

## **Pupil Premium Provision Map 2019-2020 – UPDATED actions and spending**

This document outlines the proposed spending of the Pupil Premium funding for 2019-2020 at Beckers Green Primary School, committed to closing the gap in attainment of the children entitled to the Pupil Premium Grant.

### **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 £1320. Children in Care (CIC) and those in adoptive families are entitled to a PPG of £2300 and Service Children to a PPG of £300.

### **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. The link between free school meal eligibility and under-achievement is strong. The Pupil Premium seeks to tackle this inequality in educational outcomes. 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 (2018-2019) |          |
|---|----------|
| Total number of pupils on roll  | 332      |
| Number of pupils eligible for PPG support                               | 98       |
| Pupil Premium Grant received  | £140,747 |
| Carry forward from 2017-2018  | £10,338  |
| Total Pupil Premium Grant available                                     | £151,085 |
| Total amount spent in 2018-2019   | £147,807 |
| Carry forward for year 2019-2020  | £3,277   |

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| Number of pupils and pupil premium grant estimated for 2019-2020 |           |
|--|-----------|
| Total number of pupils on roll                                   | 331       |
| Number of pupils eligible for PPG support                        | 104 (31%) |
| Estimated Pupil Premium Grant received                           | £140,536  |
| Carry forward from 2018-2019                                     | £3,277    |
| Estimated Total Pupil Premium Grant available                    | £143,813  |
| Total amount spent in 2019-2020                                  | £137,031  |
| Carry forward for year 2020-2021                                 | £6,782    |

#### 2018 KS2 outcomes data for children reaching age-related expectations

|                                      | Reading |          | Writing |          | Maths  |          |
|--------------------------------------|---------|----------|---------|----------|--------|----------|
|                                      | School  | National | School  | National | School | National |
| Children eligible for PP funding     | 61%     | N/A      | 50%     | N/A      | 58%    | N/A      |
| Children not eligible for PP funding | 78%     | 75%      | 69%     | 78%      | 77%    | 76%      |

Funding is spent in three key areas, based upon the tiers suggested by the EEF Guide to the Pupil Premium (June 2019):

| Key area            | Action   | Rationale   | Proposed spend |
|---------------------|--|---|----------------|
| Tier 1:<br>Teaching | All Learning Support Assistants to benefit from CPD in order to support writing and maths in class.<br>Additional classroom support for classes with high numbers of children eligible for Pupil Premium support.<br>Collaborative learning ethos to continue, deepened by a whole-school focus on metacognition | In the 2019 EEF Guide the Pupil Premium, it is noted that 'Good teaching in the most important lever schools have to improve outcomes for disadvantaged pupils.' Further evidence from the EEF states that 'Research which focuses on teaching assistants who provide one to one or small group support shows a strong positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching | £73,554        |

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|  |  | <p>assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment'. By upskilling Learning Support Assistants, Beckers Green aspires to maximise the benefit of all staff during lesson time. LSAs, as well as teachers, will be expected to assess understanding and address 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, without unnecessarily elaborate or differentiated approaches'.</p> <p>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 <b><i>What are the benefits of metacognition?</i></b> That 'metacognition can boost your academic performance because in a way what it does is that it develops a teacher within yourself,' and that 'Research tells us that, for example, it helps engage disengaged learners, disadvantaged learners'. This ties into the draft OFSTED Inspection Framework</p> |  |
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|   |  | 2019 which states, 'learners' attitudes to their education or training are positive.'  |         |
| Tier 2:<br>Targeted<br>academic<br>support  | A range of targeted interventions are provided to support identified need – small groups or one to one support from learning support assistants.<br>EAL provision<br>Speech and language support, including Early Talkboost<br>Booster Teacher employed to boost progress working with targeted small groups.<br>Breakfast Booster clubs, as necessary, for Yr 2 and 6 preparing for end of key stage assessments. | 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.'   | £54,776 |
| <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<br>strategies   | <p><b><u>Focus on social, emotional and behavioural aspects – to develop the emotional well-being of disadvantaged children:</u></b></p> <p>Use of counselling sessions to support individuals.<br/>Learning mentor provision.<br/>Nurture-based provision for children with ASD<br/>Interventions designed to target specific barriers for specific children, e.g. Lego Therapy and Zones of Regulation</p>       | Ensuring all children are 'emotionally' ready for learning is vital. Education Endowment Foundation has shown that effective behaviour programmes can impact on pupil's progress by 3 months. 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. | £3,736  |

