

BEECHWOOD PUPIL PREMIUM ACTIONS 2018-19

School Context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
163/426 38.3%	201 47.2%	225 52.8%	126 29.6%	0 0%	0 0%	14 3%

Pupil premium objectives for 2018-19 academic year (To address barriers)	Total pupil premium allocation for 2018-19 academic year: £182,160
<ol style="list-style-type: none"> 1. To close the gap between PP and other children so that they make the same or better rates of progress than national PP children through targeted teaching. 2. Development of resilience and improved mental health for identified children able to fully access the curriculum and feel happy and safe in school. 3. Provision of additional support from extended services to improve lifestyles and pupil outcomes. 4. To provide aspirational opportunities for PP children and offer further widening opportunity experiences. 	

Key:

Black – Term 1-3

Green – Term 3-4

Red – Term 5-6

Objective 1:				Total = £30,943 £33,943
To close the gap between PP and other children so that they make the same or better rates of progress than national PP children through targeted teaching.				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
TAs and additional HLTA Support	<p>Additional teachers are employed to provide high quality teaching for groups of children who need targeted support and rapid progress This is provided for both Maths and English and support for Read, write Inc phonics sessions leading to gaps closing. Subscription to mathletics – additional morning support.</p> <p>PP Children to access termly ELSA sessions with trained TAs - Children involved in the groups demonstrate better turn taking/sharing, how to manage, understanding and express emotions. They have improved self esteem and better friendship. Others demonstrated improved self confidence and better social skills as demonstrated by the improved SEAL behaviour data.</p> <p>HLTAs organise the Read, write Inc programme deliver and collation of data to identify barriers and provide directed support. They support the HCQM Action+ programme including organising the Healthy Lunchbox project, the school hopes to requalify this summer term. HLTAs organise the RENN reading scheme alongside English lead and collate the data for identified additional provision.</p>	<p>Point of need intervention used in core subjects and additional support offered during foundation subjects.</p> <p>Afternoon ELSA sessions timetabled termly.</p> <p>Ongoing termly identification of PP children for support.</p>	<p>SENCO identifies need through referral from class teachers.</p> <p>ELSA Trained TAS provide support sessions.</p> <p>HLTAs termly provisions of support.</p>	<p>11949</p> <p>18994</p>
TA small group support	Foundation – Small group support for PP children with writing. Improved independent writing, building confidence in writing and improving handwriting. Focused adult support to give individual feedback to accelerate progress.	Term 4 PM sessions	FND team leader to monitor TA to lead – as directed.	1000
TA small group support	Year 2 – Small group interventions focused on PP children in reading and writing, where children are finding it difficult to show independently what they can evidence in class.	Term 4 and 5 PM Sessions	KSI Team leader to monitor TA to lead – as directed.	1000

TA small group support	Year 6 – Additional adult support to give extra capacity to Year 6 team so PP children can focus on previous GAPS from assessments to ensure PP vs others gap closes by SATS.	Tem 4 and 5	KS2 Team leader to monitor TA to lead – as directed.	1000
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Objective 2:				Total= £116,670 £116,930
Development of resilience and improved mental health for identified children able to fully access the curriculum and feel happy and safe in school.				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Release of SENCO	<p>Statutory assessment of children for the local authority. Personalised intervention programmes enabled children to make progress in line with their peers nationally.</p> <p>Excellence Cluster support including Counsellors, Therapists, Family Support and additional provision is mapped out for pupils, and is timely, effective and demonstrates impact.</p>	<p>The impact of these interventions is monitored termly by senior leaders in the Filter group sessions.</p> <p>Termly Excellence Cluster support and summer schools.</p>	SENCO provides detailed data analysis for the leadership review which demonstrates impact of provision.	36918
FSA	<p>The Family Support Advisor is employed to work with families who are facing challenges or struggling to deliver good parenting with the aim of improved engagement of families and children and subsequent support for learning. Family support advisor to organise events, facilitate courses and signpost services in particular to support and guide families in child care and behavioral support.</p> <p>Financial support for children to attend a Year 5 and Year 6 residential. Providing all school trips free of charge ensuring their sustainability. Provision of a Thrive and Trauma informed practitioner to support children's well-being in school and encourage children to improve attendance.</p> <p>Supporting the Heroes group with organised activities.</p>	<p>Termly programme of support organized by the FSA and a termly booklet produced to signpost parents to additional free activities or services.</p> <p>Termly parenting courses organized by the FSA such as Patchwork parenting.</p> <p>FSA to provided termly additional support through Nethercott grants, Food Action project and other free services.</p> <p>FSA to assist in identifying PP children who need ongoing family support to improve EOY outcomes including supporting attendance issues alongside the EWO.</p>	FSA	15816
Pastoral practitioner	<p>Support emotional well-being of vulnerable pupils and help them re-engage with learning.</p> <p>Supporting the Heroes group with organised activities.</p>	The Pastoral team ensure the IBP service and PP children have nurture breakfast, play and lunchtime support and alternative provision at the ready throughout the day to ensure engagement in learning.	Pastoral team	26391

