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Pupil Premium Rationale and expenditure for 2020-21

1. Summary Information:					
School:	Beaupre Community Primary School				
Academic Year	2020-2021	Total PP Budget	£73,250	Date of post recent PP review	July 2020
Total number of Pupils	191	Total number of pupils eligible for pupil premium	58	Date for next internal review of this strategy	July 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In School Barriers:	
<ul style="list-style-type: none"> • Accuracy of assessment to ensure correct targeting of provision for whole school and individual pupils • Quality of teaching, to ensure accelerated progress for pp pupils whole class and intervention of high impact. Focus on closing the gap in reading between pp and non pp pupils through high quality teaching. • Readiness for learning-including self –esteem, behavioural difficulties (SEMH) , and attitude to learning • Effective targeting of pupil premium funding to ensure closing the gap for disadvantaged pupils and for them to achieve as others do nationally 	
External Barriers:	
<ul style="list-style-type: none"> • Attendance and punctuality at school for some of our pp children • Lack of exposure to high quality vocabulary due to limited home reading • Access to resources and/or life experiences such as books, trips and visits. 	
3. Desired Outcomes	
Desired Outcome and how they will be measured	Success Criteria
Assessment is accurate to identify pupils' gaps in learning and accurate tracking ensures provision is having an impact on progress.	For ongoing monitoring of assessment and interventions by SENCO and pupil premium practitioner to ensure that pp pupils are making expected progress

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All teaching is good, in interventions and whole class teaching. Assessment information is used effectively to create provision to target and close gaps for identified pp pupils.	Quality first teaching and targeted interventions will be successful in plugging the identified gaps for each pp pupil. Interventions to be monitored to ensure impact.
PP SEMH pupils are supported to be successful in all areas of school life and be ready to learn	To ensure early intervention is in place to meet the needs of SEMH and disadvantaged pupils. To regularly assess pp pupils to support their needs and close the gap quickly do that pp pupils can make expected or accelerated progress Have a wellbeing Team available at break times to support pp pupils
For pupil premium funding to be used effectively to ensure closing of the gap between pp and non-pupils across the curriculum.	For SENCO and Pupil Premium Practitioner to visit other educational settings to discuss and witness successful targeting of PP pupils. To identify ways to use PP funding to best impact PP children to increase progress.
PP pupils not missing learning opportunities and engaging well within all of the curriculum	Have an improved communication between home and school in regard to PP pupils. Ensure that children have access to breakfast club, so they can be on time Rates of attendance and late arrival to improve for PP pupils
Exposure to a wide range of opportunities that will enrich childrens' experiences.	For pupils to have access to new experiences within and outside of school such as trips for the day and residential. To have the opportunity to learn a musical instrument and go to several after school clubs.

4. Planned Expenditure

Academic Year	2020-2021			
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 that it is implemented well?	Staff Lead
Ensure that all teachers	<ul style="list-style-type: none"> Pre and Post assessments being used and recorded 	Accurate assessment enables staff to identify possible barriers and	<ul style="list-style-type: none"> Lesson observations Learning walks 	SLT All staff

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assessment of pupil's progress is accurate	<ul style="list-style-type: none"> Tracking of interventions Evaluation at the end of each intervention Record of Jamming sessions PP practitioner to monitor data and attend meetings to discuss impact of interventions/actions 	<p>misconceptions children may have. Accurate assessment enables staff to introduce resources catered for specific children and set up early intervention to fill gaps in pupils' skills and knowledge</p>	<ul style="list-style-type: none"> Regular book looks and moderation within year groups Regular pupil progress meetings Monitoring of interventions 	<p>SENCO Pupil premium practitioner</p>
Ensure Quality first teaching, focusing on vocabulary and reading	<ul style="list-style-type: none"> Access to good quality texts for all year groups Effective use of the library to encourage reading Use of accelerated reader 	<p>From previous SATS results for the school reading was the weakest and needs to be focused on to ensure a good level of progress in this area</p> <p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils</i></p> <p>The EEF Guide to the pupil premium</p>	<ul style="list-style-type: none"> Use of accelerated reader across all of KS2 and record progress achieved for each pupil All staff trained how to use accelerated reader Have class and whole school rewards for reading at home To monitor the levels of home reading in each class Observations and learning walks in guided reading Pupil voice 	<p>SLT ALL Staff SENCO Pupil premium practitioner</p>
Ensure individual pupil progress is easy to identify and track	<ul style="list-style-type: none"> Individual Pupil Premium folders to follow pupils across their primary school years (including data, attendance and intervention) 	<p>The needs of all of our pupils is unique and individual to them and we need to demonstrate each individual's progress. Also to help us identify areas and periods where they may require additional support</p>	<ul style="list-style-type: none"> Set up and monitor personalised pupil progress files Pupil progress meetings Moderation- internally and externally 	<p>SLT SR, JB</p>

