

## BEECHWOOD PUPIL PREMIUM ACTIONS 2020-2021

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
/387 = %				0	4/358 = 1%	

Pupil premium objectives for 2020-2021 academic year (To address barriers)	Total pupil premium allocation for 2020-2021 academic year: <b>£203,879.59</b>
<p><b>To close the gap between PP and other children through establishing small group interventions for disadvantaged pupils falling behind age-related expectations.</b></p> <p><b>Development of The Hut provision to provide therapeutic support for children in need of wellbeing sessions.</b></p> <p><b>Provision of additional support from extended services to improve lifestyles and pupil outcomes.</b></p> <p><b>To provide aspirational opportunities for PP children and offer further widening opportunity experiences.</b></p>	

**Objective I:**

**To close the gap between PP and other children through establishing small group interventions for disadvantaged pupils falling behind age-related expectations.**

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
I.Release of INCO	<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. SENCO provides detailed data analysis for the leadership review which demonstrates impact of provision.</p> <p>Termly Excellence Cluster support and summer schools.</p>	INCO	<b>£44,544</b>

2.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.</p> <p>Family support advisor to organise events, facilitate courses and signpost services in particular to support and guide families in childcare and behavioral support.</p> <p>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>Supporting the parent links to the safer school's project.</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 Northcott 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> <p>To signpost, arrange meetings and support families to ensure that pupils are settled and engaged in their learning.</p>	FSA	<b>£18,323</b>
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3.Additional TA to support pupils	<p>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.</p> <p><b>MATHS EYFS</b> ongoing number formation focus. Rec - Close boy-girl maths gap. Motivation to learn focus.</p> <p><b>ENGLISH Nursery/Rec</b> – Very low ability group who are still developing motor skills. Oracy focus and S&amp;L support. Boy gender gap. SEN had 1:1 last year – in class focus this year.</p>	Termly PM sessions	Team leader to monitor TA to lead sessions as directed (CA).	<b>£13,266</b>
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4.Release of AHoS	<p>Ensure there is curriculum consistency through INTENT, IMPLEMENTATION and IMPACT 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>Launch of the New Behaviour policy and Ready, Respectful and Safe MTAs have been trained and playtime behaviour has improved leading to less RRS days being issued and less issues crossing over into learning time. Pupil voice feedback about lunchtimes is positive.</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>AHoS</p> <p>AHoS</p> <p>AHoS and English lead.</p> <p>AHoS</p>	<p><b>£64,413</b></p>
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1. INCO

Monitoring and deployment of pastoral support team, including development of training to support mental health and SEMH needs. Managing and referring families to MAST team to support children's family lives and engagement in school. Managing Educational Psychologist support for teachers, monitoring impact and ensuring quality of advice. Completing EHAT and TAM meetings to support families and engaging with services to provide bespoke support packages. Managing reporting to Local Authority regarding specialist support, including EHCP and EHAT processes.

2. FSA

Managing and developing links with families to provide monetary and physical support to ensure that families had access to charities and food banks, including managing the distribution of food parcels for FSM families. Step up support during Lockdown to monitor families who may need extra support and continuing to engage as children came back to school. Providing weekly check ins and completing Outcome Star feedback to ensure that families are supported according to need. Weekly well being walking sessions open to all and part of a focused support package. Keeping up to date with latest support packages available and advising families on most current support packages, making referrals where necessary.

3. Extra TA

Support for Speech and Language programmes in EYFS to catch up and accelerate children who were identified to need early Speech and Language support. Adults trained and regularly monitored on the programmes they were leading and practice fed back to class teachers regularly.

4. AHOS

Release of AHOS to monitor and develop curriculum, manage gaps in learning and provide consistent support for teachers to manage behaviour for learning. Monitoring and development of on-line learning resources to support absences. Provide Safeguarding support and advice, develop relationships with families to support SEMH needs in school and manage and monitor the quality of teaching and learning.

