



# Pupil Premium Review 2017-18

Improving Education Together.

1. Summary information					
<b>Academy</b>	Beck Row Primary Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£67,680	<b>Date of most recent PP Review</b>	October 2016
<b>Total number of pupils</b>	190	<b>Number of pupils eligible for PP</b>	PP: 93 Military: 54 FSM/Ever6:39	<b>Date for next internal review of this strategy</b>	
<b>Total number of LAC pupils</b>	0	<b>Link governor for PP</b>		<b>Lead teacher for PP</b>	Mrs R. King

2. Current attainment (add performance measures)			
	<i>All pupils</i>	<i>Pupils eligible for PP (your academy)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% meeting age-related expectations or above in reading, writing and maths.</b>	<b>46%</b>	<b>33%</b>	<b>41%</b>
<b>% meeting age-related expectation in reading</b>	<b>57%</b>	<b>52%</b>	<b>62%</b>
<b>% meeting age-related expectation in writing.</b>	<b>43%</b>	<b>44%</b>	<b>42%</b>
<b>% making age-related expectation in maths</b>	<b>48%</b>	<b>46%</b>	<b>49%</b>
<b>% making expected progress in reading</b>	<b>46%</b>	<b>39%</b>	<b>51%</b>
<b>% making expected progress in writing</b>	<b>37%</b>	<b>35%</b>	<b>38%</b>
<b>% making expected progress in maths.</b>	<b>33%</b>	<b>39%</b>	<b>28%</b>

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Children who are eligible for Pupil Premium are not making expected progress in Early Reading and phonics.
<b>B.</b>	Children who are eligible for Pupil Premium are not meeting age-related expectations in maths in Key Stages 1 and 2.
<b>C.</b>	Children who are eligible for Pupil Premium are not able to apply spelling strategies or phonics effectively when writing in Years 2-6.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance for children who are eligible for Pupil Premium (89%) funding is below the expected target of all children (96%). This results in them falling behind in their work.
<b>E.</b>	Social and Emotional development of pupils who are eligible for Pupil Premium funding are below other pupils (especially during parental deployment periods) and impacts the children's work.
<b>F.</b>	Parents of children eligible for Pupil Premium funding often find it hard to build effective home/school relationships, resulting in some struggling to support their children with home learning tasks.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils eligible for Pupil Premium funding will make expected or better progress in early reading, these will be measured through half termly tracking and phonic practice tests.	Pupils will make expected or better progress in reading. An increased number of pupils will meet ARE in reading and phonics. An equivalent % of PP children to non PP children will meet the Phonics Screening standard in Yr 1 or 2.
<b>B.</b>	An increased number of pupils (70%) eligible for Pupil Premium funding will meet age related expectations in maths.	Pupils will make expected or better progress in maths. Pupils will begin to narrow the gaps between them and their peers to meet ARE. An increased number of PP children will meet ARE in end of KS1 and KS2 tests.
<b>C.</b>	Pupils eligible for Pupil Premium funding will make expected or better progress in their writing, by using	Children's writing will be improved by children successfully using spelling

	improved spelling strategies and phonic strategies.	and phonic strategies. An increased number of children in KS2 will meet ARE in the SPaG tests.
<b>D.</b>	Pupils eligible for Pupil Premium funding will have improved attendance and be in line with the overall school attendance.	Attendance for pupils eligible for PP funding will be improved. The attendance of pupils who are PP will be in line with those who are not PP. Attendance for pupils who are eligible for PP will have moved closer to the whole school target of 96%.
<b>E.</b>	Pupils eligible for Pupil Premium funding will develop their social and emotional development (especially when parents are deployed) to enable them to continue to make progress in their learning.	Pupils will have an increased social and emotional development. Children will cope with changes in home situations (parental deployment etc) and will continue to develop their learning across the curriculum.
<b>F.</b>	There are good home/school relationships between the school and parents of pupils eligible for Pupil Premium funding, enabling them to learn in all areas of the curriculum.	Parents will be able to communicate effectively with the school, and the school with parents. Parents are confident to support their children to enable them to complete home learning activities and further their learning beyond the classroom.

5. Planned expenditure						
Academic year	2017/18					
The three headings below enable academies to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>i. Quality of teaching for all</b>						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
A - Pupils eligible for Pupil Premium funding will make expected or better progress in early reading	Individual reading at least weekly for all children in KS1 (PP priority children)	Phonics scores for year 1 and year 2 re-takes was significantly below the expected levels. Age related expectation levels for KS1 were below average.	Phonics tracking will be completed half termly Guided reading tracking sheets are filled in on a daily basis for all classes to track reading and progress of understanding.	Mrs King (HoS) Mrs Matthews (phonics lead)	£4,500	Half termly assessment for reading and phonics.

