

Beeston Pupil premium strategy statement

School overview

Metric	Data
School name	Beeston Primary School
Pupils in school	67
Proportion of disadvantaged pupils	6.03%
Pupil premium allocation this academic year	£13.450
Academic year or years covered by statement	2020-21.
Publish date	December 2020
Review date	March 2021
Statement authorised by	Justin Blocksidge
Pupil premium lead	Justin Blocksidge.
Governor lead	Anne Maskell

Disadvantaged pupil progress scores for last academic year

Child	Year	Reading 2019	Reading September 2020 Baseline	Writing 2019	Writing September 2020 Baseline
	6	Autumn 2019 4 Dev+ Start End	Autumn 20 5 Dev+	Autumn 2019 Start 4 Beginning+ End 4 Developing Spring 2020 End	5 Developing
	6	Autumn 2019	Autumn 20 4 Dev +	Autumn 2019 Start	3 Beginning

		4 Beg Start End		1 Developing+ End 1 Embedded Spring 2020 End	
	6	Autumn 2019 4 Embedded Start End	Autumn 20 6 Beginning+	Autumn 2019 Start 4 Embedded End 5 Beginning+ Spring 2020 End 5 Dev	6 Beginning+
	5	Autumn 2019 2 Beginning+ Start End	Autumn 20 2 Developing	Autumn 2019 Start End P7 embedded Spring 2020 End P8 Developing+	P8 Developing+
	5	Autumn 2019	Autumn 2020	Autumn 2019	3 Mastery

		3 Dev Start End	4 Dev	Start 3 Beginning End 3 Beginning+ Spring 2020 End 3 Mastery	
	3	Autumn 2019 W Embedded+	Autumn 2020 1 Beg	Autumn 2019 1 Beg	Autumn 2020
	3	Autumn 2019 1 Mastery	Autumn 2020 2 Beg	Autumn 2019 2 Beg	Autumn 2020 2 Beg
	3	Autumn 2019 1 Embedded	Autumn 2020 2 Beg	Autumn 2019 1 Dev	Autumn 2020 1 Dev
	2	Autumn 2019 ELG Embedded	Autumn 2020 1 Dev	Autumn 2019 ELG Embedded	Autumn 2020 1 Dev

Maths Pupil Premium Pupils Progress 2019-2020

	Start of 2019	Start of 2020
	3 Emb	5 Beg
	2 Beg+	3 Dev+
	1 Beg	1 Beg
	1 Mast	3 Beg+
	1 Emb	1 Mast
	ELG Emb (W Emb)	1 Beg +
	3 Beg +	4 Emb
	1 Dev+	2 Beg
	4 Dev +	5 Emb

Strategy aims for disadvantaged pupils 2020-21

Measure	Score
Progress of disadvantaged children at least matches their peers	Progress in Y1 Phonics End of KS1- Reading End of KS1 – Writing End of KS 1 – Maths End of KS2 – Reading End of KS2 – Writing End of KS2 – Maths End of Y3 – (RWM) End of Y4 – (RWM) End of Y5 – (RWM)
<p>Measure</p> <p>Expected progress is reached by target groups of disadvantaged</p> <p>(i)Y6SEN/Disadvantaged pupils make continuous progress</p> <p>(ii)Y5 SEN/PP Progress is accelerated for disadvantaged pupils in Writing and Punctuation</p> <p>(iii)Y3 SEN/PP pupils have Catch-up strategies to ensure missing learning is replaced and readiness for learning is strengthened and more consistent</p>	-
Measure	Activity
Disadvantaged Y3 pupils are	The strategy will involve booster groups, targeted

supported through PP booster groups and additional Catch-up strategies to enable readiness to learn and accelerate progress. Use of BLAST speech and language programme by TAs (SIDP Quality of Education 1)	teacher support/TA and use of the 'Blast' speech and language programme TAs trained in the use of BLAST
Disadvantaged Y5 pupils need to strengthen their Writing and Punctuation skills (SIDP Quality of Education1)	Teacher CPD to include: - Subject Lead supports teachers in developing targeted resources Booster group established with additional specialist teacher (retired)leading Retired specialist teacher to work alongside and be involved in further training of support staff to support booster groups and individuals
Barriers to learning these priorities address include Covid-19 impact Access to quality teaching enabling sharper focus to progress boosters Mental health impacting on readiness to learn still emerging in some pupils	Strong risk assessment regime in MAT Heads of School collaborative and involved in decision making CPOMS monitoring of emergent Mental Health issues
Projected spending	To continue to use Disadvantaged funding for TA support

Teaching priorities for current academic year

Planets

Aim	Target	Target date
Progress in Reading	To be able to confidently use single letter sounds to sound out and read CVC words.	Easter 2020

	To be able to infer a character's feelings from evidence in the text.	
	To be able to apply some digraphs to reading e.g. th, sh, ch.	
	To be able to infer a character's feelings from evidence in the text.	
Progress in Writing	To be able to use single letter sounds to sound out a word before writing.	Easter 2020
	To be able to write a length and use handwriting which is smaller in size.	
	To independently sound out single letter sounds before seeking adult support.	
	To write with the purpose in mind. To start each sentence with a capital letter.	
Progress in Mathematics	To recall multiplication facts for the 2, 5 and 10 times tables.	Easter 2020
	To be able to use efficient written methods for addition and subtraction.	
	To be able to use efficient written methods for addition and subtraction.	
	To confidently solve problems using her knowledge of the four operations.	

