.9	104.7
National*	105.0	105.0
Difference	-8.1	-0.3

	Low		Middle		High	
	Disadv	Other	Disadv	Other	Disadv	Other
Cohort	3	2	9	18	2	11
Score	85.3	83.5	98.8	103.8	106.0	110.0
National**	93.9	93.9	102.8	102.8	109.9	109.9
Difference	-8.6	-10.4	-4.0	1.0	-3.9	0.1

### Attainment

Expected or Above		
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	Disadv	Other
Cohort	14	31
School %	43%	81%
National %*	81%	81%
Difference	-38%	0%
Diff (# pupils)	-5	0
Rank	78	57

	Low		Middle		High	
	Disadv	Other	Disadv	Other	Disadv	Other
Cohort	3	2	9	18	2	11
School %	0%	0%	44%	78%	100%	100%
National %**	19%	19%	74%	74%	98%	98%
Difference	-19%	-19%	-30%	4%	2%	2%
Diff (# pupils)	0	0	-2	0	0	0
Rank	N/A	-	N/A	-	N/A	-

High		
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	Disadv	Other
Cohort	14	31
School %	7%	29%
National %*	28%	28%
Difference	-21%	1%
Diff (# pupils)	-2	0
Rank	53	39

	Low		Middle		High	
	Disadv	Other	Disadv	Other	Disadv	Other
Cohort	3	2	9	18	2	11
School %	0%	0%	0%	17%	50%	55%
National %**	1%	1%	11%	11%	54%	54%
Difference	-1%	-1%	-11%	6%	-4%	1%
Diff (# pupils)	0	0	0	1	0	0
Rank	N/A	-	N/A	-	N/A	-

The disadvantaged group made up 31% of the cohort and was above national average.

Further analysis to be added.

## Summary

The significant gap between PP pupils and others in both attainment and progress narrows considerably across the average child's journey through the school.

The school is committed to ensure the pupils in its care achieve their full potential and the importance of addressing disadvantaged imbalance remains a priority and forms part of the 2019-20 School Development Plan and is also always subject to constant review.