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|  | <p><b><u>Focus on enrichment beyond the curriculum – to provide a range of opportunities for all children:</u></b></p> <p>Subsidised or funded Breakfast or after school club sessions.</p> <p>Funding for Residential and Day trips.</p> <p>School uniform</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>Beckers Green school is committed to developing a rich and varied curriculum, which offers a wide range of enriching opportunities for all children. The 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.’</p> |  |
|  | <p><b><u>Focus on family and community – aimed to improve parental engagement:</u></b></p> <p>Extended termly and initial ‘new year’ meetings with parents of children eligible for Pupil Premium funding. Meetings designed to investigate how parents can best support their children at home.</p> <p>Funding for Home School Liaison Officer to support parental behaviour management.</p> <p>Summer school</p> <p>Cook your dinner sessions</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.</p>   |  |

**Breakdown of spending and expected outcomes for key areas identified above:**

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| 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 to have in-house training on teaching writing and maths in order to support targeted mid-achievers, contributing to quality first teaching in lesson time |  |  |   |
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| Person responsible – monitoring   | Monitoring and evaluation  | Expected Outcome   | Impact  |
| 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>LSA training network setup in order to offer support and advice. Feedback on training and effectiveness to be encouraged. | Previous mid-achievers in writing and maths to make accelerated progress.                                | All LSAs received the writing upskilling course in the Autumn and Spring 1 terms. Unfortunately, plans to consolidate learning through practice were cut short due to the lockdown.   |
| Next steps: LSAs to be given a refresher by the DHT and instructions to complete a case study for a child in their 20-21 class.   |  |  |   |
| Action: Development of the importance of metacognition on learning behaviours   |  |  |   |
| 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 become more engaged with how they learn, enabling improved learning behaviours in the long term | All teachers have now adopted fundamental areas of metacognition into their practice such as 'I do, you do, we do'. All maths lessons observed in UKS2 noted elements of metacognition. The impact of this is that children are demonstrating that they can assess and monitor their own learning, using sentence stems provided to help with this. |

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|   |  |  | Children make sensible judgements on the appropriate working challenge. |
| Next steps: Although great strides have been made in maths in UKS2, the same progress has not been made in writing as yet. Teachers use metacognition in their delivery of writing but children are not able to independently use it to make judgements to assess their own writing and know what to do next. Driving this learning behaviour forms the next step in this area. |  |  |   |

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| Tier 2: Targeted academic support  |  |   |  |
| Action: Booster teacher employed to support children to make accelerated progress.   |  |   |  |
| Person responsible   | Monitoring and evaluation  | Expected outcome  | Impact   |
| Headteacher and class teachers in conjunction with booster teacher.  | Termly tracking of data.   | Accelerated progress in English and maths. Gaps in learning identified and addressed.                           | 66% of children who have had booster sessions have made accelerated progress in at least one subject.  |
| Next steps: Continue to identify children who will benefit most from small group booster teaching  |  |   |  |
| Action: Targeted 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, Rapid Writing, Catch Up Literacy and the setup and sharing of an EAL library. |  |   |  |
| Person responsible   | Monitoring and evaluation  | Expected outcome  | Impact   |
| Deputy head/SENCO to monitor. Working in partnership   | Termly tracking of data. Termly SEN/EAL/PP update meetings to monitor progress and impact. | Accelerated progress in English and maths. Increased confidence/self-esteem/ability to communicate effectively. | 56% of children eligible for pupil premium are now working at age-related expectations in reading, up from 51% in the Autumn term. There has been a similar uplift of 3% in maths and a constant level in maths. |

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| with class teachers.  | Observations of interventions and support in place.   | Improved learning behaviours and engagement.<br><br>Interventions monitored in order to support class teaching and maximise progress. |  |
| Next Steps: Teachers are to assess gaps at the start of the new academic year, using this information to develop a provision map based on individual needs. |   |   |  |
| Action: IDL licence – targeted software designed as a catch-up tool aimed at children with specific learning needs  |   |   |  |
| Person responsible  | Monitoring and Evaluation   | Expected Outcome  |  |
| 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 reading, spelling and maths                               | 76% of children who have been using IDL numeracy have seen positive results in the programme tests, with many improving their test scores by up to three times over the period September-February. The same results have not been seen for literacy. |
| Next steps: IDL numeracy licence to be renewed for the new academic year. ICT lead to ensure that the programme can be accessed on iPads in classroom.      |   |   |  |
| 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   |
| Teaching staff and Headteacher  | Ongoing assessments in Yr 2/6.  | Accelerated progress in English and maths.<br>Improved attainment in end of Key stage assessments.                                    | End of key stage assessments cancelled due to COVID lockdown   |
| Next steps: Assessments to be conducted in the Autumn term to ascertain current levels  |   |   |  |



