

## **Pupil Premium Provision Map 2020-2021 – Post-lockdown update**

This document outlines the proposed spending of the Pupil Premium funding for 2020-2021 at Beckers Green Primary School, committed to closing the gap in attainment of the children entitled to the Pupil Premium Grant. Following the extended school closure due to the Coronavirus Pandemic, the EEF (2<sup>nd</sup> June, 2020) has found that it is likely that schools are likely to have reversed the progress made to close the attainment gap since 2011. In order to limit the impact of the closure on all pupils, including those from disadvantaged backgrounds, Beckers Green Primary will adopt a systematic strategy which is dedicated to improving outcomes.

### **What is the Pupil Premium?**

The government considers the Pupil Premium (PP) to be a key element of their education policy. Introduced in April 2011, the Pupil Premium provides additional funding to schools to target specific groups of children who are vulnerable to underachievement. These include pupils from low income families and children in care. Children eligible for Pupil Premium are classed as 'Ever 6'; those who are, or have been receiving free school meals within the past six years, are entitled to a Pupil Premium Grant (PPG) of £1345. Children in Care (CIC) and those in adoptive families are entitled to a PPG of £2345 and Service Children to a PPG of £310.

### **What are the aims of the Pupil Premium?**

The purpose of the Pupil Premium is to raise the achievement and aspirations of disadvantaged groups of children – in Essex the performance of disadvantaged pupils is lower when compared to their peers\*. Levels are also expected to fluctuate as a result of the Covid-19 pandemic. The Premium is intended to help schools to provide targeted support to improve the life chances of children from lower income families and young people who face additional challenges in their lives, so that they can reach their full potential.

### **Summary information**

| Number of pupils and pupil premium grant received last year (2019-2020) |           |
|---|-----------|
| Total number of pupils on roll  | 331       |
| Number of pupils eligible for PPG support                               | 104 (31%) |
| Pupil Premium Grant received  | £140,536  |

Updated 09.08.2021

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| Carry forward from 2018-2019        | £3,277   |
| Total Pupil Premium Grant available | £143,813 |
| Total amount spent in 2019-2020     | £137,031 |
| Carry forward for year 2020-2021    | £6,782   |

| Number of pupils and pupil premium grant estimated for 2020-2021 |                |
|--|----------------|
| Total number of pupils on roll                                   | 316            |
| Number of pupils eligible for PPG support                        | 102 (32%)      |
| Estimated Pupil Premium Grant received                           | £135,580       |
| Carry forward from 2019-2020                                     | £6,782         |
| Estimated Total Pupil Premium Grant available                    | £142,362       |
| Total amount spent in 2020-2021                                  | £138,155       |
| Carry forward for year 2021-2022                                 | Not applicable |

2019 KS2 outcomes data for children reaching age-related expectations in reading, writing and maths (20/21 cancelled due to the pandemic)

|                                  | <b>School</b> | <b>Essex</b> | <b>National</b> |
|----------------------------------|---------------|--------------|-----------------|
| Children eligible for PP funding | <b>82%</b>    | 72%          | 71%             |
| All pupils                       | <b>75%</b>    |              | 65%             |

Funding is spent in three key areas, based upon the tiers suggested by the EEF Guide to the Pupil Premium (June 2019). Within this, four core principles are covered in a pledge to recover from the pandemic, as outlined in the latest guidance from Essex County Council\*:

- relationships
- metacognition and self regulation
- social, emotional and mental health (SEMH)
- language development and comprehension.

| Key area | Action | Rationale | Proposed spend |
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Updated 09.08.2021

