



Beeches Infant School Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
|------------------------|-----------------------|----------------------------------|---------|--|--------------|
| School | Beeches Infant School | | | | |
| Academic Year | 2016/17 | Total PP budget | £77,880 | Date of most recent PP Review (BEP) | January 2017 |
| Total number of pupils | 270 | Number of pupils eligible for PP | 59 | Date for next internal review of this strategy | June 2017 |

| 2. Current attainment | | | | | |
|---|--|-----------------------------|--|---|---|
| KS1 SATs 2016 | | Pupils eligible for PP (BI) | | Pupils eligible for PP (national average) | Pupils not eligible for PP (national average) |
| 72% meeting expected standard in reading (74% NA) | | 58% | | 62% | 78% |
| 67% meeting expected standard in writing (65% NA) | | 54% | | 53% | 70% |
| 71% meeting expected standard in maths (73% NA) | | 63% | | 60% | 77% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|---|
| In-school barriers | |
| A. | Children in Reception have a low Baseline threshold in 'Communication and language,' particularly poor oral language skills. This has an impact on reading and writing development for PP children. |
| B. | Children in Reception have a low Baseline threshold in 'PSED.' This has an impact on developing appropriate learning behaviours. |
| C. | High proportion of our Year 2 PP children 38% with ADHD and emotional wellbeing needs. |
| External barriers | |
| D. | Health and wellbeing: There are an increasing number of vulnerable families within the school community. |
| E. | Low attendance rates 18.2% Persistent Absentees- 11 pupils (NA 15.1%) |

| 4. Desired outcomes | | <i>Success criteria</i> |
|----------------------------|--|--|
| | <i>Desired outcomes and how they will be measured</i> | |
| A. | Improve Communication and Language skills across Reception. | For pupils eligible for PP in Reception classes to improve performance outcomes in the areas of Listening and Attention, Understanding and Speaking. For PP pupils across the school to improve performance outcomes in reading and writing. |
| B. | Improve learning behaviours across the school. | For pupils eligible for PP across the school to improve performance outcomes in the core areas. |
| C. | Attention Deficit and Wellbeing needs to be addressed for pupils in Year 2 | Fewer behaviour incidents recorded due to effective management using school systems and developing self-regulation. |
| D. | Health and Wellbeing of families within the community. | Parent Support Worker to support families within the community. Increase number of cases closed (My Concern) |
| E. | Increase attendance rates for pupils eligible for PP | Reduce the number of persistent absentees among pupils eligible for PP, overall attendance to improve to 85% |

| 5. Planned expenditure | | | | | |
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| Academic year | 2016/17 | | | | |
| 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? |
| A. Improved Communication and Language skills across Reception. <i>Improved Reading and writing outcomes for all KS1 pupils.</i> | Staff training on AFL and delivering high quality feedback. Staff training on Talk for Writing. Staff training on Speaking and Listening programmes: ELKLAN, Language Land. | Review of feedback policy and use of feedback. This has high impact and will be embedded as an approach across the school. EEF recommendations Use of evidence based interventions to support TAs in their instruction. | Internal CPD on Assessment for Learning Use INSET days to deliver training by external trainer Jo Haslam Talk for Writing (Jan 2017) Peer lesson studies for all teaching and support staff, linked directly to Performance Management Criteria. Evaluative conversations with TLRs CPD for support staff in targeted interventions. Video review with colleagues to evaluate progress outcomes. | Deputy Head | April 2017 |
| B. Improved PSED (making relationships and managing feelings and behaviour) across Reception. <i>Improved Greater Depth outcomes in maths for KS1 pupils.</i> | Staff training on Learning Behaviours, Growth Mindset. Forest Schooling Action research project Maths reasoning across year 2. Staff training on mastery curriculum. | Proven research related to mindsets and praise, to develop understanding of intrinsic rewards and challenge. Benefits of Outdoor Education to develop self-confidence, child initiated learning/ resilience. National trial to assess effectiveness of Maths Hub reasoning project. Develop levels of challenge within maths lesson to enable children and staff to evaluate and adjust level of challenge within a lesson. | Use twilight CPD sessions, delivered by external trainer Hannah Miller (Aut 16) Behaviour policy development in line with training. Reward systems to reflect policy change. Environmental walks, planning trails and drop ins to monitor use of new systems. Impact reports. | Deputy Head HLTA FS TLR Maths | June 2017 |
| Total budgeted cost | | | | | £23,245 |