ii. Targeted Support:				
Desired Outcome	Chosen Action/ Approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead
Narrow the gaps in attainment for pp pupils	<ul style="list-style-type: none"> For teachers to use ongoing assessment effectively to identify gaps and close them 	<p>From school data there is a gap between pp and non-children achievement across the school.</p>	<ul style="list-style-type: none"> Regular pupil progress meetings and reviewing 	<p>MM, SR, JB, LS</p>

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	<ul style="list-style-type: none"> To have high impact interventions based on assessments and need, timetabled and tracked for impact To have an extra TA to support interventions across years 3-6 PP Practitioner to deliver high quality interventions and support in and out of class 		<ul style="list-style-type: none"> Monitoring the impact interventions are having on individual pupils Individual pp folders to follow the child throughout school Regular evaluation of provision maps Appraisal targets used for PP pupils so that all staff are accountable for PP pupil's achievement. Regular monitoring of intervention books Regular book looks for PP children across different year groups 	
Ensure early intervention is in place to meet needs of SEN and disadvantaged pupils	<ul style="list-style-type: none"> Early years practitioner Additional support for Early years and Key Stage one 	<p>Ensuring that early intervention is in place, meaning that misconceptions and barriers can be picked up quickly and addressed so that all children (SEN and disadvantaged) can achieve as well as the rest of the cohort.</p> <p>Also, early intervention means that barriers and misconceptions can be addressed earlier in a child's schooling and the gap can narrow.</p>	<ul style="list-style-type: none"> Regular assessment (half termly) Provision maps in place Observation ILDS Monitor interventions and provision to meet individuals needs and impact Pastoral support available throughout the school day 	SLT SR, JB
Ensure all intervention are of high impact	<ul style="list-style-type: none"> Targeted interventions for disadvantaged pupils by class teachers and teaching assistants. To be timetabled and recorded. Targeted interventions for disadvantaged pupils by PP practitioner and the "catch up" TA. 	Interventions delivered need to be of high quality and show high impact. This is so all pupils can retain the knowledge and skills taught and transfer and use them in other subjects in the classroom.	<ul style="list-style-type: none"> Monitor interventions half termly Observe interventions taking place- half termly Review interventions Record progress of pupils after each intervention session and review these regularly 	SR, JB

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	PP practitioner to be timetabled across the school to ensure targeted support for pupils based on assessments.			
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iii. Other Approaches:				
Desired Outcome	Chosen Action/ Approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead
Ensure pp pupils get equal access to a wide range of experiences and resources	<ul style="list-style-type: none"> • Access to breakfast club • Access to music lessons and after school clubs • school's creative curriculum • Music lessons are available 	Providing pupil premium children with a range of real-life, practical and engaging opportunities that they may not experience outside of school. When children are engaged in their learning, they are more likely to develop a better understanding of the topic, as well as learn a variety of skills at the same time. These wide range of experiences and resources also allow for children to look forward to coming to school.	<ul style="list-style-type: none"> • Through Observations • Enrichment document • Monitoring of planning and books 	SR MM JB
Ensure targeting of pupil premium funding enables disadvantaged pupils to achieve as well as other pupils do nationally	<ul style="list-style-type: none"> • PP practitioner and SENCo to visit other schools to see good practice regarding supporting pp pupils • To review spending for pp pupils • To ensure the budget supports the 3-tiered approach to support all disadvantaged children 	<p><i>Considering a tiered approach to Pupil Premium can help schools balance approaches to improving teaching, targeted academic support, and wider strategies</i></p> <p>The EEF Guide to the pupil premium</p>	<ul style="list-style-type: none"> • Regular pupil premium review • Review how pp funding is spent • Educational visits to other schools to see good practice • To investigate interventions, books and resources available 	MM, SR, JB

