



## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Beacon View Primary Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£226,219	<b>Date of most recent PP Review</b>	November 2016
<b>Total number of pupils</b>	402 with nursery 363 without nursery	<b>Number of pupils eligible for PP</b>	175	<b>Date for next internal review of this strategy</b>	Autumn Term 2017

2. Current attainment (Outcomes from 2017)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	70 %	72 % (2017)
% achieving expected standards in Year 1 Phonics	78 %	81 % (2017)
% achieving expected standards in R, W and M combined at KS1	57 %	
% of middle attainment achieving expected standard in reading	57 %	71 % (2017)
% of middle attainment achieving expected standard in writing	57 %	75 % (2017)
% of middle attainment achieving expected standard in maths	62 %	75 % (2017)
% achieving expected standards in R, W and M combined at KS2	40 %	61% (2017)
% of middle attainment achieving expected standard in reading	47 %	71% (2017)
% of middle attainment achieving expected standard in writing	67 %	76% (2017)
% of middle attainment achieving expected standard in maths	87 %	75% (2017)

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b>		
<b>A.</b>	Oral language skills are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years	
<b>B.</b>	Emotional/social/behavioural difficulties which impact on pupils' ability to focus on learning	
<b>C.</b>	The development of independent skills in learning/resilience and belief in themselves	
<b>External barriers</b>		
<b>D.</b>	PP attendance (whilst improving) is not yet at the same standard of the other pupils. PP are over represented with persistent absence	
<b>E.</b>	Social difficulties experienced by families including housing, finance, family literacy, domestic violence and parental anxieties	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP	Increase in % of children achieving ELG and ARE in reading, particularly at KS1 and KS2 so the gap with national is reduced
<b>B.</b>	Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and 'can do' approach	Accelerated progress made by vulnerable children as they have the support to develop their attitudes to learning  Fewer behaviour incidents recorded for these pupils on the school system.
<b>C.</b>	Pupils are confident and resilient to tackle new learning	Improved results in all key stages
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from to at least 96% in line with 'other' pupils.
<b>E.</b>	Ensure those families who require support and advice have the confidence to come into school and receive necessary support	Greater number of families engaging with school and feeling supported, resulting in improved attendance and behaviour at home, school and in the local community.

5. Planned expenditure					
Academic year	2017/2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills  Improved progress for high attaining pupils	Staff training on consistent modelling of accurate use of language  To ensure personalised programmes for key pupils are being carried out weekly to improve their speech and language.	To ensure pupils are surrounded by the correct use of language and provide them confidence to express themselves.  To provide pupils with the language tools to support them in their comprehension and application in writing	Regular staff training Peer observations Monitoring of pupil's language development in EYFS and outcomes in reading and writing across the school Pupils have greater confidence in volunteering for public speaking	Deputy Head	Spring 1
Pupil are confident and resilient to tackle new learning	Exciting and engaging curriculum and access to learning  Subsidising educational visits  Growth mind-set training for all staff  Keyworkers for vulnerable pupils  Deployment of support staff  Access to IT resources	To increase ARE in writing as children can partake in life experiences, that they may not have the opportunity to do so  Accelerated progress made by vulnerable children as they have the support to develop their attitudes to learning  Extending our technology resources to include devices and software thereby extending children's use and access to IT including promoting reading through e Books. Purchase of staff iPads to use effectively in assessing and gathering evidence for pupil tracking and pupil tracking software.	Monitoring teaching and learning  Curriculum maps show engaging hooks involving educational trips/visitors  Providing pupils with equipment and resources to use and apply IT skills	Headteacher	Spring 1

<b>Total budgeted cost</b>					*****
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved oral language skills	<p>Volunteer reading programme</p> <p>Speech and Language intervention and support in classrooms.</p> <p>Parent workshops/Family Literacy</p> <p>Bug club reading subscription/scheme and library books investment</p>	<p>Some of the pupils need targeted support to catch up by reading regularly to an adult and develop language skills to discuss.</p> <p>Research shows that regular reading and reading for pleasure is a life skill which pupils can build on</p> <p>Staff trained in reading scheme – targeted reading and support</p>	<p>Trained volunteers and timetabled reading programmes</p> <p>Regular monitoring of reading records and termly progress meetings.</p> <p>Increase in ARE attainment in reading and writing and those working at a greater depth</p>	<p>Phase Leaders</p> <p>Literacy Lead</p>	Spring 1
Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and 'can do' approach	<p>Learning Mentors x 4</p> <p>Appointment of a Behaviour Support Advisor</p> <p>Additional lunchtime support</p>	<p>Provide support for individual pupils at risk of exclusion through improving behaviour, progress and attainment, social skills, self-esteem and confidence.</p> <p>Provide training and advice to support staff. Take support sessions with vulnerable children to improve learning attitudes and behaviour.</p> <p>Offers additional support at lunchtimes to support targeted pupils with social skills</p>	<p>Monitor behaviour records</p> <p>Accelerated progress made by vulnerable children as they have the support to develop their attitudes to learning</p>	Deputy Head	Spring 1
<b>Total budgeted cost</b>					*****
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance for pupils eligible for PP	Targeted support and challenge to families to improve attendance.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	<p>Increase in attendance of PP pupils</p> <p>Reduction of PA of PP pupils</p>	Attendance Lead	Half termly

