

Pupil Premium



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 and was introduced in 2011, 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 have agreed a 'Pupil Premium Policy' which is the driver for the funding and provides guidance on how the funding is allocated (a copy of this is on a link for 'Pupil Premium' on the web site or 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 financial year (2014/15) 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 (2015-2016) was set at £1,320 for pupils from Reception to year 6 and was an initial allocation of £ 101, 640 with further adjustments such as EY PP funding as well as clawbacks resulted in total funding for the full financial year of £107,802, a reduction in funding from the previous year as less children were eligible. The anticipated allocation in 2016/17 is £107,269 and expenditure is planned to match the priorities and expenditure patterns as detailed below.

The funding is targeted according to the annually 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 is shared with Governors in the first meeting of each Summer term.

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.

We were very proud to receive a commendation letter from the Schools Minister in 2015 congratulating the school on its work in improving outcomes for disadvantaged pupils.

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 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.
- Emotional & Social Support – the ESM has a counselling role 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. Minutes of the meetings and agreed actions are confidentially circulated to staff so all are aware of issues and can help support the pupils through particularly vulnerable times in their lives which can in turn effect 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 impact of these interventions are reviewed half 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 to 5 which is proving to be highly effective at accelerating the progress of less confident readers emerging from Key Stage 1; 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, Espresso, My Maths and Mathletics.
- 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 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 is using some of the funding to run before school reading ‘catch up’ sessions, peer reading clubs at lunchtimes and after school homework clubs. 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 ‘workpacks’ tailored to each child’s needs with weekly activities, with incentives for completion, for the children to maintain their academic work and thinking.
- 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 include weekly school visits, 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

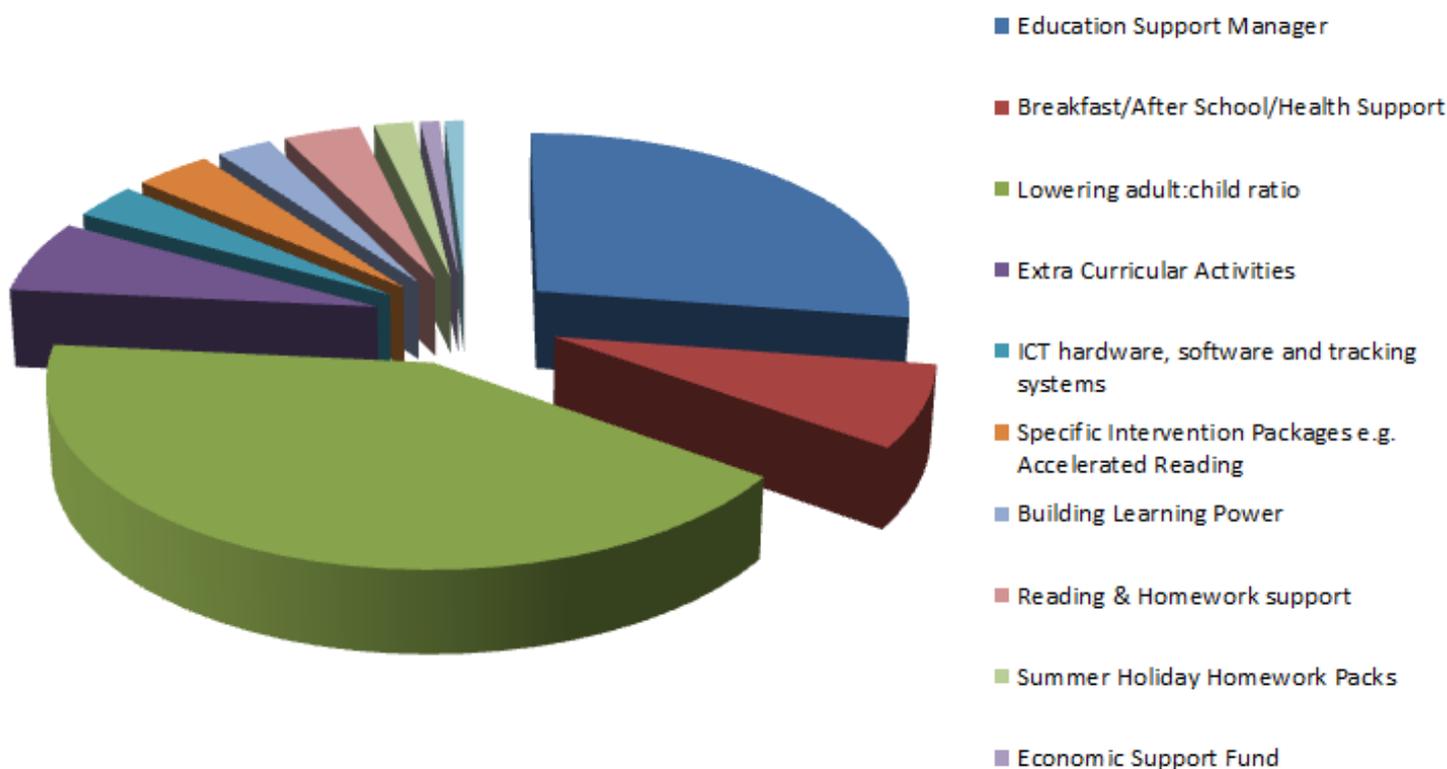
'masterclass' sessions at the local Academy in Maths on one afternoon a week and English on another. These groups contain at least one PP pupil.