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| Tier 1:<br>Provision of<br>Quality First<br>Teaching | As an ongoing assessment of children's learning, key areas have been identified as priority following the latest national lockdown, including <b><u>language development and comprehension</u></b> . This year, in addition to our existing early assessment and intervention programme, we aim to improve these areas by concentrating on vocabulary in class – putting in CPD to ensure that staff are equipped to deliver this part of our strategy. This will be driven through reading skills, phonics and spelling, and an awareness of the importance of quality talk in school.  | Recent work on addressing educational disadvantage states that language is the key to accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together and in developing <b><u>relationships</u></b> with adults and peers. Unfortunately, the same recent work also found that there is a 27% language gap at age five between the lowest income quintile and the highest*.   | Vocabulary<br>CPD and<br>resources:<br>£240                                      |
|  | At Beckers Green, we will ensure that classes with a higher level of disadvantaged children benefit from higher levels of adult support. In order to maximise the benefit of the spend on staffing, all Learning Support Assistants have been upskilled through an in-house reading and writing course (completed Spring 20). Learning Support Assistants are now better-equipped to identify and address misconceptions during lesson time, maximising the progress of the child. All staff will be expected to complete case studies of children who they have worked with to encourage continued professional discussion between staff on areas of good practice. Further CPD to maximise the impact of Learning Support Assistants is planned for the Summer term non-pupil day and will be conducted by the maths and English Lead staff. | In the 2019 EEF Guide the Pupil Premium, it is noted that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' However, further evidence from the EEF finds that teaching assistants do not have the same impact as qualified teachers. By upskilling Learning Support Assistants, Beckers Green aspires to maximise the benefit of all staff during lesson time - assessing understanding and addressing misconceptions of the children who they are working with. This is outlined as part of the draft OFSTED Inspection Framework 2019 of how schools will be judged on implementation: 'They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary'. | Support<br>staff<br>(salaries and<br>3 hours of<br>CPD):<br>£111,484 +<br>£1,462 |

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|                                   | Collaborative learning ethos to continue, deepened by a whole-school focus on <b>metacognition</b> . This is an ongoing part of our strategy and is well-embedded in maths, but requiring further work in the area of self-reflection. Resources will be purchased to support teaching of this skill firstly through a regular drawing session, which are designed to give rise to conversations across the curriculum.                | Beckers Green school is committed to encouraging children to become life-long learners, and metacognition supports this. The Faculty of Education at Cambridge University states in its paper titled <i>What are the benefits of metacognition?</i> That 'metacognition can boost your academic performance because in a way what it does is that it develops a teacher within yourself.' The recent work on addressing educational disadvantage* states that 'it is important for teachers to explicitly teach metacognitive skills' and outlines this area as a core part of any Pupil Premium strategy. | Resources to support self-reflection: £380                                     |
|                                   | Our assessments show that the widest disadvantage gap appears in writing. We aim to engage reluctant writers through an outdoor writing experience, during usual lesson time. We have purchased a transparent dome for the pond area so children can be immersed in the outside environment while learning writing skills. Every class teacher has the opportunity to use this area for children who will benefit from the experience. | One-to-one and small group tuition has a good evidence base for success, but as outlined by recent work*, a major issue to consider is that this lessens with lower levels of motivation. By supporting small groups, with targeted academic planning in a novel environment, we aim to increase motivation.   | Resources to maintain the outdoor writing areas for small group learning: £100 |
| Tier 2: Targeted academic support | <p>-A range of targeted interventions are provided to support identified need – small groups or one to one support.</p> <p>-Covid catch-up after school booster classes for reading, writing and maths provided by school staff who are familiar with the needs of each child.</p> <p>-EAL provision</p>   | In the 2019 EEF Guide the Pupil Premium, it states that 'evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.'   | Purchase of intervention licences and resources: £0 (1920 budget)              |