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Pupil Premium Expenditure Review				
Academic Year		2020-2021		
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
Ensure that all teachers assessment of pupil's progress is accurate	<ul style="list-style-type: none"> • Pre and Post assessments being used and recorded • Tracking of interventions • Evaluation at the end of each intervention • Record of Jamming sessions • PP practitioner to monitor data and attend meetings to discuss impact of interventions/actions 	<ul style="list-style-type: none"> • Pre and post assessments were being made of children, completed by all teachers after the children returned to school. • PP assessments and progress meetings held half termly. • PP assessments pre and post interventions recorded and discussed with teachers. • Interventions were tracked to show what was covered and the impact. 	<ul style="list-style-type: none"> • To continue to ensure that pre and post assessments are being made for the children to ensure progress and appropriate support is in place to make an impact and close gaps. • To continue to track interventions and the impact that they are having on the children. • To ensure that interventions impact on day to day work in the classroom and can be seen in individual progress. 	£1405
Ensure Quality first teaching, focusing on vocabulary and reading	<ul style="list-style-type: none"> • Access to good quality texts for all year groups • Effective use of the library to encourage reading • Use of accelerated reader 	<ul style="list-style-type: none"> • Each class have used a variety of different texts to share with their children to engage them in their learning. • During COVID the library was out of action except for adults changing books for children. Children during COVID were still encouraged to read 	<ul style="list-style-type: none"> • To continue to immerse the children in good quality texts to support with their reading and comprehension. Also to ensure that the good quality text being shared is accessible to all and not being repeated and reused in other year groups. • Once the restrictions have been lifted, the school library will once again be used during 	£536

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		<p>and each class has a reward system in place to encourage reading at home.</p> <ul style="list-style-type: none"> English Lead promoted many initiatives to support and encourage reading including protected reading time and engaging reading corners. 	<p>the day and at lunch times. Each class will be allocated a time in the library. Library Club to be reinstated.</p>	
<p>Ensure individual pupil progress is easy to identify and track</p>	<ul style="list-style-type: none"> Individual Pupil Premium folders to follow pupils across their primary school years (including data, attendance and intervention) 	<ul style="list-style-type: none"> Pupil premium folders have been set up for each pp child, to be followed through school with them. 	<ul style="list-style-type: none"> To ensure that pp folders are updated regularly with work and data each half term to track intervention impact. 	<p>£50</p>

Pupil Premium Expenditure Review				
Academic Year		2020-2021		
ii. Targeted Support:				
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
<p>Narrow the gaps in attainment for pp pupils</p>	<ul style="list-style-type: none"> For teachers to use ongoing assessment effectively to identify gaps and close them To have high impact interventions based on assessments and need, timetabled and tracked for impact 	<ul style="list-style-type: none"> From last year's data there is still a gap between our pp children and their peers. COVID has played a factor in the gap remaining. Due to COVID assessment was key when all children returned to the classroom. Assessment was used to identify gaps in knowledge and skill and interventions were set up to close the gaps in these areas. During the past year, a TA has been providing catch up support for pupils 	<ul style="list-style-type: none"> To continue to assess children regularly to ensure that all children are making progress. For all teachers to use pupil asset to help monitor ongoing assessment especially in the core subjects. To ensure that all interventions are taking place and having a high impact, amending and changing as appropriate. For the next academic year the PP Practitioner will be delivering interventions across all of the school. Their timetable will be split according to class and need. The pp 	<p>£5791 £12643</p>

