



**Pupil Premium & Recovery Premium
Strategy 21/22**

**Report & Expenditure
2020/21**



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Pupil Premium Strategy Statement – July 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Beckstone Primary School
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	18%.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2022
Date this statement was published	15 th July 2021
Date on which it will be reviewed	15 th July 2022
Statement authorised by	David Warbrick - Headteacher
Pupil premium lead	Jude Yoxall
Governor / Trustee lead	Hayley Gorman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	(2020/21 = £78,164) 2021/22 = £75,595
Recovery premium funding allocation this academic year	£7,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£83,570

Part A: Pupil premium strategy plan

Statement of intent

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year)

Philosophy

At Beckstone Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background or how the Pandemic has directly affected them. The targeted and strategic use of Pupil Premium Grant (PPG) & the Recovery Premium supports us in achieving this and the school is committed to narrowing the gaps between outcomes of children eligible for free school meals (FSM) or 'Looked After' and those from wealthier families as well as narrowing the gap between age related expectations and actual following lockdowns.

Purpose of Statement

1. To ensure consistency in our approach to supporting children who are eligible for the PPG
2. To outline the outcomes we expect so that these can be closely monitored and evaluated

Principles

1. We ensure that teaching and learning opportunities meet the needs of all of the pupils, this is regularly evaluated and pupil progress meetings are held regularly with class teachers to pinpoint and target specific intervention support needed to accelerate progress.
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
5. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals using the Vulnerability Audit tool that is used at the school. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time.
6. Ensuring eligible pupils' engagement in and enjoyment of learning inside school is promoted and facilitated.

Provision

The Governors consider the following activities when making provision:

- Employing an Education Support Manager whose role is to address vulnerability and barriers to learning through a myriad of strategies/groups and analysing their impact. In addition, following mental health counselling training, to support identified children who have developed mental health issues following Covid lockdowns.
- Providing small group work with an experienced teacher/STA focussed on overcoming gaps in learning.
- 1:1 or small-group support.
- Access to extended services provision e.g. breakfast club.
- Provision of intervention resources and targeted programs to support pupils' accelerated learning.
- Additional teaching and learning opportunities provided by external agencies
- Ensuring no child misses an educational opportunity as a result of being financially disadvantaged at home.
- Improving opportunities for effective assessment and accelerating progress through new technologies and innovative use of ICT.

All our work through the Pupil Premium and Recovery Premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in literacy and maths in line with the School Development Plan.

Pupil Premium resources may also be used to target higher attaining children on FSM.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>To improve progress and attainment in Maths:</p> <ul style="list-style-type: none"> • To continue to timetable daily '10 Activities' sessions across the school in 21/22 which use weekly formative assessment to address identified gaps in mathematical knowledge. • To attend training on and implement the 'Mastering Number' initiative from White Rose Maths. • To ensure interventions for Maths are effective and impact on progress/attainment
2	<p>To raise attainment to be closer to age related expectations in all aspects of writing.</p> <ul style="list-style-type: none"> • Analysis of gaps & feedback to Subject Leader • Implement actions arising from Writing action plan at classroom level • Continued use of formative assessment to target interventions • Adapt quality first teaching to raise writing standards • Focus on effective feedback strategies at the point of writing • Feedback on progress as part of pupil progress meetings • Handwriting to be a focus in class • NNS & other resources to be used to support learning of recommended lists • Focus on Grammar so children prepared for tests • Bid for 'Talk to Writing' training for KS2 teachers on shared and guided reading from the WELL project.
3	<p>To implement a programme in order to ensure effective intervention strategies and targeted support e.g. to identified PP pupils.</p> <ul style="list-style-type: none"> • To develop feedback & marking policy so it effectively targets and supports progress across subjects for PP pupils • Target homework clubs particularly at PP pupils to address gaps in learning.
4	<p>To support target of achieving national average expected standard in Phonics Screening Check:</p> <ul style="list-style-type: none"> • No Nonsense Phonics to continue be used from Reception to Y2 to ensure consistency of approach and embedding of practice. • Training from Debbie Hepplewhite to consolidate and extend teachers' understanding of phonics • Review of phonics tracking assessment system to ensure 1:1 support and intervention groups are timely and effective.