	<p>Guided Reading groups for all classes, heard four times as week. Phonic groups to be developed to improve the children's phonics throughout KS1 and EYFS. TAs and Teachers to have focus groups for phonics.</p>	<p>A significant number of pupils have gone into KS2 without a secure knowledge of phonics to support their reading.</p>	<p>Children in KS1 who are heard by additional adult are noted on a list. Interventions for Reading are noted.</p>			<p>Data from Salford reading tests termly.</p> <p>Learning walks.</p>
<p>B - An increased number of pupils (70%) eligible for Pupil Premium funding will meet age related expectations in maths.</p>	<p>New GL assessments and PUMA tests used to develop gap analysis to find areas of need for groups and whole class pupils. Training for all new staff on White Rose Maths and bar modelling/ use of pictorial and concrete resources. Maths Lead to attend Maths Hub and feedback strategies into the school. All classes to have a Teacher and TA for every morning session – enabling 2 guided groups to support learning for all.</p>	<p>Maths scores for KS1 and KS2 SATS were below the national expectations.</p> <p>Gaps in learning are not always addressed in teaching and remain as misconceptions as they move through the school.</p> <p>A large number of PP pupils did not make expected progress last academic year.</p>	<p>Maths Leader to train staff (including support staff) and use Maths Staff meetings to remind and focus the use of White Rose Maths Books to be monitored to ensure that there is evidence of progress and that children are using the White Rose Maths techniques.</p>	<p>Mrs Smith (maths leader)</p> <p>Mrs King (HoS)</p>	<p>£4,500</p>	<p>Half termly assessment for maths</p> <p>Learning walks</p> <p>Data from GL assessments and KS1/2 practice papers.</p>
<p>C- Pupils eligible for Pupil Premium funding</p>	<p>KS1 and 2 to have CPD in supporting</p>	<p>Spelling has been identified as the weakest area in our writing through</p>	<p>Staff meetings to implement SPAG focus for writing and launch the new</p>	<p>Mrs King (HoS)</p>	<p>£3,500</p>	<p>Half termly to assess the</p>

<p>will make expected or better progress in their writing, by using improved spelling strategies and phonic strategies.</p>	<p>SPAG and Writing in the curriculum. Spelling programmes to be reviewed All classes to have a Teacher and TA for every morning session – enabling 2 guided groups.</p>	<p>moderation meetings last year.  Spelling remains a key issue throughout the school, children are not able to apply phonic skills to support their spelling.</p>	<p>spelling programme.  Book scrutiny and learning walks to ensure it is being used in all classes.</p>	<p>Mrs Matthews (Phonics leader)</p>		<p>progress of writing.  During cluster moderations.</p>
<p>A, B, C - All staff to be confident to assess the children half termly, making accurate assessments and identifying key areas for new learning.</p>	<p>Training for all staff on the use of assessment tools in school. Updates for staff throughout the year. Buddy new staff with an experienced member of staff to support the assessment process. Moderation meetings for year groups with other schools and in house to support making a judgement.</p>	<p>Assessments in some classes last year were not in line with the end of year tests.  New staff are not familiar with Target Tracker and are unable to track progress.  Staff are not yet fully aware of what Age Related Expectations look like.</p>	<p>Data collection half termly.  Pupil Progress meetings, identifying areas of concern and making sure judgements are sound.</p>	<p>All class teachers.</p>	<p>£2,000</p>	<p>Data collection, following Pupil Progress meetings.</p>
<p>D- Pupils eligible for Pupil Premium funding will have improved attendance and be in line with the overall school attendance.</p>	<p>Attendance rewards will be reviewed to find prizes to appeal to the children. School Council used to identify rewards which will appeal to all children. Attendance to be</p>	<p>Attendance of children is not yet at our target of 96%, if the children are not in school, they are not able to learn and will not make progress.  Attendance of Pupil Premium children is below the attendance target and the attendance of non pupil premium pupils.</p>	<p>Attendance tracking half termly  Meetings regarding attendance half termly.  EWO to support tracking and offer guidance.</p>	<p>Mrs King (HoS)  Mrs Hamill (Attendance)</p>	<p>£3,500</p>	<p>Half termly meetings.</p>



	announced on display every week and in newsletters monthly. Attendance announced in every Friday assembly.					
<b>Total budgeted cost</b>						£18,000


ii. Targeted support						
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
A- 100% of PP children in every class to make expected progress or better for reading.	Guided groups and interventions to support the identified gaps in learning. Phonic interventions are in place to support children to make expected progress. Assessment half termly to identify gaps in learning. Use of intervention programmes to support areas of need. Teachers to track the progress and suggest new interventions to address gaps in learning.	PP children are often working below ARE and often do not make expected progress. There is a gap between the ARE of non PP and PP children, which needs to be narrowed.	Tracking of the intervention programmes being taught by Teachers and TA. List of interventions and progress being made. Pupil Progress meetings. Half termly assessment	Mrs King All teaching staff	£6,000	Pupil Progress meetings Half Termly data.



