



## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Beck Row Primary Academy				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£63,480	<b>Date of most recent PP Review</b>	October 2016
<b>Total number of pupils</b>	185	<b>Number of pupils eligible for PP</b>	79 Military: 40 FSM/E6: 39	<b>Date for next internal review of this strategy</b>	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	50%	75%
<b>% making progress in reading</b>	33%	75%
<b>% making progress in writing</b>	50%	88%
<b>% making progress in maths</b>	33%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children who are in receipt of Pupil Premium funding are not making expected progress in writing at the end of Key Stage 1 and 2.
<b>B.</b>	Children who are in receipt of Pupil Premium funding are not expected standard in phonics at the end of year 1 or if retaking in year 2, this then continues to have a detrimental impact on their spelling and reading in Key Stage 2.
<b>C.</b>	More Able pupils in Key Stages 1 and 2, who are in receipt of Pupil Premium funding, are making less progress and not meeting greater depth understanding.
<b>External barriers</b> ( <i>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 funding (93.7%) is below the expected target of all children (96%) and many children are late to school on a regular basis. 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>	Children who are eligible for Pupil Premium funding often are not accessing the wider opportunities available for pupils at the school, this may limit their experiences.
<b>4. Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	Children are making better progress in their writing, with an increased number of pupils meeting expectations. Moderations, in-house and school to school show more children are working at expected standard.
	A greater number of children in Key Stage 1 are meeting national expectations in writing. A greater number of children at the end of Key Stage 2 are meeting national expectations.
<b>B.</b>	More pupil premium children meet expectations for phonics at the end of year 1 or through Year 2 retakes.
	Reading using phonetical knowledge is improved for Year 1 and 2 pupils. More pupils moving into year 3 can apply their phonics to wider reading and spelling opportunities.
<b>C.</b>	More Able pupils are working at secure expected standard or greater depth in Reading, Writing and Maths, maintaining progress from year to year and Key Stage to Key Stage.
	Greater depth and mastery is being taught for pupils who are ready. Expectations for more able pupils are developed to allow them to achieve Greater Depth.
<b>D.</b>	Pupils eligible for Pupil Premium funding will have improved attendance and time-keeping to be in line with the overall school attendance. Pastoral Support Officer will work with families who need it to support improved attendance and time-keeping.
	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. Pastoral support offers coffee mornings to support families with deployed parents and develop links to maintain the home-school relationship whilst parent is absent.
	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. Home-school links are maintained during a parent's deployment.
<b>F.</b>	Wider opportunities (clubs/ trips) which are not available for children who receive pupil premium funding will be given the option to be 'topped-up' or fully funded in some circumstances to improve the uptake. Activities within school to be developed to support all pupils' wider opportunities and experience base. Children who are PP and take on clubs/ trips to be noted. Children not taking up opportunities who are interested to be provided with support options to enable them to have the wider experiences. Number of pupils who take up the opportunities to be checked half termly and increase noted.
	More children will take up clubs, trips and other wider opportunities in school. Support available is being made clearer to parents who would like it.

## 5. Planned expenditure

**Academic year**

**2018-2019**

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?
Phonics for year 1 and year 2 retakes improves.	Phonics groups taught daily. Children organised into a greater number of small groups to allow appropriate phases to be taught. Groups are reviewed regularly.	Phonics scores have increased for whole school but not for PP pupils. Smaller groups will enable more targeted teaching to develop their phonetic strategies.	Review of phonics scores half termly and regular phonics screening practices to review progress of pupils. Groups reviewed at half-termly points and children moved accordingly.	Mrs King (HoS)  Mrs Matthews (Phonics Lead)	Half termly progress checks.
The number of children meeting expectation in writing increases for Key Stage 1 and 2 Pupils.	Writing structure is developed through school. Additional training is offered to support the development of writing for Teachers and TAs in school where needed.  Writing whole school projects developed to enthuse pupils about writing.  Writing competitions identified and entered to enthuse pupils about writing.	Pupils writing is lowest area in both Key Stage 1 and Key Stage 2.	Learning Walks to review writing structure. Monitoring of books/ assessments  Half termly writing assessment.	Mrs King (HoS)  Mrs Horne (English Lead)	Half termly data checks.