	<ul style="list-style-type: none"> • Reading books to be matched to NN Phonics. • To review 'Together Time' books and parental engagement with reading at home. • Resources for extension to be tailored to NNP and deployed effectively. • EY & Y1 team to meet with Stage Leader every half term following assessment to monitor progress and interventions. • Stage Leader to record progress and feedback to KS1 Reading leader • Phonics monitoring to be part of termly Pupil Progress Meetings.
5	<p>To increase retention in PP pupils</p> <ul style="list-style-type: none"> • To ensure planning of teaching sequences is leading to “ knowing more, remembering more, being able to do more” • Focus on oracy, particularly focusing on developing vocabulary & reading across the school and speaking in the Foundation Stage.
6	<p>To address mental health issues facing pupils following lockdowns etc</p> <ul style="list-style-type: none"> • To widen remit of ESM and resume nurture sessions with targeted pupils to support EMHW and poor parenting.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure PP pupils achieve national expectation in reading, writing & maths	Outcomes at KS2 for PP pupils to be in line with national outcomes
To ensure effect on learning of Covid lockdowns is minimised	Outcomes at KS2 for all pupils to be within 10% of pre-Covid with national outcomes
To ensure phonics check outcomes are in line or above national for PP pupils	Phonics check outcomes for PP pupils match national
To ensure effect on learning of Covid lockdowns on phonics learning is minimised	Phonics check outcomes for all pupils to be within 10% of pre-Covid with national outcomes
For PP to be able to recall and articulate what they have learnt across the foundation subjects	Pupil book studies record children being able to recall and talk about their subject knowledge
To support any children with M-H issues	CPOMS will show the involvement of the ESM and the caseload of the Vulnerability Panel will reflect a declining level of need due to the support that has been put in place.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development through designing tasks with a clear learning outcome that pupils can master and recall. This involves staff training and regular Stage Planning Days	EEF Teaching & Learning Toolkit – Mastery Learning has a +5 impact in months on pupils' learning	5
White Rose 'Mastering Number' training to be completed in KS1 & KS2 and Maths Mastery to be further embedded in these stages. This will involve staff release, mentoring & coaching.	EEF Teaching & Learning Toolkit – Mastery Learning has a +5 impact in months on pupils' learning	1
To develop writing across all stages as school assessment show this is where gaps from ARE are at their widest. This will involve staff training on 'Talk for Writing', peer mentoring, coaching and role modelling. In addition the feedback given to pupils will be reviewed and enhanced in effectiveness.	EEF Teaching & Learning Toolkit: Feedback (+5 months) Mastery Learning (+5 months)	2 & 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 39.538

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve progress and attainment in Maths: We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub re-	EEF Teaching & Learning Toolkit: Feedback (+5 months) Mastery Learning (+5 months) Homework (+5 months) Small group tuition (+4 months)	1

<p>sources and CPD (including Teaching for Mastery training).</p> <p>Class notebooks that are constantly assessed and activities reflect identified learning gaps.</p> <p>Homework club is tailored to pupils who need additional support to complete work set outside class.</p> <p>1:1 lunchtime clubs</p> <p>Intervention support from TAs</p>	<p>Teaching Assistant Interventions (+4 months)</p> <p>In addition the EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Actions taken to date are impacting on assessment outcomes in Maths.</p>	
<p>To raise attainment to be closer to age related expectations in all aspects of writing through collaborative learning approaches, review & development of feedback & increasing pupils metacognition and self-regulation through teacher training & re-introduction of BLP.</p>	<p>EEF Teaching & Learning Toolkit: Feedback (+5 months) Mastery Learning (+5 months)</p>	2
<p>To implement a programme in order to ensure effective intervention strategies and targeted support e.g. to identified PP pupils.</p> <p>Staff training on intervention packages; regular pupil progress meetings and regular parental feedback</p>	<p>EEF Teaching & Learning Toolkit: Feedback (+5 months) Parental engagement (+4 months) Reading Comprehension Strategies (+6 months)</p>	3
<p>To support target of achieving national average expected standard in Phonics Screening Check via quality first teaching; targeted interventions & 1:1 where necessary. Full deployment of NNP with reading material intrinsically linked to scheme.</p>	<p>EEF Teaching & Learning Toolkit: Feedback (+5 months) Mastery Learning (+5 months) TA Intervention (+4 months)</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Early indications from internal assessments are showing this is being effective and a pass rate of over 80% is being targeted for the Y2 cohort who missed their check in June.</p>	4
<p>To increase retention in PP pupils.</p> <p>Increasingly effective task design and a curriculum</p>	<p>EEF Teaching & Learning Toolkit: Feedback (+5 months) Mastery Learning (+5 months) Metacognition & Self-Regulation (+ 7 months)</p>	5

