

# Beer CofE Primary School Pupil Premium Strategy Statement

## 1. Summary information

<b>School</b>	Beer CofE Primary School			<b>Total PPG Budget</b>	£14,360
<b>Academic Year</b>	2017/18	<b>Pupils eligible for PPG</b>	10	<b>Date of most recent PP Review</b>	-
<b>Total number of pupils</b>	117	<b>Pupils eligible for SP</b>	0	<b>Date for next internal review of this strategy</b>	February 2018

## 2. Review of expenditure 2016/17

<b>Pupils eligible for PPG</b>	13	<b>Total PPG Budget</b>	£17,815
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### 2.1 Quality of teaching for all

Desired outcome	Chosen action/approach	Cost	Impact	Lessons learned
To enable children to work within smaller classes/cohorts.	Additional teacher in KS2 for mornings to enable smaller class sizes for Literacy and Numeracy teaching.	£16,000	Year 3 PPG children maintained/increased their attainment. No dip in attainment with transition from KS1 to KS2. Year 5 PPG children working above AEL.	Time for adult talk and feedback was important. Children were able to get timely advice, development points and support.
To provide additional support for pupils within the class.	Increased TA support in all classes.	£8000	TA support enabled children to further challenge themselves. Their questioning supported children learning and they provided encouragement where needed; Targeted support to allow access to more challenging tasks.	TA support is positive. There needs to be a greater focus on quality talk rather than task completion and TAs need to have greater confidence to adapt their teaching at the point of need.

### 2.2 Targeted support

Desired outcome	Chosen action/approach	Cost	Impact	Lessons learned
To raise attainment in reading, maths and GAPS.	Booster/intervention groups for year 6 children in Literacy and Numeracy.	£1,000	Reduced anxiety; Increase in confidence; Increase in resilience; Consolidation of skills.	Teacher was able drill down on areas for further development which supported work during booster sessions as well as during teaching sessions.
To support learning in	HLTA support sessions for	£960	Targeted support that helped to diminish	Pupils benefitted from pre-teaching with

reading, writing and maths.	Literacy and Numeracy for children in Year 6.		anxiety and raise self-belief and confidence.	regards to learning and confidence. Questioning supported learning.
To support learning in reading and raise attainment.	Additional weekly TA intervention/support for pupils in years 2, 3 and 4.	£2,240	Children more confident to contribute in class; Children applied skills to class-based tasks;	Smaller nurture learning group proved a positive experience for the children involved.

### 2.3 Other approaches

Desired outcome	Chosen action/approach	Cost	Impact	Lessons learned
For pupils to learn new skills and have new experiences; For pupils to develop their self-esteem and confidence.	School hardship fund to support educational visits and residential/other enrichment activities for disadvantaged pupils.	£1,335	All KS2 PPG children attended a residential or participated in activity days on offer in the summer term. Pupils learned new skills and were given extra opportunities to learn new skills outside of the classroom. 3 children had access to peripatetic music lessons. 100% of children participated in residential/visits/trips with 54% of children participating in after school clubs funded through their PPG.	Funded after school clubs were popular with children and parents.  This has improved access to the enrichment using circa 7.5% of the budget.
Children actively play with others; Positive relationships between peers; Improved social skills.	Increased MTA support for social play and interaction.	£1,500	Children playing more collaboratively and improved social skills.	Adult led activities promoted better play; Talking things through allowed children to resolve any difficulties.
Children have had a substantial breakfast and are ready to face challenges.	Breakfast club for Year 6 pupils during SATs week.	£120	Calm feel to the start of the day; Full engagement and preparation for the day; Children in school punctual and ready to learn.	Communal breakfast and time brought the children together and helped with anxiety. Pupils showed great support towards each other.

### 3. KS2 attainment 2016/17

Pupils eligible for PPG	13	<i>Pupils eligible for PP (school)</i>	<i>All pupils (school)</i>	<i>Diminishing difference?</i>	<i>Pupils not eligible for PP (national)</i>	<i>Diminishing Difference?</i>
<b>% achieving expected or above in reading, writing and maths</b>		36%	47%	✓	67%	✓
<b>% achieving expected or above in reading</b>		55%	72%		77%	
<b>% achieving expected or above in writing</b>		91%	75%	✓	81%	✓
<b>% achieving expected or above in maths</b>		36%	53%	✓	80%	✓
<b>Average scaled progress score in reading</b>		-4.20	-2.20	✓	0.33	✓
<b>Average scaled progress score in writing</b>		0.42	0.10	✓	0.17	✓
<b>Average scaled progress score in maths</b>		-8.70	-5.70		0.28	

### 4. Needs, Barriers and Outcomes

	<b>Evidence of Need</b>	<b>In-school barriers</b>	<b>External barriers</b>	<b>Desired outcomes</b>	<b>Success criteria</b>
<b>A.</b>	Attainment in writing and maths is below school average (50% exp+ in writing, 50% exp+ in maths).  Question level analysis (ASP) identified inference as an area for development.	Lower starting points for some PPG children; Difficulty with retaining information; Absence; Reading less quality texts; Limited vocabulary development impacting on writing ability.	Reading at home infrequently; Attendance; Homework.	Improved attainment in writing and maths. Improved attainment with inference within reading.	Diminishing difference – increase in those attaining exp+ in writing and maths. Greater success with inference questions in standardised tests.
<b>B.</b>	Social and emotional development issues are impacting on readiness to learn.	Difficulties with ability to focus and concentrate; Mind-set around achievement and perception of their own abilities; Lack of positive learning behaviours	Family circumstances; Some instability in the home; Confidence, encouragement and support.	Greater readiness to learn and a positive perception of their ability; Improved learning behaviours and a passion for learning.	Lesson visits, books and pupil talk show children are talking their work with more confidence and resilience and want to pursue their learning.
<b>C.</b>	Speech and language – some children do not have the vocabulary needed to verbalise	Limited vocabulary development; Reading less quality texts;	Less time for talk; Family circumstances;	Children are able to better communicate their thoughts and ideas; this then reflects on their	Children are able to verbalise their ideas and are contributing more frequently in whole class