Attendance of pupils improves.	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 announced on display every week and in newsletters monthly. Attendance announced in every Friday assembly.	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.	Attendance tracking half termly  Meetings regarding attendance half termly.  EWO to support tracking and offer guidance.	Mrs King (HoS)  Mrs Hamill (Attendance)	Half termly attendance checks.  Individual checks on pupils at risk of PA to be checked weekly.
--------------------------------	--	--	--	---	---

**Total budgeted cost** 23,000

**ii. Targeted support**

<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>
More pupils in Year 1 and Year 2 retakes will meet expectation in phonics.	Individual reading at least weekly for all children in KS1 (PP priority children) 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.	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. A significant number of pupils have gone into KS2 without a secure knowledge of phonics to support their reading.	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. Children in KS1 who are heard by additional adult are noted on a list. Interventions for Reading are noted.	Mrs King (HoS) Mrs Matthews (phonics lead)	Half termly assessment for reading and phonics.  Data from Salford reading tests termly.  Learning walks.
More Able pupils make expected progress or better and achieve Greater Depth.	Targeted group work to develop More Able pupils towards achieving Greater Depth in reading and maths for Year 2.  Targeted group work to develop More Able pupils towards achieving Greater Depth in reading and maths for Year 6.	Very few PP pupils are achieving Greater Depth at the end of Key Stage 1 and 2.  More Able pupils are not maintaining progress and meeting Greater Depth.	Half-termly data drops.  Review of pupils in groups towards targets.  Monitoring of SATS practice for Year 2 and 6.	Mrs King (HoS)	Half termly assessment for reading and maths.

Attendance support for pupils who are at risk of persistent absence categories and improve the number of children in school on time.	Pastoral Support Officer to meet with families and check in on a regular basis to support them with improved attendance and time-keeping.	Pupil Premium children's attendance is still below that of their peers and well below the target of 96%.	Tracking of attendance half termly.  Weekly tracking of PA pupils.	Mrs King (HoS)  Mrs Hamill (Attendance)  Mrs Harmsworth (Pastoral Support)	Half termly checking.
Pupils social and emotional wellbeing is supported (especially those with deployed parents)	Emotional/ Social support group for children who need additional support to develop coping strategies. Emotional group work for supporting during deployment or any other family attachment issues - time to talk/ family linked activities for group. Individual work to write/ email parents when deployed on a fortnightly basis. Coffee mornings to support remaining parents and develop home-school links during deployment periods.	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.	Tracking of pupils on a half termly basis.  Monitoring of children who have deployed family members.  Parental surveys following coffee mornings.	Mrs King (HoS)  Mrs Harmsworth (Pastoral Support)	Half termly data tracking.
<b>Total budgeted cost</b>					26,450
<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>
More PP pupils take up wider opportunities in school and outside of the school day.	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.  PP children are less likely to continue in musical instrument tuition.	Tracking of who attends clubs, trips and visits. Pupil Perceptions.	Mrs King (HoS)  All staff	Termly review.

	Meetings with parents to suggest the continuing of musical instrument opportunities.				
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. Nurture groups. Deployment packs for children. Deployment related books to read.	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 (HoS)  All staff	Termly review through Pupil Progress meetings.
<b>Total budgeted cost</b>					£12,500

6. Review of expenditure				
Previous Academic Year				
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
Pupils eligible for Pupil Premium funding will make expected or better progress in early reading	Individual reading at least weekly 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.	Reading progress improved for all pupils. Phonics groups were successful.	Although progress improved only a small percentage of PP pupils met expectations in phonics at the end of year 1.  Development needed to provide the PP pupils to have greater impact and be more likely to meet expectations.	£6,500
Pupils eligible for Pupil Premium funding will make expected or better progress in their writing, by using improved spelling strategies and phonic strategies.	KS1 and 2 to have CPD in supporting 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.	Writing progress has made small steps in some year groups but not all.	Additional work needed on this. New writing structure in 2 year groups where good progress has been made to be developed to a whole school approach.	£5,000

<p>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>Assessment has improved and staff are now more confident to make judgements. Moderation has been successful and teacher's views are supported by external moderation by SCC and trust.</p>	<p>Ongoing use of the assessment tools.</p>	<p>£4,000</p>
--	--	---	---	---------------

**ii. Targeted support**

<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>
<p>100% of PP children in every class to make expected progress or better for reading.</p>	<p>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.</p>	<p>Reading attainment and progress has improved in all year groups. Pupil Premium pupils generally made good progress, but didn't narrow the gaps to their peers.</p>	<p>Progress has been a success but more focus needed on attainment. Smaller groups for the lower-attaining are needed to further boost progress and move in line with their peers.</p>	<p>£7,000</p>

100% of PP children in every class to make expected progress for writing, with a specific focus on spelling.	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 learning.	Some pupils have made better progress in spelling through Year 2 and beyond, however this has not been supported in their writing progress. No Nonsense spelling bought to support KS2 spelling. Precision teaching for phonics and Catch-up Literacy have both been successful for improving Writing and Reading.	Alternative approach needed. Writing enthusiasm needs building to support writing progress and then build spelling through this.	£6,500
--	---	--	--	--------

### iii. Other approaches

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
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.	Pupils in receipt of funding were given support for these activities and some up-take on this.	More information on this to be provided on letters and work with Pastoral Support to enable more families to take up opportunities and be aware of the help available.	£7,750
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. Nurture groups.	Generally pupils with deployed family members have made good progress. Home-school links with these families have been strong.	Ongoing with further development from new Pastoral Support role in school.	£4000

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)