plan that re-visits concepts and relies on collaborative learning has been developed		
To address mental health issues facing pupils following lockdowns etc. Flexible of use of ESM to support mental health across school and at play and lunchtimes. To offer free breakfast club for those in need of sustenance or homework support due to lack of support at home	EEF Teaching & Learning Toolkit showing positive impact on outcomes (+4 months) for behaviour interventions and social and emotional learning.	6.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,512 + £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Educational Support Management with a remit to support the vulnerable and disadvantaged children at the school.	EEF Teaching & Learning Toolkit:	6
To widen remit of ESM and resume nurture sessions with targeted pupils to support EMHW and poor parenting.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Ensuring ESM's 'attendance office' role is effective	All educational research relating to attendance is showing that attendance is a causal factor influencing attainment.	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 83, 750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Aim	Outcome																								
<p>To improve progress and attainment in Maths:</p> <ul style="list-style-type: none"> • To implement daily additional 'Maths Skills' sessions across the school from September • To use 'Maths Passports' or Assertive Mentoring to ensure basic arithmetic is kept 'on the boil' at age appropriate levels across the school. <p>To ensure interventions for Maths are effective and impact on progress/attainment</p>	<div data-bbox="691 842 1385 1249" data-label="Figure"> <table border="1"> <caption>Percentage of Children Reaching Age Related Expectations</caption> <thead> <tr> <th>Year</th> <th>Spring 2020 (%)</th> <th>Spring 2021 (%)</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>45</td> <td>75</td> </tr> <tr> <td>Year 1</td> <td>65</td> <td>85</td> </tr> <tr> <td>Year 2</td> <td>65</td> <td>75</td> </tr> <tr> <td>Year 3</td> <td>55</td> <td>50</td> </tr> <tr> <td>Year 4</td> <td>50</td> <td>48</td> </tr> <tr> <td>Year 5</td> <td>30</td> <td>50</td> </tr> <tr> <td>Year 6</td> <td>45</td> <td>65</td> </tr> </tbody> </table> </div> <p>Despite a further period of lockdown progress was clearly made with Maths development across the school. LKS2 is an area now in need of focus.</p>	Year	Spring 2020 (%)	Spring 2021 (%)	Reception	45	75	Year 1	65	85	Year 2	65	75	Year 3	55	50	Year 4	50	48	Year 5	30	50	Year 6	45	65
Year	Spring 2020 (%)	Spring 2021 (%)																							
Reception	45	75																							
Year 1	65	85																							
Year 2	65	75																							
Year 3	55	50																							
Year 4	50	48																							
Year 5	30	50																							
Year 6	45	65																							
<p>Ensure effective use of Reading Plus (UKS2) and Accelerated Reader LKS2) plus development of 'reading nooks' to increase reading for pleasure plus enhancement of reading stock.</p>	<p>The impact of Reading Plus has been significant with very good progress being made by PP pupils and across the school.</p> <p>The development of reading nooks is being carried forward as a target for further funding in 21/22, many areas are developed it is funding of good quality reading for pleasure books that is now needed.</p>																								
<p>To address mental health and wellbeing of disadvantaged children following Covid Lockdown</p>	<p>The school kept weekly records of remote learning uptake, provided devices where needed as well as paper copiers delivered to home as well as the disadvantaged children having at least weekly contact with the ESM. In addition the teachers rang all pupils and held informal Zoom sessions weekly to support the mental health of the pupils.</p> <p>A recovery curriculum has been followed since the first lockdown.</p>																								