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|   | <p><b><u>-Speech and language support</u></b>, including Early Talkboost</p> <p>-Assessment programmes (such as Lexplore) in order to identify potential areas of difficulty</p> <p>-Booster Teacher employed to accelerate progress, working with targeted small groups.</p> <p>-Breakfast Booster clubs, as necessary, for Yr 2 and 6 preparing for end of key stage assessments, run by current staff and members of the SLT.</p>                           |  | <p>Staffing for ten sessions of Covid catch-up: £6012</p> <p>Booster teacher: £18,971</p> |
| <p>At Beckers Green, staff have identified the following possible barriers faced by pupils eligible for the Pupil Premium grant as:</p> <ul style="list-style-type: none"> <li>• Attendance and punctuality</li> <li>• Social and emotional difficulties including confidence and low self-esteem</li> <li>• Opportunity for pro-social and enriching experiences outside of school</li> <li>• Engagement in home learning</li> </ul> <p>Our strategy set out to address these barriers is detailed in tier 3: Wider strategies</p> |  |  |   |
| Tier 3: Wider strategies  | <p><b><u>Focus on social, emotional and behavioural aspects – to develop the emotional well-being of disadvantaged children:</u></b></p> <p>-A Pastoral Support Manager is employed to support individuals with emotional well-being.</p> <p>-Learning mentor provision.</p> <p>-Nurture-based provision for children with ASD</p> <p>-Interventions designed to target specific barriers for specific children, e.g. Lego Therapy and Zones of Regulation</p> | <p>Ensuring all children are ‘emotionally’ ready for learning is vital. The Education Endowment Foundation has shown that effective behaviour programmes can impact on pupil’s progress by 3 months and <b><u>SEMH</u></b> appears as a core value in recent work*. Further to this, Maslow’s Hierarchy of Needs states that emotional wellbeing (including feeling belonging) is key (after physiological and safety needs) to motivating humans.</p> | <p>Pastoral Support resources: £30</p>  |
|   | <p><b><u>Focus on enrichment beyond the curriculum – to provide a range of opportunities for all children:</u></b></p>   | <p>Beckers Green school is committed to developing a rich and varied curriculum, which offers a wide range of enriching opportunities for all children. The</p>  | <p>Breakfasts, trips, uniform and</p>   |

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|  | <p>-Early doors initiative to allow children to come into school and access technology resources daily. Breakfasts are provided for children who have not eaten at home.</p> <p>-Subsidised breakfast club places are available for working parents.</p> <p>-Funding for residential and day trips.</p> <p>-School uniform, PE kits and curriculum support materials are held in school and available for any child to own if parents cannot provide it.</p> <p>-Curriculum support packs sent home over school holidays (Christmas, Easter) to engage children in the broader curriculum and provide enriching opportunities.</p> <p>-Amazon Kindles purchased to ensure that every child has access to a device at home in the instance of lockdown/isolation</p> <p>-Playground equipment has been purchased to provide a focus for structured play following the lockdown</p> | <p>importance of this is evident in the draft OFSTED Inspection Framework 2019 which states, 'the curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.' Therefore, at Beckers Green we believe that children from disadvantaged backgrounds should have the same opportunities as their peers, including access to online learning platforms and educational resources at home.</p> <p>As above, Maslow's Hierarchy of Needs states that emotional wellbeing is key to motivating humans. For this reason, at Beckers Green we believe that no child should feel different due to a lack of uniform, PE kit or financial ability to go on a school trip.</p> | <p>curriculum support materials: £500</p> <p>Amazon kindles (remaining supported from DfE grant): £135</p> <p>Playground equipment: £800</p> |
|  | <p><b><u>Focus on family and community – aimed to improve parental engagement and build relationships:</u></b></p> <p>-Extended teacher termly and initial 'new year' meetings with parents of children eligible for Pupil Premium funding. Meetings designed to build relationships and discuss how parents can best support their children at home. Headteacher to additionally meet with families to further these</p>   | <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. The Education Endowment Foundation has found that favourable parental involvement can accelerate children's progress by 3 months. In addition, the importance of <b><u>relationships</u></b> is a core value in recent work*. For this reason, at Beckers Green we want to nurture working</p>  | <p>Family Support Worker and resources: £2,782</p> <p>Teaching relief for staff to</p>   |