Release of AHoS	<p>Ensure there is curriculum consistency and that there is purposeful and progressive learning across all year groups to ensure that teaching and learning is broadly good or better over time to improve outcomes for PP children. (100% coverage on SPTO).</p> <p>Lessons are well structured and Pre or post teaching is used often through allocated support adults to address misconceptions and check understanding effectively. A range of techniques are used to ensure that all children are challenged and make progress in lessons.</p> <p>Resources suit the needs of the PP children with a richly resourced library with new fiction and non-fiction books including early reading books. PP children have access to dictionaries and thesaurus's to develop oracy and experience of language.</p> <p>MTAs have been trained and playtime behaviour has improved leading to less Red and yellow cards being issued, with less issues crossing over into learning time. Pupil voice feedback about lunchtimes is positive.</p> <p>All PP children had access to play support which has a positive impact on fitness levels, team working skills and playground behaviour which leads to reduced delays in starting learning after lunch.</p> <p>Organisation of the Erasmus project linked to Plymouth University to provide global learning opportunities for PP children. Cultural experiences will enrich the children's lives and given them more to talk and write about. Outdoor and adventurous activities will developed their perseverance and resilience.</p> <p>Support the Sustrans project and HCQM+ to promote healthier lifestyles and transport to school. Road safety awareness project, bikeability and balanceability.</p>	<p>Ongoing termly curriculum support.</p> <p>Ongoing monitoring and development following termly Leadership review meetings.</p> <p>Library resources improved in term 3 following review of PP needs.</p> <p>From Term 1 ongoing development of MTAs and behaviour policy.</p> <p>From Term 1 ongoing development of MTAs and behaviour policy.</p> <p>From Term 1 ongoing development of MTAs and behaviour policy. European visitors on site every two terms.</p> <p>Termly visits from MH to suppoort</p>	<p>AHoS</p> <p>AHoS</p> <p>AHoS and English lead.</p> <p>AHoS</p> <p>AHoS</p> <p>AHoS</p> <p>AHoS & HLTAs and MH (PLP).</p>	<p>37545</p>
Replace Nursery unit washing machine	<p>To enable children to have their clothes washed in school if they have had a toileting accident. Removing embarrassment from the children and making sure that they are able to continue in a safe and hygienic atmosphere in school. Making sure their self-esteem is not affected.</p>	<p>Term 4</p>	<p>HOS . FND team</p>	<p>250</p>

