



## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Beaufort Primary school				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£92,560	<b>Date of most recent PP Review/on line data</b>	October 2017
<b>Total number of pupils</b>	446 EYFS – Year 6	<b>Number of pupils eligible for PP</b>	73	<b>Date for next internal review of this strategy</b>	October 2018

2. Attainment for end of KS2 2016/17			
	School	LA	National
% achieving expected standard or above in Reading	83%	78%	71%
% achieving expected standard or above in Writing	85%	79%	76%
% achieving expected standard or above in Maths	88%	78%	75%
% achieving expected standard or above in SPAG	90%	80%	70%
% achieving expected standard in R, W, M	81%	66%	61%

Progress for end of Key Stage 2 2016/17			
	School	LA	National
Progress measure in Reading for Year 6 disadvantaged pupils	3.4		0.3
Progress measure in Maths for Year 6 disadvantaged pupils	2.1		0.3

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Early year's language skills.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>B.</b>	Attendance rates/punctuality	
<b>C.</b>	Lack of routine (Punctuality, homework) Lack of reading on a regular basis at home.	
<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress in Literacy across the school for disadvantaged pupils, including those of high ability.  All disadvantaged children have the opportunity to read at least daily.	Disadvantaged children make better progress in reading and their writing is influenced by increased phonic knowledge. Disadvantaged pupils identified as high ability make as much progress as 'other' pupils identified as high ability across KS2, in Reading and Writing. Identified children attending after school club on a daily basis funded by PPG will be supported by an adult on a needs basis, for reading opportunities and will make progress at least in line with their peers.
<b>B.</b>	Children make expected or better attainment and talk with enthusiasm about their academic future. Children have ambition and where appropriate, engage in aspirations group(s) led by an ELSA.	Children are set personalised targets in order to meet their challenge(s). Children speak ambitiously about their future at Secondary school and their work.
<b>C.</b>	The children have access to ELSA support in school on a needs basis, enabling them to express their feelings and emotions through planned interventions. Children are able to express their feelings and emotions in a controlled way and acknowledge problems can be solved.	Children retain more friendships and need less support in class time to resolve friendship issues. Children develop their communication skills so they are able to express when they are feeling anxious or worried. Concentration levels are increased and pupils are more able to cope with the demands of the curriculum. Teachers use proven strategies in class to embed ELSA support.
<b>D.</b>	Provide support for families through the Family Link Worker so that parents engage and work in partnership with the school. Reduction of lateness.	Number of persistent absentees for all pupils will be reduced.  Attendance for the children improves and is in line with national at 96%

## 5. Planned expenditure

Academic year

2017/18

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?
Children are able to talk about their feelings in a controlled way and acknowledge that problems can be solved/shared.	<p>PHSE lessons in class. Circle time(s) in class and small groups.</p> <p>Staff training on specific programmes and approaches to support children when they have anxieties and worries.</p>	<p>To create an emotionally safe ethos and for the children to feel happy and more confident to share their thoughts/fears/worries, therefore ensuring the teacher is aware of concerns before they become a concern.</p> <p>Increasing teachers' knowledge and skills.</p>	<p>Teachers' speak with the children to ensure they feel they can talk about their feelings in class.</p> <p>The Family Link Worker confidentially shares good practise and best use of resources/ programme knowledge, in supporting the ELSA's when deciding on the most apt intervention to fulfil the needs for each child.</p>	<p>Class teacher(s)</p> <p>FLW</p>	<p>October 2018 Good practice has been shared in all classes throughout the year. Ongoing strategy.</p> <p>FLW has liaised most pertinent ELSA led interventions on a needs basis and shared relevant resources with both ELSA's. There has been positive impact – confidential impact notes are held on file by the ELSA's.</p>