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|  | <p>conversations, to deepen the strength of relationships and address any barriers that are in place.</p> <p>-Funding for a Family Support Worker to support parental behaviour management.</p> <p>-Maths, English and Early Years Leads to record a series of videos for the school website, designed to explain the key methods used to teach children at each key stage. This is designed to engage and help parents to support their children's learning.</p> <p>-Free School Meal check</p> <p>-Bring A Dish (cook your dinner) sessions – parents and children (EYFS) are taught how to cook an evening meal by the Catering Manager, with EYFS staff and SLT present in order to build <b><u>relationships</u></b> in a relaxed, non-academic setting.</p> | relationships with parents and support them to encourage their child's educational journey. | <p>record videos for the website (6x supply days):<br/>£1014</p> <p>FSM check:<br/>£139</p> <p>Bring a Dish ingredients and equipment:<br/>£100</p> |
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#### Breakdown of spending and expected outcomes for key areas identified above:

| Tier 1: Teaching and learning   |                           |                  |        |
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| Action: Additional classroom support from Learning Support Assistants for classes with high numbers of children eligible for Pupil premium funding. All Learning Support Assistants have completed in-house training on teaching reading and writing in order to support targeted mid-achievers, contributing to quality first teaching in lesson time. Staff will be expected to complete case studies to encourage professional dialogue designed to share best practice. |                           |                  |        |
| Person responsible – monitoring   | Monitoring and evaluation | Expected Outcome | Impact |

Updated 09.08.2021

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| PP Lead and class teachers to identify mid-achievers to target.<br><br>All staff to monitor progress of the target group.   | Termly data checks on progress.<br>LSAs to discuss case studies with teachers regularly, submitting paperwork to PP Lead termly. | Previous mid-achievers in writing to make accelerated progress.   | Support staff benefitted from 'refresher' training for writing, along with training for phonics and using materials to support learning in maths. Following this, support staff have completed case studies to demonstrate reflection on the impact that they have made in the classroom this term. In order to complete the case studies, support staff have had to engage in professional dialogue with both teachers and leaders in order to ascertain starting points, appropriate routes to improvement and the impact of classroom practice and/or interventions.<br>67.7% of children qualifying for PP funding made at or above progress compared to 22.6% in the previous year (judged with caution due to the pandemic) |
| Next steps: Staff will be expected to continue to complete termly case studies in order to provide a tool for reflection of classroom practice.   |  |   |   |
| Action: Development of the importance of metacognition on learning behaviours. Following the second lockdown, metacognitive skill development will be continued through art activities and writing lessons.                       |  |   |   |
| Person responsible  | Monitoring and Evaluation  | Expected Outcome  | Impact  |
| Collaborative Learning Lead Teacher   | Lead Teacher to develop skills, roll-out as appropriate across the school and monitor impact in classrooms.                      | Children will be able to independently make an assessment of their writing and use this to build next steps (KS2) | Children across the school have embraced the art activities designed to develop metacognitive skills. Children in KS2 can use the metawalk language to identify their level of understanding in a range of subjects. Children can sometimes use this to identify their next steps.  |
| Next steps: New staff are to be trained in how the school develops metacognition in the classroom. KS1 Lead to continue to develop practice in younger classes.   |  |   |   |
| Action: Engagement of reluctant writers through an outdoor writing area. One HLTA will accompany a member of class staff to provide the appropriate space and support to enable children to engage in writing in a novel setting. |  |   |   |
| Person responsible  | Monitoring and Evaluation  | Expected Outcome  | Impact  |