To develop wide range of teaching strategies/interventions to ensure lockdown learning gaps are closed and there is retention.	There has been a major review of the curriculum offered to ensure retention is built in with a circle of learning to test retention and where this is identified as not having happened then interventions are targeted to follow.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Plus
Nuffield English Language Intervention	Nuffield Foundation
Talk Boost	I CAN Ican.org.uk
Emotional Literacy Support	ELSA Support

Further information

The Pupil Premium is additional funding to help schools **close the attainment gap** between children from low income and other disadvantage families and their peers. The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The funding is based on the number of pupils who have been eligible for free school meals (FSM) at any point in the last 6 years (Ever6) or have been 'looked after' continuously for more than six months or whose parents are in the armed forces.

It is for the Governing Body of Beckstone Primary School to decide how the Pupil Premium is spent as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. As a result they analyse current standards to pinpoint effective support and annually agree a 'Pupil Premium Policy' which is the driver for the funding and provides guidance on how the funding is allocated. The policy is at the end of this document and is also available on our web site and is also available from the School Office. In addition details from the last three complete financial years are also available on our web site.

Schools are held accountable for how they have used Pupil Premium funding in support of the learning of pupils from low income families and this report provides web site users with an outline on how the funding has been used to date at the school. For general information about the Pupil Premium, see <http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>



The funding for the last full financial year (2020-2021) was set at £1,320 for pupils from Reception to year 6 and was an initial allocation of £ 78,164, a reduction of £7,500 due to changes in criteria for FSM. The allocation and impact of this funding is detailed below. The allocation for 2021/22 is expected to be £75,595 (again a reducing figure) but this is also subject to adjustments over the year. Expenditure is planned to match the priorities and expenditure patterns as detailed below which are integrally linked to the School Development Plan.



Annually funding is targeted according to the agreed policy and **a full review and breakdown of particular spending and its impact forms the basis of an updated report at the end of the financial year once expenditure is complete and precise details of its impact on outcomes in the last academic year are known.**

How the Pupil premium is being used to date at Beckstone Primary

At Beckstone Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant (PPG) supports us in achieving this aim and the school is committed to narrowing the gaps between outcomes of children eligible for free school meals (FSM) or 'Looked After' and those from wealthier families.

Pupil Premium Funding is targeted at ensuring high achievement for all pupils through effective teaching of pupils who, in turn, have high levels of attendance and have excellent learning behaviours. In order to achieve this aim the very welcome funding is targeted to ensure barriers to learning are overcome. This results in the following targeted areas of expenditure.

- Attendance – the deployment of the Educational Support Manger (ESM) as an ‘Attendance Officer’ for part of her role. This enables first day contact for unknown absences, monitoring of individual pupils’ attendance and intervention and support packages where attendance levels cause concern.



- Social & Emotional Support – the ESM has a counselling role, is the Mental Health & Wellbeing lead and is the school’s strategic officer for obtaining and co-ordinating multi agency support. Indeed the school identifies vulnerabilities identified by staff and has a panel consisting of the HT, Deputy, SENCO, Business Manager and Education Support Manager that meets monthly to agree support packages to help these identified pupils and families. The effectiveness of this strategy is enhanced with the use of CPOMS – an online child protection monitoring and reporting system. These meetings also provide supervision for the ESM. Minutes of the meetings and agreed actions are added to CPOMS for each child so that appropriate personnel are all aware of issues and can help support the pupils through particularly vulnerable times in their lives which can in turn affect their progress.