**Objective 2:**  
**2.Development of The Hut provision to provide therapeutic support for children in need of wellbeing sessions.**

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Development of the Hut and Hut practitioner	<p>TA Hut team support and resourcing of the new centre for Wellbeing sessions.</p> <p>Ongoing development of the Trauma Informed School UK project.</p> <p>All site staff including Admin, MTAs to apply the RRS strategies for whole school consistency.</p> <p>Strengthen parental relationships with the school through proactive interactions, evaluation of events and feedback through Newsletter and Facebook/ Twitter. Safer School Project.</p> <p>One member of the Hut team is THRIVE trained to offer additional support to children (Blended Learning). £1394.</p>	<p>Terms 1 &amp; 2 set up the new Hut area for children to access and carry out Pupil voice surveys on entry and exit to therapy sessions. JD &amp; Hut team.</p> <p>Ongoing identification and support for vulnerable children.</p> <p>Termly Safe Schools Sessions with the parents of ASD children.</p> <p>Ongoing Mindfulness focus for Children and staff at Briefings and MLT.</p> <p>MAT qualification as a 'Mentally Healthy Schools' in term 2.</p>	INCO	<b>£31,570</b>

Regular and ongoing CPD provided, tailored to support the SEMH needs identified with teachers and INCO.  
HUT support timetabled to support regular groups of children identified through BAE audit and point of need interventions when required.  
HUT area designated to support therapeutic play and resource area to create a safe space to share and to work in small groups or 1:1.  
Newsletter sharing and celebrating children in their learning and wider school life.  
Facebook sharing and celebrating and providing families with updates and reminders to support parental link with school.

**Objective3.**  
**3.Provision of additional support from extended services to improve lifestyles and pupil outcomes**

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
1.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.	<b>£3,998</b>
2.Speech and Language practitioner.	<b>Nursery/Rec</b> – Oracy focus and S&L support. Boy gender gap. SEN had 1:1 last year – in class focus this year and with S & L practitioner.  Children identified for S & L support from across the school to attend 1:1 session 1 day a week. (£2,795 Termly)	1 x day a week Termly support.	External Speech and language practitioner.	<b>£8,385</b>
3.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 InCo.	<b>£14,640</b>
4.Purchase of additional	To provide targeted support where identified.	Ongoing	HoS, AHoS and InCo.	<b>£1,070</b>

professional services to support pupil's needs.				
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1.Road Safety Crossing Patrol in place to support children arriving safely at school.  
2. Speech and Language work face to face with children after lifting of Covid restrictions to support concerns, particularly in EYFS and KS1.  
3 and 4. Support from MAST Excellence Cluster meant that we could support families to work on key areas of home and school life so that children could achieve successfully at school. The support also allowed us to identify where children required additional support from either internal or external services and make referrals to access key support either to improve the confidence of families or the achievement of pupils in school. These are often linked and the access to these services meant that outcomes improved at both home and school.

#### Objective 4: To provide aspirational opportunities for PP children and offer further widening opportunity experiences

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
1.Purchase of specific resources to support intervention work.	Support pupils in accessing learning using specialist resources.	Term 3/4	TB & CMC	£611.59
2.Additional external provision	Additional Educational Psychologist time to support the needs of pupils.	Term 2	InCo	£2,784
3.Dance Company visit	Opportunities for pupils to see a professional performance.	Term 6	HoS	£275

<ol style="list-style-type: none"> <li>1. The children had access to a wider variety of resources such as books to support their specific learning level. They also had access to improved mathematical resources that are larger and have a better element of structure to support specific needs.</li> <li>2. Additional Educational Psychologist time was utilized to ensure that processes were in place to support children with signification educational and emotional need and to develop professional expertise to support children in mainstream education. The time also supported applications and referrals for specialist support and advice for parents to support learning at home.</li> <li>3. The dance company visit was an opportunity to take part in viewing a professional performance to broaden the range of experience and cultural development of children.</li> </ol>				

**Balance c/f: £0**