	what they want to communicate	Difficulties with ability to verbalise ideas coherently.		written work.	and group discussions. Ideas are reasoned and appropriate.
<b>D.</b>	There are children who would miss out on trips/curriculum enrichment were it not for PPG funding.	Without the use of the funding, many children would not access educational visits or afterschool clubs and would enjoy school less.	Lesser engagement in activities outside school. Decreased opportunities to be able to access activities outside of school.	Increased involvement with enrichment opportunities and activities.	No child misses out on trips/clubs/other beneficial activities because of lack of funding.

## 5. Planned expenditure 2017/18

### 5.1 Quality of teaching for all

Desired outcomes from Section 4	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring questions you will ask during implementation	Staff lead	Cost
Improved attainment in writing and maths.	Maintain a high level of TA support to promote good progress and independence in every lesson.	EEF research has shown that quality of TAs talk can improve pupils' independence; Edison B3; Past experience and practise.	Are TAs using questioning to move learning forward? Is learning being adapted at point of need? Are pupils making better progress with the support they have received?	RP & RE	£8000
Improved attainment in writing.	Increased opportunities for extended writing and review. (Extended writing and teacher conferencing time for each pupil.)	Pupils benefit from timely feedback in order to move their learning on.	Are children getting timely feedback? Can they talk about what they need to do to improve and is this evidenced in their work? Are pupils making better progress?	RP & RE	£450
Greater readiness to learn and a positive perception of their ability; Improved relationships with peers.	Embed learning behaviours through a whole school approach.	Growth mindset and BLP have been successfully used in schools to promote positive learning behaviours and attitudes. EEF evidence study shows that meta-cognition and self-regulation approaches have consistently high levels of impact.	Are children showing positive learning behaviours in class? What do formal and informal observations show? Do children see others as being well behaved?	LB	£675  (1.5 days per term for conferencing/questionnaires)

Increased involvement with enrichment opportunities and activities.	To continue to review curriculum design and content to ensure pupils have access to a broad, balanced and engaging curriculum.	If children enjoy school and their learning, they will want to attend. Activities planned need to appeal to boys and girls.	Is the curriculum design aimed equally at both boys and girls? Are there opportunities for educational enrichment within each topic? Do teachers enable children to pursue their learning interests?	RP & RE	£1800  (1 curriculum day per term per class)
<b>Total budgeted cost</b>					£10,925
<b>5.2 Targeted support</b>					
<b>Desired outcomes</b> from Section 4	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Monitoring</b> questions you will ask during implementation	<b>Staff lead</b>	<b>Cost</b>
Improved attainment with inference within reading.	Reciprocal reading in key stage 2	Evidence based ... Recognised intervention. Has been used successfully by other schools.	Are children making accelerated progress with their reading? Are gaps in understanding being addressed?	RE	£500
Improved attainment in writing.	Using self-regulation to improve writing	Identified by EEF research as a promising project.	Is the SRSD approach providing a scaffold to writing? Do the children cite that they feel more able to approach a written task (both in terms of confidence and being able to start)? Is progress in writing evident in children's books?	RP	£225
Greater readiness to learn and a positive perception of their ability; Improved learning behaviours and a passion for learning.	Learner coaching; Additional support at key times during the day.	Metacognition and feedback are regarded as low cost – high impact strategies (EEF).	Are learning behaviours beginning to become embedded? What does the soft data show about children's attitudes to learning and their readiness to learn?	LB	£1520
Improved attainment in Maths.	Use of NFER tests to allow for thorough gaps analysis with follow up targeted support to address areas for development.	Has been successfully used by other schools within the trust and elsewhere.	What are the gaps in learning? Are there any commonalities with others? Following the gaps analysis, what is being done to support learning and teaching?	RP & RE	£400
<b>Total budgeted cost</b>					£2,645



### 5.3 Other approaches

Desired outcomes from Section 4	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring questions you will ask during implementation	Staff lead	Cost
Increased involvement with enrichment opportunities and activities.	Funding for disadvantaged pupils to enable them to fully participate in all educational visits and extra-curricular clubs.	Successfully implemented last year – improved access to enrichment using a small amount of the PPG budget.	How many children are accessing enrichment and extra-curricular provision? Is this aiding attendance? Can children articulate a positive view of school and the activities they participate in?	RP, AB & AV	£1000
Children are able to better communicate their thoughts and ideas; this then reflects on their written work.	Talk Time – developing effective habits of thinking.	Used by other organisations to promote resilience and develop the skills needed to think, listen and concentrate.	Are children able to concentrate in class more? Are children more proactive in lessons? Are they able to verbalise their thoughts and ideas? Is this more coherent and does it make sense?	RP & RE	£1365
<b>Total budgeted cost</b>					<b>£2,365</b>

### 7. Additional information supporting this strategy

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