SOCIAL EMOTIONAL



The ESM is now a trained Mental Health First Aider and Emotional Literacy Support Assistant. Her brief for the forthcoming year will be to address all the barriers to learning and the effects on mental well-being the Covid Lockdown has had on the pupils at school. This is an unknown quantity at the time of writing.

- Strategic & Targeted Learning Interventions –

- A strong team of STA’s are deployed effectively to ensure pupils identified after each assessment checkpoint as in need of ‘Wave 2’ and ‘Wave 3’ interventions receive appropriate support to address their learning need. The impacts of these interventions are reviewed at least termly in pupil progress meetings to ensure they are being effective.



- A suite of ‘resources’ have been purchased to ‘accelerate’ or enhance progress for identified children. These packages include; ‘Reading Plus’ for Year 5 & ; , ‘Accelerated Reading’ for children in years 3 & 4 which is proving to be highly effective at accelerating the progress of less confident readers emerging from Key Stage 1;; an ‘IDL’ package, primarily targeted to support dyslexic children but is now proving a very useful support for children with spelling difficulties as well as a host of programs to underpin teaching points that can also be accessed at home on phones, tablets and PCs e.g. Education City, My Maths and Mathletics.



- The funding over the past year has also allowed the purchase of experts in their field such as CPD on teaching children with impaired hearing, a dyslexic expert who has screened identified children, trained staff and whose impact directly improved the progress of certain identified children.



- Inclusivity – the funding enables the school to ensure that all children have access to activities such as our care services / extra-curricular activities/ trips/ residential (when allowed again) etc. that can sometimes involve a fee which, without the financial support, may have precluded some children due to economic deprivation. Indeed the ‘wrap around’ care at a very cost effective and competitive price does enable parents to take advantage of employment opportunities that they otherwise may have been unable to



take up.



- Homework & Reading support – There are pupils in the school whose families continue to offer little support to their children’s learning at home. Daily reading and other homework activities may not be taking place despite pressure from the school. To address this issue and ‘fill this gap’ the school used some of the funding to run before school reading ‘catch up’ sessions, peer reading clubs at lunchtimes and targeted after school homework clubs as well as reading support in the Breakfast Club and in ‘Beckstone Xtra’ after school care. In addition, following successful home learning during lockdown (over 92% daily work interaction with pupils) the school has invested in Tapestry and See-saw packages and iPads for staff to maintain a blend of school based and home learning where parents can really be assisted in supporting their child’s homework. In addition a class set of iPads and of laptops is now available for class use and stored in charging trolleys for ease of use. Furthermore in 2021/22 the school will continue run a ‘Strive for 5’ reading initiative that rewards families who read with their children at least 5 times a week across the whole school. In addition where there are families that do not have internet access at home there are facilities to ensure such children are able to complete any internet homework based tasks at school.
- Holiday Support – Linked to the above ‘learning barrier’ the school’s data was showing a post summer holiday ‘dip’ in attainment levels, particularly for PP pupils but also generally across the school. The likely reason was identified as being a lack of academic work over this break and children not being ‘kept on the boil’ with their studies. Pupil Premium funding has enabled us every summer to issue homework activities tailored to each child’s needs with weekly activities, with incentives for completion, for the children to maintain their academic work and thinking.



- Secondary Transition – The ESM has been deployed, as part of her timetable, to support the transition of identified ‘vulnerable’ pupils to Secondary school (the majority being PP pupils). These transition activities include weekly school visits in the Summer term (when this was possible as Covid guidance prevented this in summer 2), visits to the school from Secondary staff and pupils and much counselling work to prepare the pupils for a major change in their lives (again this was precluded in summer 2).