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	<ul style="list-style-type: none"> To have an extra TA to support interventions across years 3-6 PP Practitioner to deliver high quality interventions and support in and out of class 	including PP pupils. This TA has been liaising with class teachers and run various interventions and support to begin to close the gap around needs.	<p>Practitioner will continue to keep a record of all interventions and the impact they have.</p> <ul style="list-style-type: none"> To have regular moderations and book looks across the core areas to ensure the gap in attainment in closing 	
Ensure early intervention is in place to meet needs of SEN and disadvantaged pupils	<ul style="list-style-type: none"> Early years practitioner Additional support for Early years and Key Stage one 	<ul style="list-style-type: none"> Evidence has shown that early intervention is key to ensure that all children especially pp and SEND children can achieve. Regular pupil progress meetings taking place to identify where interventions and strategies are needed Interventions in place in EYFS to close gaps identified. Additional TA redeployed to support an individual PP child. Additional Pastoral support for lunchtimes for Year 6 pupils 	<ul style="list-style-type: none"> To continue to ensure intervention and strategies are put into place early to meet the needs of all especially SEN and pp children. 	<p>£5196 £2354</p>
Ensure all interventions are of high impact	<ul style="list-style-type: none"> Targeted interventions for disadvantaged pupils by class teachers and teaching assistants. To be timetabled and recorded. Targeted interventions for disadvantaged 	<ul style="list-style-type: none"> Interventions have been monitored by Class teachers and Inclusion Lead. Interventions for each class were set up following the return to school from the disruption due to COVID to fill and close gaps and skills in identified areas. Following ongoing teacher assessments, planned interventions and half termly teacher assessments, PP interventions and support was reviewed and amended. 	<ul style="list-style-type: none"> To continue to provide interventions to close gaps in skill and knowledge. To ensure that they are high impact for the children and that the skills and knowledge are being used in their everyday work. To ensure that accurate assessments are informing next steps for PP pupils. 	£37,431

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	<p>pupils by PP practitioner and the “catch up” TA.</p> <ul style="list-style-type: none"> PP practitioner to be timetabled across the school to ensure targeted support for pupils based on assessments. 			
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Pupil Premium expenditure Review				
Academic Year		2020-2021		
iii. Other Approaches:				
Desired outcome	Chosen action/approach	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
Ensure pp pupils get equal access to a wide range of experiences and resources	<ul style="list-style-type: none"> Access to breakfast club Access to music lessons and after school clubs school’s creative curriculum Music lessons are available 	<ul style="list-style-type: none"> Due to COVID breakfast club was suspended for a time and then reintroduced. Limited PP pupils took up the offer. Also due to COVID, music lessons and after school clubs were suspended to stop mixing of school bubbles. The school continued with a creative curriculum approach, which enabled children to be enthused about their learning and showed a positive impact in their learning and work they were able to create. 	<ul style="list-style-type: none"> Breakfast club to be continued and promoted. Staffing costs are outweighing budget and not having the desired effect on a attainment and progress. The school with the support of the school council are going to be looking at ways to encourage children back to breakfast club. Clubs to be reintroduced, this will be monitored to ensure that the school can continue to stop the spread of COVID. Also to monitor pupil numbers for clubs offered For the school to continue to use a creative curriculum to engage all pupils and allow the children to be enthused and involved with what they are learning. 	£5945
Ensure targeting of pupil premium funding	<ul style="list-style-type: none"> PP practitioner and SENCo to visit other 	<ul style="list-style-type: none"> During COVID there were restrictions put into place so visiting other schools 	<ul style="list-style-type: none"> Next academic year the SENCO and PP Practitioner will visit other schools in the area 	£0

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<p>enables disadvantaged pupils to achieve as well as other pupils do nationally</p>	<p>schools to see good practice regarding supporting pp pupils</p> <ul style="list-style-type: none"> • To review spending for pp pupils • To ensure the budget supports the 3-tiered approach to support all disadvantaged children 	<p>did not occur. However the SENCO was part of a project called diminishing the difference with the Local Authority, where strategies were discussed, implemented and reviewed.</p>	<p>to observe and discuss strategies other local school are using and proved to show impact.</p> <ul style="list-style-type: none"> • For the school to continue to review and monitor the pupil premium budget closely, to ensure that it is being used effectively to have a positive impact on the children to allow them to make at least expected progress. 	
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Total	£71,351
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Future planning to ensure impact against spend

- Identify any specific interventions/support
- Identify resource for PP
- Identify CDP for PP
- Underspend (£1,899) to be built into next year's allocation