<p>B- 100% of PP children in every class to make expected progress in maths.</p>	<p>Guided groups and interventions to support the identified gaps in learning. Maths interventions set up for groups of children to increase the progress by reducing gaps and misconceptions in learning. Assessment half termly to identify gaps in learning. Use of intervention programmes to support areas of need. Teachers to track the progress and suggest new interventions to address gaps in learning.</p>	<p>PP children are often working below ARE and often do not make expected progress. There is a gap between the ARE of non PP and PP children, which needs to be narrowed.</p>	<p>Tracking of the intervention programmes being taught by Teachers and TA. List of interventions and progress being made. Pupil Progress meetings. Half termly assessment</p>	<p>Mrs King All teaching staff</p>	<p>£6,500</p>	<p>Pupil Progress meetings Half Termly data.</p>
<p>C- 100% of PP children in every class to make expected progress for writing, with a specific focus on spelling.</p>	<p>Guided groups and interventions to support the identified gaps in learning. Assessment half termly to identify gaps in learning. Use of intervention programmes to support areas of need. Teachers to track the progress and suggest new interventions to address gaps in</p>	<p>PP children are often working below ARE and often do not make expected progress. There is a gap between the ARE of non PP and PP children, which needs to be narrowed.</p>	<p>Tracking of the intervention programmes being taught by Teachers and TA. List of interventions and progress being made. Pupil Progress meetings. Half termly assessment Writing Sharing Assemblies</p>	<p>Mrs King All teaching staff</p>	<p>£5,500</p>	<p>Pupil Progress meetings Half Termly data.</p>

	learning.					
E- Improving the social and emotional development of all pupils (especially strategies for those with deployed parents).	<p>Emotional/ Social support group for children who need additional support to develop coping strategies.</p> <p>Emotional group work for supporting during deployment or any other family attachment issues - time to talk/ family linked activities for group.</p> <p>Individual work to write/ email parents when deployed on a fortnightly basis.</p>	Children who have deployed members of their family are not always able to cope during the deployment. This impacts their learning and can result in a lack of progress.	<p>Tracking of pupils on a half termly basis.</p> <p>Monitoring of children who have deployed family members.</p>	<p>Mrs King</p> <p>Mrs Butcher.</p>	£4,500	Half termly data tracking.
F- Parent/ school communication is improved leading to support for children at home.	<p>Parent Partnerships are set up for all classes, including PP children.</p> <p>Activities/ support given to parents to help them with home/school links and communication.</p>	Parents of PP children are not always able to support their children with home learning and are less engaged with communication between home and school.	<p>Tracking the Parent Partnerships (termly)</p> <p>Parent Forums and meetings to support groups of children.</p>		£4,500	
<b>Total budgeted cost</b>						£27,000

iii. Other approaches						
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
All PP children will have the same opportunities as all children in the school.	Payment towards (or for) clubs, residential trips, out of class learning opportunities, visits Parent support on helping children at home. Support with uniforms/ PE kits etc as needed to enable children to complete activities in school.	PP children are often not participating in clubs, residential trips, or able to go on the out of class learning trips.	Tracking of who attends clubs, trips and visits. Pupil Perceptions.	Admin Team  Mrs King/ Class teachers	£8,000	Termly review.
All Military families to be able to be supported through emotional and social deployment issues.	Social and emotional support groups – Ladies that lunch, family groups etc. Staff are trained to support deployed families. Two members of staff are trained in bereavement support.	Military children are often not making good levels of progress when family members are deployed.	Tracking of who attends.  Half termly data tracking, Pupil Progress meetings. PP folder to be updated and monitored.	Mrs King  All staff	£4,000	Termly review through Pupil Progress meetings.

	<p>Nurture groups. Deployment packs for children. Deployment related books to read.</p>					
<p>All PP/ Military families to have good communication links with school.</p>	<p>Additional 'support groups' to be set up for each class to provide PP or Military parents with an additional slot to speak to staff about child's progress. All PP families to be encouraged to link to Tapestry and Text Message Services to support links.</p>	<p>Often PP or Military families are not taking opportunities such as parents evening, workshops or sharing assemblies.</p>	<p>PP folder to record meetings of parent support sessions – showing targets and how we are addressing these, supporting the parents. 100% of PP and Military parents to be offered links to Tapestry or the Text Message Service, with reminders if not taken up.</p>	<p>Mrs King Mrs Matthews.</p>	<p>£4,500</p>	<p>Termly review.</p>
<b>Total budgeted cost</b>						<p>£16,500</p>

## 6. Review of expenditure

<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</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>
<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>
<b>iii. Other approaches</b>				

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

**Recommendation and actions from the review**