- Learning Behaviours – the school has targeted the development of pupil's learning behaviours as a key to furthering progress still. The school is developing 'Building Learning Power' as a key to developing such behaviours and it is being gradually introduced 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 is becoming embedded 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



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, TAC meetings etc	<ul style="list-style-type: none"> Reinforced link between home and school - Parent Questionnaire 2015/16 showed 98% of parents agreed that they receive valuable information on their child's progress and 100% would recommend the school Attendance more closely monitored and poor attendance targeted which has resulted in increased overall school attendance. Attendance for the financial years to date are as follows: 2012/13: 93.96%; 2013/14 ; 96.24% and 2014/15; 96.6% and 2015/16 96.12% a rising trend and now consolidated well above National levels Prompt interventions taken to overcome barriers to learning detailed analysis of progress made q.v. data tables below Counselling/Emotional Support provided to children and families or other services accessed when appropriate This equated to 65% of all eligible Pupil Premium students as well as many other pupils across the school
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"> Has facilitated the personalising of learning—individual targets evidenced on termly report for each child which is shared with the parent(s) Improved ratios for additional support and intervention programs including 1:1 and small group support. Impact of interventions evaluated and tracked to ensure underpins progress
Ensuring no child misses an educational opportunity as a result of financial hardship	Free instrumental lessons Sports coaches Homework Clubs Fund to support/meet costs for visits/trips	<ul style="list-style-type: none"> All pupils able to access a myriad of enriched opportunities irrespective of household income Unlocking talents in non-academic areas Supporting curriculum learning, particularly homework support and reading support when home circumstances do not facilitate this
To provide extended services such as after breakfast clubs or after school care f.o.c. where there is identified need	Extended services costs met for targeted PP pupils	<ul style="list-style-type: none"> Improved attendance/punctuality through Breakfast Club attendance and in some cases a collection service provided – punctuality & attendance now maintained above national levels After School Care provided to allow adult return to workplace or social need
To provide opportunities in school for homework based activities and reading for identified pupils	STA deployed at Breakfast Club to support reading, at lunchtimes to support a 'peer reading' programme and also provide an after school homework club	<ul style="list-style-type: none"> Increased daily supported reading for identified pupils Checkpoints showing pupils 'stuck' now making progress with their reading Self-esteem and confidence of the older readers who peer with the younger ones also impacting on their progress. Homework completion levels have improved for each class.
Improving opportunities for effective assessment and accelerating progress through new technologies and innovative use of ICT	Scholar Pack admin system Tablet PCs Home access to learning suites	<ul style="list-style-type: none"> Increasingly effective tracking of PP Pupils' progress in order to quickly identify and implement appropriate interventions to support learning Inclusion of Vulnerability measures to address barriers to learning Beginning to enhance already substantial ICT resources with tablets accessible to small groups to enhance learning opportunities Subscriptions to home access for a suite of software and in-school provision To enable access for those without internet access at times outside 'normal' lessons
Provision of 'Summer Holiday' work packs to minimise the 'summer dip' in progress/attainment	Work Packs (including Maths & English workbooks, Year Group Projects & Parent Answers & support guidance)	<ul style="list-style-type: none"> The summer 'packs' were welcomed by many families and the completion of the holiday work was completed by well over 95% of the PP pupils. Measuring the impact on attainment was complicated with the change in the assessment system as the new curriculum has raised age related expectations however teaching staff noted the summer 'dip' was not as evident and it is to be repeated and can then be more accurately measured.
Support for transition for vulnerable Y6 pupils & higher ability PP pupils	Staffing for 1 pm/week visiting Secondary with identified group. Staff to accompany HA groups on 2 afternoons a week Transport costs	<ul style="list-style-type: none"> Feedback from the Secondary sector and parents indicates that the identified children in 2015 have all settled seamlessly into Secondary school life. The 2016 cohort are benefiting from the continuation of this initiative and this will continue into 2017. 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. This cohort of 14 includes PP pupils. The impact on the results will be analysed once known. This will continue in 16/17.
Programmes for interventions	e.g. Accelerated Reading; IDL, Oxford Owl, Mathletics; Revisewise	<ul style="list-style-type: none"> The school has purchased programmes of support such as 'Accelerated Reading', 'IDL' and 'Oxford Owl'. These are aimed at developing reading progress across the school and the Accelerated Reading in particular for the transition into Key Stage 2 up to Year 6. Outcomes in reading are showing that progress between KS1 and KS2 is now well above average and higher than in the majority of Primary Schools.
Building Learning Power	Training Resources BLP Trainer – Leanne Day	<ul style="list-style-type: none"> The development of BLP across the school is following a strategic staged action plan. Pupils from as young as 4 now being 'taught' how to learn so addressing specific learning barriers identified at different points in a child's journey for school. Impact to be measured following full implementation in 2016/17.