Teaching priorities for current academic year

Comets

Aim	Target	Target
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		date
Progress in Reading	<p>To be able to able to answer 2 and 3 mark questions more reliably. To achieve an expected pass in KS2 SAT's.</p>	Easter
	<p>To improve reading stamina in order to be able to read independently for 15 minutes. To answer 1 mark questions more reliably in writing. To answer questions in writing not just orally. To have the confidence and self-esteem to believe in yourself.</p>	
	<p>To continue to love reading non-fiction books. To start to read fiction books at length. To continue to answer inference questions and use a scribe to show evidence in capability.</p>	
	<p>To improve reading stamina in order to be able to read independently for 15 minutes. To continue to answer 1 and 2 mark questions correctly consistently.</p>	
	<p>To achieve Greater depth in KS2 SAT's. To continue to read a range of genres.</p>	
Progress in Writing	<p>To achieve an expected pass in KS2 writing. To improve punctuation and cohesive devices in writing.</p>	Easter
	<p>To be able to punctuate sentences with capital letters and full stops. To use conjunctions in sentences. To have the confidence and self-esteem to believe in yourself. To improve writing speed and stamina. To use Access to Technology as a dictation to help this.</p>	
	<p>To use fine motor skills to improve pencil control. To use Access to Technology as a dictation to get</p>	

	<p>his thoughts/sentences down onto paper.</p> <p>To write using capital letters and full stops consistently.</p> <p>To write in paragraphs maintaining control over the writing.</p> <p>To work on quality over quantity using editing stations.</p> <p>To achieve Greater depth in KS2 SAT's.</p> <p>To continue a love of writing during Y6.</p>	
Progress in Mathematics	<p>To achieve an expected pass in KS2 Maths.</p> <p>To know my 3,4 and 6 times tables.</p> <p>To consolidate written methods for multiplication and division.</p> <p>To improve presentation and layout of calculations.</p> <p>To focus and achieve a good amount in lesson time.</p> <p>To improve presentation and layout of calculations.</p> <p>To know my 6, 7 and 8 times tables.</p> <p>To improve presentation and layout of calculations.</p> <p>To focus and achieve a good amount in lesson time.</p> <p>To use knowledge to solve multi step problems.</p> <p>To achieve an expected pass in KS2 Maths SAT's</p>	Easter

Targeted academic support for current academic year

Measure	Activity
Priority 1 (SIDP Quality of Education 1)	Targeted PP/SEN TA support is in place weekly with specific targets and evidence of progress which is recorded.
Priority 2 (SIDP Quality of Education 1)	Catch up funding is used to target PP/SEN pupils who are not making expected progress.
Barriers to learning these priorities address	Not making progress in line with peers.
Projected spending	Use of Catch Up funding to support these priorities. In particular, additional teacher and TA time to target support for PP pupils not making expected progress, additional IT provision to support this learning in school and where necessary use of BLAST speech and language support for those that require it.

Wider strategies for current academic year

Measure	Activity
Priority 1	Development of approaches to teaching Social and Emotional learning (SEL) by class teachers
Priority 2	Use of Sport Premium Funding to support PP pupils and promote Unity Pledges through the activities outline in the SP plan.
Barriers to learning these priorities address	The emotional impact of COVID19/reduced time in school with peers
Projected spending	TA staffing Catch up funding used for additional TA and teacher targeted support, IT provision and support programmes.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Maintaining focus on progress of PP/SEN pupils	Weekly staff briefing/ fortnightly staff meeting with PP progress as a standing agenda item
Targeted support	Maintaining and tracking targeted support.	Improve and make more efficient the recording of targeted support. Ensure weekly catch up between teachers and TA
Wider strategies	Developing the skills to teach SEL	Staff team planning

Review: last year's aims and outcomes

Aim 2019-20	Outcome
To ensure Pupil Premium pupils learning is differentiated	This was achieved through the establishment of a targeted approach to PP learners where short term targets are set and reviewed and recorded at least fortnightly by TA in liaison with the class teacher.
Pupil Premium pupils make at least expected progress	Although there was a significant gap in data gathering and formal assessment last year, this year's initial teacher assessment show most PP pupils are making progress in line with their peers. This is summarised in this terms reports to governors.
Embed the use of PP Learning plan.	Now well established