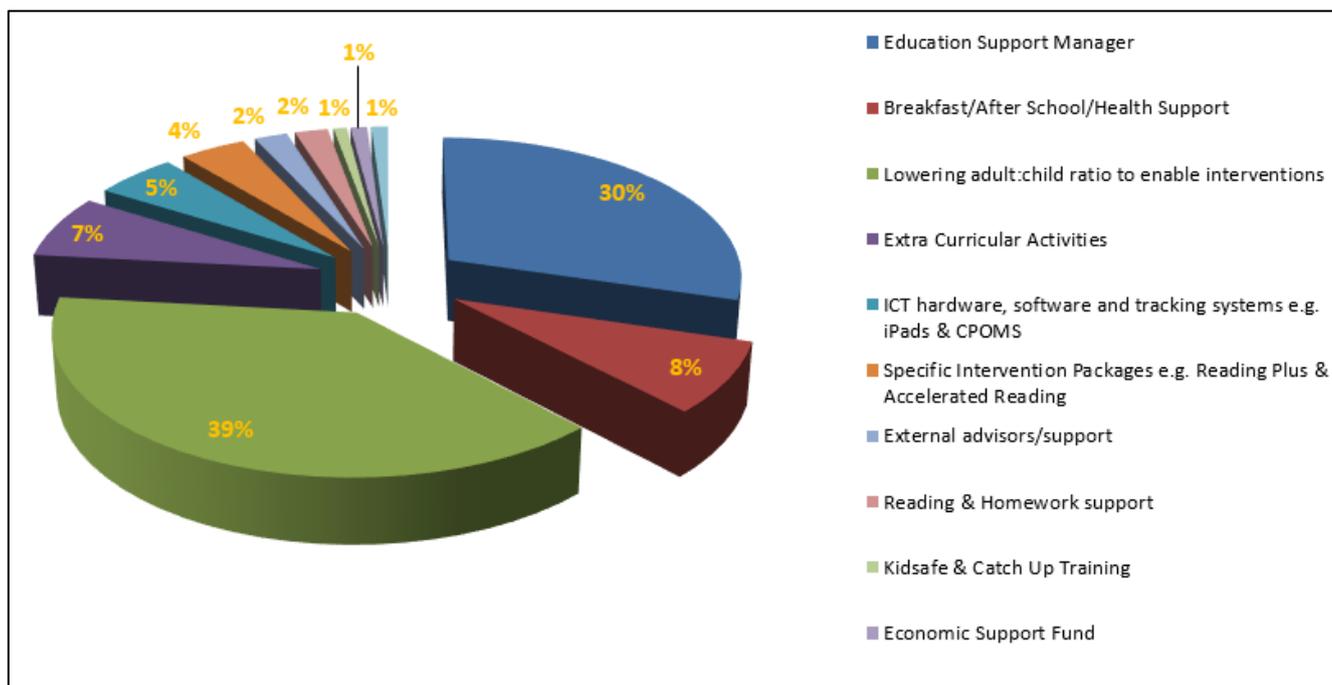


- Learning Behaviours – the school has targeted the development of pupil’s learning behaviours as a key to furthering progress still. The school has invested in Cornerstones – an enquiry and skills based curriculum tool. This is being embedded into practice and will now run alongside ‘Building Learning Power’ as a key to developing positive learning behaviours and it is being embedded across the school with children learning how to harness and use more advanced learning powers as they move through the school. It is vitally important that passive learners who may not have had a thirst for learning instilled from an early age develop this through Primary school and are aware of how they can develop as a learner to ensure greater academic success as they move through the education system. Training and action plans accompany this development and a common vocabulary and iconography are being used to help the children become more independent and effective in their approaches to problem solving.



The strategies described above all impact on barriers to learning and consequently enhance the progress of PP pupils. Some are specific to PP pupils however other strategies clearly also impact on the learning of pupils not identified as Ever 6 but equally need support with their learning. This results in the benefits of the PP funding being shared across a greater number of pupils and is in line with the Governors’ policy that recognises that not all socially disadvantaged children are necessarily eligible for PP funding and it is equally important for them to be targeted for support.

Funding Summary



Please note the total funding invested in addressing learning barriers and ensuring strong progress for all is greater than the school's Pupil Premium allocation and consequently it has been agreed by the Governing Body that the school budget funds the difference.

The table below summarises how the funding is being used on a yearly basis in line with the school policy and also its impact to date (with empirical measures, where possible, that are used and will enable year on year analysis in bold).