Pupil Premium Outcomes

The impact of the funding on pupil achievement in the 2015 School Outcomes for each Key Stage are outlined below (2016 outcomes will be detailed in the 2016/17 Annual Statement published at the end of the current financial year).



Foundation Stage

The PP children had very low percentages compared to their classmates at the ELGs in Reading, Writing and Numbers but in the other areas their outcomes were similar. The large 'gap' in Literacy and Numeracy outcomes for the PP cohort compared to National at the start of their Primary career clearly needs addressing by the school hence the identification of the 'learning barriers' and strategies to overcome them described above.

Early Years Foundation Stage Profile outcomes 2015 (EYFSP)

	Percentage of pupils achieving at least expected in														
	Communication and language						Literacy				Mathematics				
	Listening and attention		Understanding		Speaking		Reading		Writing		Numbers	Shape, space and measures			
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	
All Pupils	44	55	66												
Free School Meals															
FSM	10	30	52												
Non FSM	34	62	69												
	91	86	93	85	91	84	70	76	66	71	64	77	75	81	
	80	77	90	77	90	75	50	62	40	56	50	64	70	69	
	94	87	94	87	91	86	76	79	74	74	68	80	76	83	

Key Stage 1

The Year 1 phonics screening check showed in 2015 that whilst the year group was in line with National the gap between disadvantaged pupils at the school and national continued to be significant (5% v 66%).

By the end of KS1 the cohort of PP pupils are still underperforming compared to national with in school gaps at Level 2+ for reading at 15%, Writing at 7% at Maths at 11%. The Level 3 gap is narrower for English subjects but not for Maths.