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| PP Lead in conjunction with HLTA and class teachers   | Class teachers will monitor the individual progress of children and provide appropriate planning for each session. | Children will be provided with a range of writing stimuli and be immersed within it. Their engagement in writing lessons and willingness to write will increase. | The Outdoor Writing Area has been utilised by a number of classes. Engagement levels have been high and progress in phonics knowledge (which has been the focus of learning for most groups) has been accelerated. |
| Next steps: To ensure that the Outdoor Writing Area is timetabled efficiently to allow for maximum numbers of users and that resources are kept clean and up to date. |  |  |  |

| Tier 2: Targeted academic support   |   |   |  |
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| Action: Booster teacher employed to support children in years 5 and 6 to make accelerated progress.   |   |   |  |
| Person responsible  | Monitoring and evaluation   | Expected outcome  | Impact   |
| Headteacher and class teachers in conjunction with booster teacher.   | Class teachers will monitor the individual progress of children, liaising directly with the booster teacher to ensure that academic gaps are filled and accelerated progress is made. | Accelerated progress in English and maths. Gaps in learning identified and addressed. | Year 6 children who worked with the booster teaching making above expected progress:<br>Reading 57.1% above expected progress (28.6% expected progress)<br>Writing 100% above expected progress<br>Maths 85.7% above expected progress (14.3% expected progress) |
| Next steps: To effectively select children who will benefit from working regularly with a booster teacher in Year 6 in order to secure KS2 outcomes.  |   |   |  |
| Action: Targeted assessment and interventions out of class to support small groups and individuals – including support for disadvantaged children with SEN (including speech and language needs) and EAL. This may include Talkboost, pre-teaching of vocabulary, precision teaching, Lexplore, Rapid Writing, Catch Up Literacy and the sharing of an EAL library. |   |   |  |

Updated 09.08.2021

| Person responsible  | Monitoring and evaluation  | Expected outcome  | Impact  |
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| Deputy head/SENCO to monitor. Working in partnership with class teachers.   | Termly tracking of data. Termly pupil progress meetings to identify children requiring additional support, including a focus on SEN/EAL/PP to monitor progress and impact.<br><br>Observations of interventions and support in place by SLT. | Accelerated progress in English and maths. Increased confidence/self-esteem/ability to communicate effectively. Improved learning behaviours and engagement.<br><br>Interventions monitored in order to support class teaching and maximise progress. | Targeted assessment and subsequent interventions have been conducted throughout the year by teaching and support staff. This includes Covid tutoring by members of staff. Monitoring has been conducted by the class teachers, Headteacher and SENCo in order to maximise impact.<br><br>Progress data has been collated by the teachers and Headteacher termly.<br>Children making expected or above progress (disadvantaged):<br>Reading: 81.8%<br>Writing: 76.4%<br>Maths: 92.5% |
| Next Steps: Termly meetings to continue in order to identify potential intervention benefits  |  |   |   |
| Action: IDL licence – targeted maths software designed as a catch-up tool aimed at children with specific learning needs                      |  |   |   |
| Person responsible  | Monitoring and Evaluation  | Expected Outcome  | Impact  |
| SENCo in conjunction with class teachers  | SENCo to monitor – ensuring that baseline and exit assessments are conducted to monitor and ensure impact  | Accelerated progress for children working below their chronological age in maths  | 81% of children using this software have made considerable progress in maths, with individual scores highlighted both in the program and on summative tests.  |
| Next steps: To continue to use the software for the next academic year. Maths lead and SENCO to monitor the impact to ensure value for money. |  |   |   |
| Action: Breakfast Booster sessions run by teachers for Yr 2 and 6 children in preparation of end of Key Stage assessments                     |  |   |   |
| Person responsible  | Monitoring and Evaluation  | Expected outcome  | Impact  |

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| Teaching staff and Headteacher                             | Ongoing assessments in Yr 2/6. | Accelerated progress in English and maths. Improved attainment in end of Key stage assessments. | Did not happen due to cancellation of KS2 tests. |
| Next steps: To consider running in the next academic year. |                                |   |  |