Targeted Expenditure	Investment	Impact to date
Overcoming barriers to learning and supporting vulnerable pupils	Employment of an Educational Support Manager with a remit to support pupils and families through Nurture groups, 1:1 support, small group social development, Early help, TAC & TAF meetings etc.	<ul style="list-style-type: none"> Reinforced link between home and school Attendance is closely monitored and poor attendance targeted which has resulted in the school attendance being in or above line with national figures over the last 3 years Prompt interventions taken to overcome barriers to learning detailed analysis of the effectiveness of interventions and pupil premium pupils; progress is carried out at least termly. Counselling/Emotional Support provided to children and families or other services accessed when appropriate This equated to 65% of all eligible Pupil Premium students as well as many other pupils across the school
Lowering the adult:child ratio to further target interventions to support progress	Additional funding of STAs at school to ensure timely and appropriate learning interventions	<ul style="list-style-type: none"> Has facilitated the personalising of learning individual targets evidenced on termly report for each child which is shared with the parent(s) Improved ratios for additional support and intervention programs including 1:1 and small group support. This year have developed a 'Catch Up' intervention programme for those identified in Pupil Progress Meetings. Impact of interventions evaluated and tracked to ensure underpins progress Research (EEF) being effectively used to evaluate effectiveness of support
Ensuring no child misses an educational opportunity as a result of financial hardship	Sports coaches Homework Clubs Fund to support/meet costs for visits/trips	<ul style="list-style-type: none"> All pupils able to access a myriad of enriched opportunities irrespective of household income Unlocking talents in non-academic areas Supporting curriculum learning, particularly homework support and reading support when home circumstances do not facilitate this
To provide extended services such as after breakfast clubs or after school care free of charge. where there is identified need	Extended services costs met for targeted PP pupils	<ul style="list-style-type: none"> Improved attendance/punctuality through Breakfast Club attendance and in some cases a collection service provided – punctuality & attendance now maintained at or above national levels After School Care provided to allow adult return to workplace or social need

<p>To provide opportunities in school for homework based activities and regular reading for identified pupils</p>	<p>STA deployed at Breakfast Club to support reading and at Beckstone Xtra after school, lunchtimes are being used to support a 'peer reading' programme and computer access and the school also provides after school homework opportunities. Reading is being encouraged through the 'Strive for Five' programme.</p>	<ul style="list-style-type: none"> • Increased daily supported reading for identified pupils • Checkpoints showing pupils 'stuck' now making progress with their reading • Self-esteem and confidence of the older readers who peer with the younger ones also impacting on their progress. • Homework completion levels have improved for each class. • Regular reading taking place more frequently and with children who were previously unsupported.
<p>Improving opportunities for effective assessment and accelerating progress through new technologies and innovative use of ICT</p>	<p>Scholar Pack admin system Tablet PCs iPads & Tapestry iPad & Seesaw Home access to learning suites Computer room sessions out of hours</p>	<ul style="list-style-type: none"> • Increasingly effective tracking of PP Pupils' progress in order to quickly identify and implement appropriate interventions to support learning • Beginning to enhance already substantial ICT resources with tablets accessible to small groups to enhance learning opportunities • Subscriptions to home access for a suite of software and in-school provision • To enable access for those without internet access at times outside 'normal' lessons
<p>Programmes for interventions</p>	<p>e.g. Accelerated Reading; IDL, Reading Plus, Mathletics; Revisewise & CPOMS</p>	<ul style="list-style-type: none"> • The school has purchased programmes of support such as 'Accelerated Reading', 'IDL' and 'Reading Plus. These are aimed at developing reading progress across the school and the Accelerated Reading in particular for the transition into Key Stage 2. • The school invests CPOMS which is an online child protection monitoring and reporting system. It is already impacting on the quality of information shared in TAC and CiN meetings and is enabling quicker intervention strategies when issues arise.



Policy



Philosophy

At Beckstone Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant (PPG) supports us in achieving this and the school is committed to narrowing the gaps between outcomes of children eligible for free school meals (FSM) or 'Looked After' and those from wealthier families.

