

# Pupil Premium Strategy Statement

1. Summary information					
School	Beckwithshaw Community Primary School				
Academic Year	2018/2019	Total PP budget	£22,800	Date of most recent PP Review	N/A
Total number of pupils	83	Number of pupils eligible for PP	21	Date for next internal review of this strategy	September 2019

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Large class sizes with 50% of pupil premium children in largest class in school.
B.	Below ARE attainment in Maths KS2 PP children (66%)
C.	Phonics acquisition and spelling, poor on entry and attainment in 60% PP children.
D.	Small cohort PP in process of EHCP in class with no support.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	na

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The class size is reduced so pupil premium children work in smaller groups and make better progress. (School tracking systems)	<ul style="list-style-type: none"> <li>KS2 PP children make expected/expected + progress in English and Maths.</li> </ul>
B.	KS2 PP will show increased progress or will be judged to be at ARE at year end in Maths	<ul style="list-style-type: none"> <li>KS2 cohort make expected + progress and/or are at ARE year end.</li> </ul>
C.	Expected progress and/or attainment is shown in phonics acquisition for all children and gaps are reduced in catch up programmes in KS2.	<ul style="list-style-type: none"> <li>Phonic Acquisition groups show all children (non SEN) are working at ARE by year end.</li> <li>SEN children meet progress measures outlined on outside agency targets.</li> <li>Children with specific difficulty (dyslexia) make at least good ratio gains in spelling programmes.</li> </ul>
D.	1-2 support for x 2 PP with SEN in process of EHCP to enable comprehensive support and delivery of individual targets.	<ul style="list-style-type: none"> <li>SEN children meet progress measures outlined on outside agency targets through 1-1 and 1-2 support from a TA each morning.</li> </ul>

4. Planned expenditure					
Academic year	2018/19				
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?
The class size is reduced so pupil premium children work in smaller groups and make better progress. (School tracking systems)	Commit to two smaller classes size in KS2 by employing 2 teachers rather than a teacher and HLTA.	<b>Quality first teaching for all in KS2. Teacher ratio of 1 – 25 rather than 1 – 36.</b>	Closely track progress of all PP children in KS2 in English and Maths.	HT & ST	July 2019
<b>Total budgeted cost</b>					£ 17,094
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?
KS2 PP will show increased progress or will be judged to be at ARE at year end in Maths	<ul style="list-style-type: none"> <li>• See Point above</li> <li>• First Class @ number</li> <li>• Maths after school club for YR6 delivered by Maths Lead</li> <li>• Success @ arithmetic</li> </ul>	EEF teaching and learning toolkit.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Half termly pupil progress meetings</li> <li>• Training for relevant staff.</li> </ul>	ST	July 19
<b>Total budgeted cost</b>					
<b>Total budgeted cost</b>					£ 1188

<b>iii. 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>
Expected progress and/or attainment is shown in phonics acquisition for all children and gaps are reduced in catch up programmes in KS2.	Quality first teaching daily across whole KS1 Additional phonic sessions x 3 a week for children on track for ARE. Word blaze catch up sessions x 3 a week.	EEF teaching and learning toolkit.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Half termly pupil progress meetings</li> <li>• Training for relevant staff.</li> </ul>	ST	July 19
<b>Total budgeted cost</b>					£1188 Phonics catch up x 3 hours a week £648 Pm session KS1 £1800 Am session x 2 TA
<b>Total budgeted cost</b>					£ 3636
<b>iv. 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>
1-2 support for x 2 PP with SEN in process of EHCP to enable comprehensive support and delivery of individual targets.	Little and often session throughout the morning session to support external targets.	Advice for EMS and Cognition services	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Half termly pupil progress meetings</li> <li>• Training for relevant staff.</li> </ul>	ST	July 19
<b>Total budgeted cost</b>					£3960
<b>Total budgeted cost</b>					<b>£ 25,878</b>



5. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The class size is reduced so pupil premium children work in smaller groups and make better progress. (School tracking systems)	Reduce class size in KS2 by employing a teacher 1 afternoon a week and a HLTA 4 afternoons a week.	<p>Success criteria: The end of year assessments will show that pupil premium children have made expected or better progress in year.</p> <p>Impact: Writing Progress – 100% children made expected + progress in writing with 20% making accelerated progress. Reading progress – 80% children made expected progress with 40% making accelerated progress. (20% children who did not make expected progress were diagnosed with SEN). Maths – 40% children made expected progress.</p>	Class sizes will continue to be reduced. Further interventions for Maths will be put in place for the children who did not make expected progress.	£10,920
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Spelling and reading improves through the introduction of a lunchtime homework club, phonics and reading intervention groups.	Run homework club to support PP children with reading and spelling homework. Extra HLTA time to run reading and writing group interventions.	<p>Success Criteria: The children will have met age related expectations in reading, writing or spelling.</p> <p>Impact: Phonics intervention: 85% children made expected + progress in phonic acquisition and reading in KS1. (15% who did not meet expected progress diagnosed with SEN /EHCP in place). 42% made accelerated progress.</p> <p>KS2 writing 87% made expected + progress. 13% made accelerated progress. 13% who did not make expected progress diagnosed with specific writing and spelling difficulty.</p>	Investigate more formal writing intervention approach. Continue with high quality phonics teaching and training across KS1.	£ 3450

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children will narrow the gaps in numeracy	1stclass at number	Success criteria: The children will have significantly narrowed gaps and be working securely within their year objectives or will have reached age related expectations.  Impact: 1 <sup>st</sup> class at number 100% children made accelerated progress.		£585