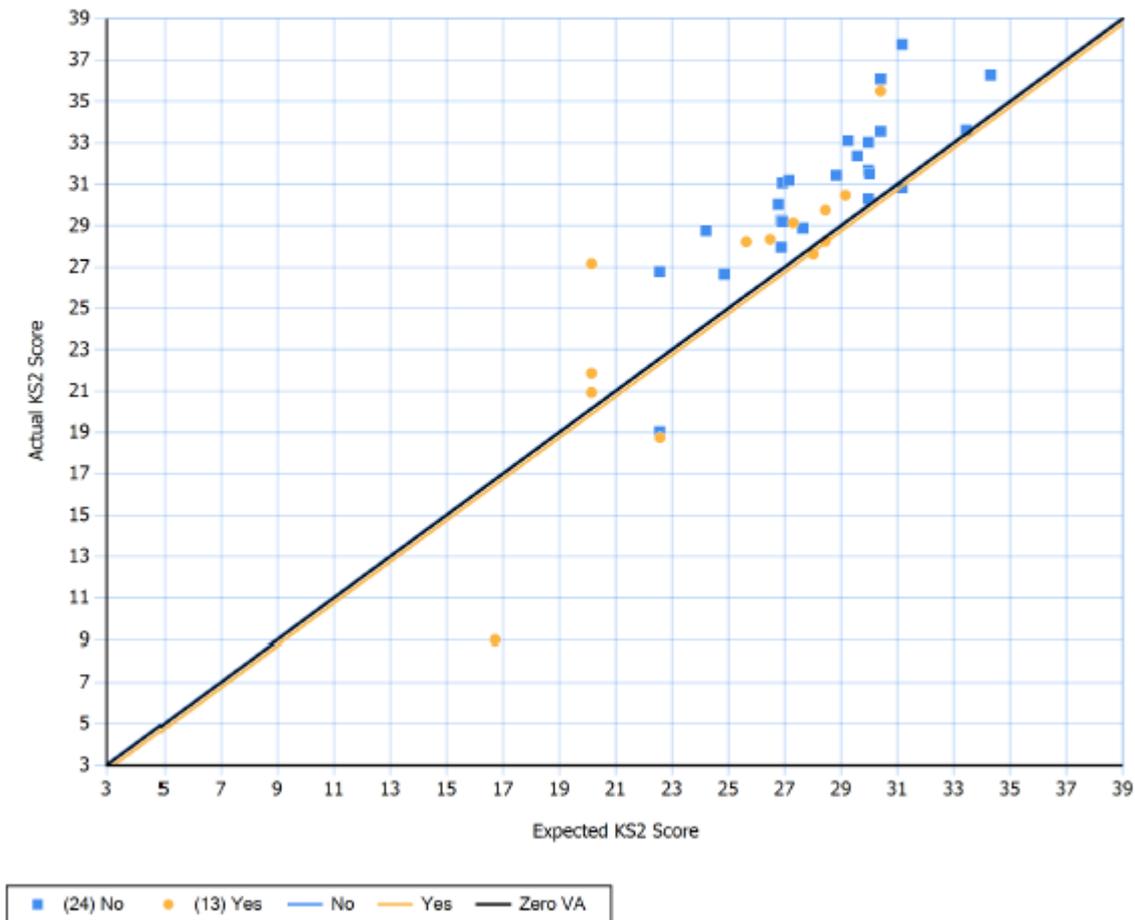
Key Stage 2

At KS2 'in school' gaps for APS closing in all subjects and less than national in reading & writing. Indeed the % exceeding national expected progress was significantly above national for all achieving L1 or 2 in R & M at KS1.

Subject	Cohort	% achieving expected progress	% achieving exceeding progress
Reading	All	97 v 91	57 v 33
	Pupil Premium	92 v 88	46 v 33
Writing	All	97 v 94	38 v 36
	Pupil Premium	92 v 92	31 v 37
Maths	All	92 v 90	68 v 34
	Pupil Premium	85 v 86	54 v 37

2015 All subjects (KS2) value added line, showing spread of pupils by disadvantaged pupils

The analysis is based upon comparing the estimated outcome with the actual outcome of each pupil. Also shown are the national mean lines for each characteristic.



There is a rising trend in 'closing the gap' by the end of Primary School which is resulting from the significant and accelerated progress of the PP pupils so demonstrating an effective use of Pupil Premium Funding.

Further improvements in outcomes relating to PP pupils are targeted in the school's development plan. It is recognised that interventions need to be more effective earlier in a child's career at the school in order for them to attain more closely to other pupils on outcome as the excellent progress being made by these cohorts across the school (particularly in Key Stage 2) are significantly 'closing the gap' but have not effectively closed it in terms of attainment yet due to the ground that needs to be made up from entry.