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| Tier 3: Wider strategies   |  |   |   |
| Action: To subsidise or fund breakfast or after school club provision  |  |   |   |
| Person responsible   | Monitoring and evaluation  | Expected Outcome  | Impact  |
| Finance manager  | Breakfast/after school club manager.<br>Class teachers.                                | Children begin the school day with a healthy breakfast, prepared to learn. Parents able to access work or training. | No families requested support for breakfast club this academic year.  |
| Next Steps: Funding to be available if/when required. Classrooms to be open at 8:30am for the next academic year to allow parents to drop children off at an earlier time free of charge.                            |  |   |   |
| Action: Funding to ensure that all children can fully-access the wide and varied curriculum on offer, including via residential and off site trips.  |  |   |   |
| Person responsible   | Monitoring and evaluation  | Expected Outcome  | Impact  |
| Finance manager and Headteacher  | Monthly checks on expenditure.<br>Range and relevance of trips monitored.              | Disadvantaged children share the same experiences as their non-disadvantaged peers.                                 | A small amount of children have requested financial support in order to access school trips. The school subsidised £27.<br>Note: Y6 residential did not go ahead due to COVID lockdown. |
| Next steps: Budget will be allocated for 2020-2021 to allow for all children to access trips   |  |   |   |
| 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. |  |   |   |
| Person responsible   | Monitoring and evaluation  | Expected Outcome  | Impact  |
| Subject leads – art, D&T, MFL, Science   | 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                             | Curriculum packs were sent home over October and February half terms. All children who received a pack produced an outcome.   |

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|   |  | home and use these to produce something to show their classes. |  |
| Next steps: Packs to be returned to subject leads to renew prior to next academic year. |  |  |  |

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| Action: Termly parent teacher meetings (first meeting to be held within the first two weeks of term)                             |  |  |  |
| Person responsible   | Monitoring and evaluation  | Expected Outcome   | Impact   |
| Class teachers   | Teachers to monitor uptake on home learning opportunities. Amend plans and engage parents 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. | All teachers made contact with the parents of children who are eligible for PP funding within the first two weeks of the new academic year. Parents had the opportunity to speak about potential barriers at the very start of the year, increasing the chance of intervention success and building relationships with staff. The class provision maps were updated with findings and interventions as appropriate, following conversations. |
| Next steps: Improved parental engagement and opportunity for intervention success results in a repeat of this strategy next year |  |  |  |
| Action: Provision of Family Support Worker   |  |  |  |
| Person responsible   | Monitoring and evaluation  | Expected Outcome   | Impact   |
| Headteacher  | Headteacher and Pastoral Support Manager to refer as/when required and follow-up.                            | Families supported in managing children's behaviour and signposted to other agencies if needed.  | Five families have benefitted from a referral to this service this academic year.  |
| Next steps: To continue working with the Family Support Worker   |  |  |  |
| Action: To provide Summer School provision in collaboration with PLN   |  |  |  |
| Person responsible   | Monitoring and evaluation  | Expected Outcome   | Impact   |
| Headteacher and staff member   | Take up and quality of provision monitored   | Disadvantaged children share similar experiences as their non-disadvantaged peers.   | This has not gone ahead due to COVID restrictions  |

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| Next steps: There are no plans to repeat this at present, however teachers have ensured that work has been set online to support children with learning over the summer holidays |  |   |   |
| 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  |
| Mrs Guppy (kitchen), 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. | Four families took part in this initiative and the feedback was very positive. Parents reported that they enjoyed the informal approach and enjoyed learning cooking skills with their child. 100% would recommend the initiative to other parents. |
| Next steps: EYFS lead to investigate whether this will be possible to run in class in the new academic year, due to current COVID restrictions                                   |  |   |   |

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.