| 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? |
| A. Improved Communication and Language skills across Reception. | <p>Small group provision of Language land and ELKAN intervention groups for children in Reception.</p> <p>Small group support for pupils with ASD (1:1) (1:2)</p> <p>Additional CT to provide targeted intervention for KS1 pupils to meet expected progress expectations. (1 term)</p> <p>Read Write Inc for KS1 pupils</p> | <p>Baseline scores indicate attainment well below age expected outcomes within Age Development Bands. These programmes have proven success in other schools.</p> <p>Outstanding teacher to deliver small group Intervention across year 1 and year 2 in response to pupil progress meetings.</p> | <p>Timetables developed to ensure provision is matched appropriate to learning needs and impact measured from entry data. Teachers to work with Inclusion manager to ensure any barriers to effective delivery are overcome.</p> <p>Audit continuum used to measure steps progress for SEND pupils to ensure continuity and progression</p> <p>Timetables developed to ensure curriculum coverage, liaison with year group teams. Observations and impact measured through Groups tracking data using schools tracking systems.</p> | <p>Inclusion Manager (IM)</p> <p>Reception Class Teachers</p> | <p>April 2017</p> <p>June 2017</p> |
| C. Attention Deficit and Wellbeing needs to be addressed for pupils in Year 2 | <p>Nurture group provision across whole school</p> <p>Small groups to receive targeted intervention from Boxall Profile assessment.</p> <p>Forest School enrichment activity with identified pupils</p> <p>Staff training on de-escalation techniques, assertiveness and emotional wellbeing.</p> | <p>Previous Impact of the strategy in the school measures progress. There is a correlation between Profile progress and academic progress. <i>(This can fluctuate with children who experience emotional/ behavioural difficulties)</i></p> <p>Planned FS opportunities in line with learning behaviours curriculum and specific pastoral targets.</p> <p>To improve classroom management and develop strategies for children with attention deficit and emotional needs.</p> | <p>Pupil progress reviews with IM and learning mentor. Using entry and exit data.</p> <p>Profiles to be developed between DHT and IM to ensure continuity.</p> <p>Termly attainment and progress monitoring.</p> <p>Observations PSED entry and exit data.</p> <p>CPD for all staff on behaviour management provided by external provider Simon Curriegan</p> <p>Behaviour audit</p> | <p>Inclusion manager</p> <p>Deputy Head (DHT)</p> | <p>April 2017</p> <p>June 2017</p> |
| Total budgeted cost | | | | | £48,401 |

| iii. Other approaches | | | | | |
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| 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? |
| D. Health and Wellbeing of families within the community. | <p>Parent Support Worker to engage with hard to reach families.</p> <p>To hold school based community workshops, run the Freedom programme and signpost to services.</p> <p>To support individual pupils through mentoring and drawing therapy.</p> <p>Equal Opportunity</p> <p>All PP children have their school trips and attendance at after school sports activities funded.</p> | <p>An increasing number of families in our community experience a high level of social need.</p> <p>As our PSW has increasing engagement with families there has been a significant increase in reported DV.</p> <p>Medical and health issues have also increased and there is a greater need for parenting support.</p> <p>Other social problems include debt crisis, and housing issues.</p> <p>To ensure full participation and reduction of financial stress.</p> | <p>Monthly pastoral meetings with agreed actions and timescales.</p> <p>Impact will be measured by number of closed cases. (My Concern)</p> <p>Office management and active communication with families affected.</p> | <p>Head Teacher</p> <p>Parent Support Worker</p> | <p>June 2017</p> |
| E. Increase attendance rates for pupils eligible for PP | <p>DHT to monitor pupils and develop action plans alongside Pastoral team.</p> <p>Parent Support Worker to follow up quickly on absences of focus group pupils.</p> | <p>Data shows PP as an underperforming group, attendance will be a key next step. Attainment cannot be improved without good attendance.</p> | <p>DHT to liaise with HT and Pastoral team to ensure effective management and review of procedures.</p> | <p>Deputy Head</p> | <p>April 2017</p> |
| Total budgeted cost | | | | | £6,234 |