Objective 3: Provision of additional support from extended services to improve lifestyles and pupil outcomes.				Total= £24,647
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
School Crossing patrol	To ensure that pupils arrive to school safely. Reduced number of incidents (or none) and improved pupil and parent well being.	Ongoing termly	HoS to organise through PLP.	3600
Life Education caravan	To support pupils in helping them with life skills and safety. Improved awareness of dangers and personal safety. Dental health project and awareness of healthier lifestyles.	Autumn term for PP in all year groups.	HoS to organise through PLP.	2232
Excellence Cluster	To facilitate Learning Mentor, Counselor and Therapy sessions for children and Multi agency support for families. PP Children access the S&L Therapist, Learning Mentor support, the MAST counselor, the MAST therapists and the MAST family therapist. Children are also supported by CIT. Improved outcomes and confidence in children and family cohesion, reducing need for higher level professional involvement. Vulnerable children are to attend summer support sessions. Parents are better able to support their children at home during the holidays.	Children for support are identified termly and support plans organized.	HoS, AHoS and SENCO.	14315
Free trips for pupils (50% prop).	To develop opportunities and experiences for our pupils. Pupils have a better understanding of Oracy and Drama and demonstrate a higher degree of interest and involvement.	Autumn, Spring and Summer terms, PGL, London visit, Theatre trip WW2 etc.	HoS, AHoS and SENCO.	2000
Subsidised breakfast club	PP children have a positive start to their day ensuring they are ready for Learning.	Ongoing termly breakfast club from September.	2 x TAs and Pastoral team.	2500
Membership of HMS Heroes service children's group	Service children have membership of HMS Heroes, a recognised service pupil voice group, to provide peer support and develop resilience. Additional activities are provided for them such as visits to the barracks, a swim day, a field gun running team and other Heroes events.	Termly support from Heroes group.	FSA	PP Service

Objective 4: To provide aspirational opportunities for PP children and offer further widening opportunity experiences				Total= £9900 £6650
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
To provide aspirational opportunities for PP children	<p>11+ tutoring for more able Year 5 PP children. Aspirational link to secondary schooling.</p> <p>Results</p> <p>Children achieve grammar school placements at EOY 2018.</p> <p>Additional experiences such as an outdoor/ adventurous residential are subsidised to ensure that PP children can access them. A trip to London to visit parliament develops the citizenship of PP children.</p>	Weekly tutoring form January 2019.	SW to organize DP (external tutor) for additional 11+ specialist tutor.	1000
Improve educational outcomes for PP children in the school.	<p>Provide – Yr3 with a monthly Story Time magazine, to encourage oracy and ideas within independent writing.</p> <p>SATS ‘Overcoming barriers’ group. Year 6 PP children. Specialist focused tuition in maths, focusing on specific gaps and building resilience in worded problems and approaches to questions.</p>	<p>Term 3</p> <p>Term 3</p>	<p>KR</p> <p>SW and DP</p>	<p>304</p> <p>1000</p>
Improve opportunities for children to experience new or different activities.	<p>Maypole dancing. After school club. Engaging children in physical activity afterschool club. Building confidence and encouraging teamwork.</p> <p>Opportunities to complete some of the Discovery MAT 50 things to do before you’re 11 ¾ list.</p> <p>Hire of Brass instruments to enable tuition in school for PP children who would like to play a musical instrument. Learning a new skill / building concentration and perseverance.</p>	<p>Terms 2-3</p> <p>Terms 3-6</p> <p>Terms 3-6</p>	<p>KR</p> <p>NH</p> <p>KT</p>	<p>108</p> <p>80</p>
Afterschool club for PP children, to follow STEM week activities.	Organise workshops during STEM week for PP children – journeys STEM week topic. Approach university/city college/Eden project/Babcock etc	Term 4	NH	

STEM week activities	Across school workshops during STEM week, building engagement in Science, enabling PP children to experience real world links. Aspirational workshops.	Term 4	HOS / SW	650
Junior Ten Tors	Giving PP children a chance to go out onto Dartmoor for a two-day expedition, camping out overnight. Building self-confidence, resilience and creating a love of the outdoors for the future. Having the opportunity to do something that they have never done before. Essential kit, food, transportation, supply cover for training walks.	Term 5 and 6	SW	1100

Balance: 2408