Purpose

1. To ensure consistency in our approach to supporting children who are eligible for the PPG
2. To outline the outcomes we expect so that these can be closely monitored and evaluated

Principles

7. We ensure that teaching and learning opportunities meet the needs of all of the pupils.
8. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
9. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
10. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
11. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals using the Vulnerability Audit tool that is used at the school. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time.
12. Ensuring eligible pupils' engagement in and enjoyment of learning inside school is promoted and facilitated.

Provision

The Governors consider the following activities when making provision for this group:

- ☒☒ Employing an Education Support Manager whose role is to address vulnerability and barriers to learning through a myriad of strategies/groups and analysing their impact.
- ☒☒ Providing small group work with an experienced teacher/STA focussed on overcoming gaps in learning.
- ☒☒ 1:1 or small-group support.
- ☒☒ Access to extended services provision e.g. breakfast club.

Additional teaching and learning opportunities provided by external agencies (e.g. sports).

Ensuring no child misses an educational opportunity as a result of being financially disadvantaged at home.

Improving opportunities for effective assessment and accelerating progress through new technologies and innovative use of ICT.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in literacy and maths in line with the School Development Plan.

Pupil premium resources may also be used to target higher attaining children on FSM.

Reporting

The Vulnerability and Progress Panel will specifically review Ever6 pupils as part of the audit process (these pupils are highlighted on Scholar Pack reports with a yellow 'PP').

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governors Pupil & Curriculum Committee on:

the progress made towards narrowing the gap for socially disadvantaged pupils

an outline of the provision that was made since the last meeting

an evaluation of the cost effectiveness, in terms of the progress, made by the pupils receiving a particular provision

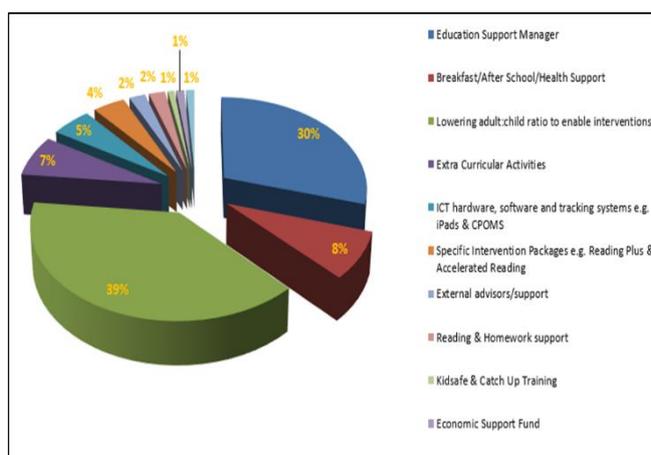
It will be the responsibility of the Chair of the Curriculum Committee to ensure this information is made known to the full Governing Body.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium Grant has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education. The statement is an annexe to this Policy and will be updated annually.

Outcomes

1. Children eligible for Pupil Premium will have greater chances available to them to enhance opportunities and attainment.
2. Children's enhanced opportunities will raise motivation and self-esteem.
3. Attainment of socially disadvantaged children will be maximised.
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4. Accelerated progress of those children identified.
5. Socially disadvantaged children will have greater opportunities to take a full part in the school's curriculum including educational visits.

Expenditure Analysis – Last Financial Year



It is anticipated the breakdown of expenditure in 2020/21 will be along similar lines to the above as it forms part of the school's agreed 3 year budget plan however the impact of the Covid Lockdown on disadvantaged pupils will be closely monitored and expenditure may be targeted differently as needed. It is important to note that the total funding invested in addressing learning barriers and ensuring strong progress for all is greater than the school's Pupil Premium allocation and consequently it has been agreed by the Governing Body that the school budget funds the difference. Further details on how the Pupil premium funding has been allocated and how it is impacting on pupil attainment and progress is updated can be found on the school's web site

www.beckstone.cumbria.sch.uk