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| Tier 3: Wider strategies   |   |   |   |
| Action: To subsidise or fund breakfast provision and to open classroom door early to allow independent access to online learning platforms                                     |   |   |   |
| Person responsible   | Monitoring and evaluation   | Expected Outcome  | Impact  |
| Finance manager and class teachers   | Breakfast club staff to monitor take up, class teachers to monitor and evaluate effectiveness | Children begin the school day with a healthy breakfast, prepared to learn. Parents able to access work or training and children able to complete online work, in line with peers. | Breakfast club re-opened following the second lockdown but no parents requested subsidy.                            |
| Next Steps: Maintain option for the next academic year.  |   |   |   |
| Action: Funding to ensure that all children can fully-access the wide and varied curriculum on offer, including via residential and off site trips (where restrictions allow). |   |   |   |
| Person responsible   | Monitoring and evaluation   | Expected Outcome  | Impact  |
| Finance manager and Headteacher  | Monthly checks on expenditure. Range and relevance of trips monitored.                        | Disadvantaged children share the same experiences as their non-disadvantaged peers.   | The residential trip went ahead with no requests for subsidy. No other off-site trips happened due to the pandemic. |
| Next steps: Maintain option for the next academic year.  |   |   |   |

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| Action: Curriculum packs tailored to specific children's interests to be sent home over the school holidays in order to support parents' involvement in their children's learning and to give enriching experiences (where restrictions allow). |  |   |   |
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| Person responsible  | Monitoring and evaluation  | Expected Outcome  | Impact  |
| Subject leads – art, D&T, MFL, Science, geography   | Teachers to monitor what the children have done with the packs when they are returned. | Disadvantaged children have the opportunity to experience educational toys/resources at home, share with families, and use these to produce an outcome over the school holidays | Foundation subject leaders made packs for the summer half term holidays which teachers distributed. The majority of the packs were returned following a positive reaction from parents. |
| Next steps: To continue to offer curriculum packs during short holidays   |  |   |   |

| Action: Termly parent teacher meetings (first meeting to be held within the first two weeks of term) |   |  |  |
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| Person responsible   | Monitoring and evaluation   | Expected Outcome   | Impact   |
| Class teachers   | Teachers to speak to parents of disadvantaged children. Teachers to monitor uptake on home learning opportunities and amend plans and school provision where appropriate. | Families feel more informed as to how to support their children with their learning at home. Teachers to offer solutions to potential problems where possible. | Teachers met with parents and adjusted provision maps where appropriate in order to support home learning as much as possible. |
| Next steps: To continue with this element of the strategy  |   |  |  |
| Action: Provision of Family Support Worker   |   |  |  |
| Person responsible   | Monitoring and evaluation   | Expected Outcome   | Impact   |
| Headteacher  | Headteacher and Pastoral Support Manager to refer   | Families supported in managing children's behaviour and  | Xx families have taken up the offer to meet with the Family Support Worker this year.  |

|  | as/when required and follow-up.        | signposted to other agencies if needed.   |  |
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| Next steps: To continue with this element of the strategy  |  |   |  |
| Action: To provide ingredients and cooking sessions for parents and children in EYFS to 'cook your dinner' |  |   |  |
| Person responsible   | Monitoring and evaluation              | Expected Outcome  | Impact   |
| Catering Manager in conjunction with EYFS and PP leads   | Informal feedback from parents sought. | Parents and children learn basic kitchen skills and know how to prepare a healthy family dinner. Parents are happy to approach EYFS staff to discuss all aspects of their child's learning leading to improved home-school relationships. | Did not happen due to the pandemic. However following positive parental feedback from parents previously involved, KS1 Lead to re-establish with Catering Manager and PP Lead for new parents in EYFS. |
| Next steps: See above  |  |   |  |

Remaining Pupil Premium Grant will be monitored and, if appropriate, used to fund actions which arise throughout the year to support those in receipt of pupil premium funding.

\*Source: Marc Rowland, Unity Research School and Essex County Council (2021) Addressing Educational Disadvantage in Schools and Colleges