	<p>Rewards and incentives to improve attendance of PP children.</p> <p>Offers care before and after school to improve attendance and support families.</p> <p>Support for Home – school link workers</p>	<p>Family link worker who supports targeted families to provide support and advice to parents with attendance, behaviour and working with outside agencies.</p>	<p>Greater number of families engaging with school and feeling supported, resulting in improved attendance and behaviour at home, school and in the local community.</p>	<p>Home-School link worker</p>	
<p>Reduce behaviour incidents and exclusions</p>	<p>Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Observation by relevant staff of the Y6 nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school, reported on as an National Professional Qualification for Middle Leadership project in the MAT for developing positive behaviours.</p>	<p>Inclusion Team</p>	<p>Half termly</p>
<b>Total budgeted cost</b>					<p>£226,219</p>

\*\*\*\*\* (not published due to salaries)

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved oral language skills  Improved progress for high attaining pupils	Staff training on consistent modelling of accurate use of language  To ensure personalised programmes for key pupils are being carried out weekly to improve their speech and language.	All programmes carried out with 12 targeted pupils to focus on their speech and understanding of language.  Introduction of Magic Breakfast in Year R allowed further opportunities for talking, asking questions and developing vocabulary	Successful programmes which are ongoing and will continue to run with targeted children.  Next Steps: <ul style="list-style-type: none"> <li>- Further speech and language training for all staff</li> <li>- INSET training on 30/10/17 on the Schools Therapy Pack. This will focus on the areas of need and the progressive interventions.</li> <li>- Continue the support networking between SENCo and colleagues</li> <li>- Curriculum reviewed to focus on Talk for Writing, ' particularly in EYFS and KS1</li> </ul>	
Pupil are confident and resilient to tackle new learning	Exciting and engaging curriculum and access to learning  Subsidising educational visits  Growth mind-set training for all staff  Keyworkers for vulnerable pupils  Deployment of support staff  Access to IT resources	With the appointment of our new deputy head who has overall responsibility for leading the curriculum, children now have exciting and engaging topics to look forward to. These are bespoke units, which enable our PP children and others to experience several educational visits so their learning is in context.  Due to the deployment of support staff and keyworkers working with vulnerable groups, the number of behaviour incidents has reduced as well as the number of exclusions.  All classrooms now have IPADS in their classrooms so every child has access to IT to support their learning. With the introduction of Bug Club, families can now read with their children online at home.	Due to the success and outcomes of the curriculum, we will be continuing on this creative journey to ensure all children are making at least expected progress. Those PP children and others whose progress needs to accelerate will have targeted interventions.  Next Steps: <ul style="list-style-type: none"> <li>- Regular monitoring and the use of robust assessment procedures allowed SLT and staff to track the progress of targeted children.</li> <li>- Develop the Inclusion Team so there emotional literacy is being provided in each phase on a daily basis</li> <li>- Weekly training for the Inclusion Team led by Mr Bowen</li> <li>- Ongoing ICT strategic plan</li> </ul>	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved oral language skills	Volunteer reading programme  Speech and Language intervention and support in classrooms.	Volunteers supported PP children and others with their reading on a weekly basis. Each child who received this support made progress in their reading and overall confidence.	See above	
Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and 'can do' approach	Learning Mentors x 4  Appointment of a Behaviour Support Advisor  Additional lunchtime support	Greater amounts of children are supported in the classroom environment with personalised interventions to suit their needs.	Next Steps: <ul style="list-style-type: none"> <li>- Consistency of approaches so a whole school ethos is created for a more nurturing environment</li> <li>- Development of restorative practice across the school</li> </ul>	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased attendance for pupils eligible for PP	Targeted support and challenge to families to improve attendance.	(Attendance of PP pupils 2016/2017) Autumn Term – 94.6 % Spring Term – 94.7 % Summer Term – 94.8 %	Attendance is still not at national expectations, particularly with PP. Continue with: <ul style="list-style-type: none"> <li>- Weekly attendance meeting with HT and team</li> <li>- Letters and phone calls sent home</li> </ul>	

<p>Reduce behaviour incidents and exclusions</p>	<p>Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.</p>	<p>Due to the deployment of support staff and keyworkers working with vulnerable groups, the number of behaviour incidents has reduced as well as the number of exclusions.</p>	<ul style="list-style-type: none"> <li>- Buy into LA School Attendance Service (FPN)</li> <li>- Meetings with parents</li> <li>- Home Visits</li> <li>- Rewards for good attendance</li> <li>- Termly red, amber and green letters</li> <li>- Medical evidence requests</li> <li>- Family Liaison support</li> <li>- Sharing good practice/advice with cluster</li> </ul>	
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