<p>The attendance of all children improves</p>	<p>Topic activities will be carefully chosen throughout the term.</p> <p>Good attendance will be rewarded and celebrated in school.</p> <p>The EWO carries out regular late patrols on the school gates.</p>	<p>When a child cares about the topics learned and their purpose, this can make them want to come to school.</p> <p>Exciting activities and visits throughout the term will be arranged across the school and the children will want to be part of them.</p> <p>The school focus for this academic year is around persistent lateness.</p>	<p>Topic webs will be shared with parents and be interesting, with family learning ideas shared.</p> <p>Activities and visits will be shared with the children and parents as something to look forward to.</p> <p>Class teachers to be given a day out at the end of each term to plan exciting curriculums for the term ahead.</p> <p>Dates will be in the school diary on parent newsletter.</p> <p>The attendance officer and EWO liaise and follow up any persistent lateness.</p>	<p>Class teachers.</p> <p>T. Creswick EWO</p> <p>B.Carr Attendance officer</p>	<p>October 2018</p> <p>The school attendance figure was 96.4% during the academic year 2017/18 which was above the National average target and had raised from the previous academic year.</p> <p>Good attendance certificates were presented monthly to all children in school.</p> <p>Class teachers were given time on a termly basis, to prepare their exciting curriculums. Dates for these were provided for parents.</p> <p>The EWO carried out termly patrols on the school gates. He followed up persistent lateness by meeting with the parents concerned. These meetings along with agreed school actions had a positive impact on reducing lateness across the school.</p>
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**ii. Targeted support**

<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p>Disadvantaged children, for which the school are in receipt of the pupil premium grant, are attaining at least in line with their peers in Reading, Writing and Maths.</p>	<p>Targeted interventions.</p>	<p>Data has been analysed by SLT and class teachers, and shows a small number of disadvantaged children do not attain in line with their peers.</p>	<p>Provision of targeted Interventions. Regular review of support against progress.</p>	<p>E.Ferris A.Jones Class teachers.</p>	<p>October 2018 Reading book band progress was placed on a graph each half term to ensure reading progress was regularly monitored for all disadvantaged children in KS1, and progress was in line with peers. Where deemed beneficial, children were provided with additional support by the Pupil premium manager and / or PP T.A's. Phonic knowledge to impact writing and reading, was analysed by Year 1 teachers alongside the SLT in December 2017. In January 2018, Pupil premium funded staff increased phonic intervention support for individual or small groups of children who were not in line with their peers. In June 2018, all disadvantaged children met the threshold mark in the National Year 1 phonic assessment. KS2 SATS results for Summer 2018: Disadvantaged pupils achieved a higher average compared to the achievement of all pupils in school for Reading and Maths. Writing 82% compared to 95%</p>
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<p>Earlier intervention (s): Disadvantaged children's Literacy improves and is targeted in line with non-disadvantaged children.</p>	<p>Staffing and resources for "catch up" interventions funded by the Pupil Premium Grant. Identified children will receive extra daily reading. A good range of Non-fiction and fiction books will be provided regularly and learning will be celebrated and enjoyed in school.</p>	<p>Areas of difficulty can be addressed and quickly recapped. Assessment outcomes will be accurate and any learning 'gaps' swiftly addressed.</p>	<p>At termly Pupil progress meetings led by the Head teacher, intervention(s) are reviewed with class teachers for Reading and Writing, with impact and the progress made assessed, to identify and monitor accelerated Literacy learning.</p>	<p>E. Ferris &amp; A. Jones</p>	<p>October 2018 Year 6 class teacher led Booster sessions were held in the Spring term 2018. Additional 1:1 tuition for some disadvantaged children was funded from the pupil premium grant throughout the academic year. This support contributed towards our disadvantaged pupils making better progress than Nationally. (See figures on 2018/19 data.) A Pupil Premium grant funded T.A. trained in 2018 to run the 'Talking partners' programme. This intervention supported children in the EYFS to be good, active listeners and to take turns in speaking and listening. The Nursery manager and a member of her team attended external training in early 2018 in the I-can 'Early talk boost' programme. Subsequently, 3 disadvantaged children along with additional children from the Nursery were supported in small groups to address language delay. They became more confident in using speech within a small group. Parent workshops took place on a 1:1 basis.</p>
<p>Focus on key Literacy skills, including language and communication skills in EYFS.</p>	<p>Parent workshops will be offered termly within Nursery and EYFS targeted at weaker areas.  Training in language and communication skills both in house and externally.</p>	<p>Data from the on entry assessments shows that disadvantaged children enter the setting with lower language and communication skills.</p>	<p>The training programme(s) are implemented and reviewed.</p>	<p>Nursery and EYFS Class teacher(s)</p>	

## 6. Review of expenditure

### Previous Academic Year 2016/17

Please see our Beaufort school website under 'disadvantaged' with details of expenditure and impact data for 2016/17 which was reviewed termly.				
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## 7. Additional detail

Please refer to our data on the Beaufort school website (disadvantaged pupils section) for all detailed costings / expenditure of the Pupil Premium Grant (PPG) for 2017/18, this was updated termly and includes all impact of expenditure with next steps – as applicable.