



Pupil premium strategy statement:

1. Summary information					
School	Beaufort Primary school				
Academic Year	2018/19	Total Pupil Premium grant budget	£98,540	Date of most recent PP Review/on line data	November 2018
Total number of pupils	442	Number of pupils eligible for PP as of September 2018	71	Date for next internal review of this strategy	October 2019
	EYFS – Year 6	Number of pupils eligible for the service premium grant	3		

2. Attainment for end of KS2 2018			
	School	LA	National
% achieving expected standard or above in Reading	90%	81%	75%
% achieving expected standard or above in Writing	95%	80%	78%
% achieving expected standard or above in Maths	87%	80%	76%
% achieving expected standard or above in SPAG	90%		78%
% achieving expected standard in R, W, M	82%	69%	64%

Progress for end of Key Stage 2 2018			
	School	LA	National
Progress measure in Reading for Year 6 disadvantaged pupils	4.28		
Progress measure in Maths for Year 6 disadvantaged pupils	2.84		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Early year's language skills.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
B.	Attendance rates/punctuality	
C.	Lack of routine (Punctuality, homework) Lack of reading on a regular basis at home.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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. Reading and 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 make progress at least in line with their peers.
B.	Increase progress in class for all disadvantaged pupils.	Class teachers would be confident in their knowledge of their disadvantaged pupils. Teachers using 'why' and 'how' questions to deepen children's understanding.
C.	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.
D.	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 targeted at 96.5% for the academic year.

5. Planned expenditure

Academic year

2018/19

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.	PHSE lessons in class. Circle time(s) in class and small groups. Staff training on specific programmes and approaches to support children when they have anxieties and worries.	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. Increasing teachers' knowledge and skills.	Teachers' speak with the children to ensure they feel they can talk about their feelings in class. The Family Link Worker shares good practise and best use of resources, supporting the ELSA's in deciding on the most apt intervention to fulfil needs.	Class teacher(s) FLW	October 2019: A newly reviewed PHSE curriculum was implemented during the academic year. Regular ELSA and E.P training and assessment meetings took place throughout the academic year, sharing best practise. Children are accessing new ELSA created display resources around school. These are updated termly by the ELSA.

<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>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. Class teachers to be given a day out at the end of each term to plan exciting curriculums for the term ahead. Dates will be in the school diary on parent newsletter.</p> <p>The attendance officer and EWO liaise and follow up any persistent lateness. EWO will analyse registers and follow up low attendance accordingly. Meetings with parents arranged as needed.</p>	<p>Class teachers.</p> <p>B. Carr</p> <p>Mrs. B.Carr. (Beaufort school Attendance officer) EWO Samantha Fearnehough</p>	<p>October 2019 Topic led activities continued throughout the academic year.</p> <p>Children received good attendance certificates on a monthly basis. Attendance is improving for both disadvantaged and the whole school, year on year: 96.8% for the whole school and 95.77% for disadvantaged pupils.</p> <p>The school newsletter had published results per class for attendance.</p> <p>Attendance has improved and the gap is closing.</p>
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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	When will you review implementation?
Children are attaining at least in line with their peers in Reading, Writing and Maths.	Targeted interventions. Targeted questioning led by class teacher(s) within class.	A small number of disadvantaged children do not attain in line with their peers.	Provision of targeted Interventions. Regular review of support against progress.	E.Ferris A.Jones Class teachers.	October 2019 The targeted interventions had a positive impact on closing the gap. This was particularly relevant where there were not external factors. Please refer to data at the start of this document.

<p>Earlier intervention (s): Disadvantaged children's Literacy improves and is targeted in line with non-disadvantaged children.</p> <p>Focus on key Literacy skills, including language and communication skills in EYFS.</p>	<p>Staffing and resources for "catch up" interventions funded by the PPG. Identified children will receive extra daily reading. Books will be provided regularly and learning will be celebrated and enjoyed in school.</p> <p>Parents will be offered 1:1 termly meetings within the Nursery led by the Nursery manager and EYFS targeted at weaker areas of oracy.</p> <p>Training in language and communication skills both in house and externally.</p>	<p>Areas of difficulty can be addressed and quickly recapped. Assessment outcomes will be accurate and any learning 'gaps' swiftly addressed.</p> <p>Data from the on entry assessments shows that disadvantaged children enter the setting with lower language and communication skills.</p>	<p>Termly Pupil progress meetings will review intervention(s) given for Reading and Writing, with impact and the progress made assessed to identify and monitor accelerated Literacy learning.</p> <p>The 'I-can' language programme is implemented and reviewed termly.</p>	<p>E. Ferris & A. Jones</p> <p>Mrs J Larsen</p> <p>Nursery and EYFS Class teacher(s)</p> <p>S.Muir Pupil premium funded T.A for EYFS pupils moving into Year 1.</p>	<p>October 2019: In KS1 Interventions and early support had the greatest impact. All eligible children in EYFS met GLD.</p> <p>This intervention was led by the nursery manager alongside a Nursery staff member. Parents were kept well informed of progress and provided with strategies to use at home. Year 1 disadvantaged children: The 'I – can' language programme was completed in Year 1 during the Autumn term 2018 by the Pupil premium T.A, this demonstrated progress for all involved with this intervention.</p>
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6. Review of expenditure

Previous Academic Year 2017/18

Please see our Beaufort school website under 'disadvantaged' with the expenditure data reviewed termly.

Remaining grant fund at the end of the academic year will be carried forward into the next academic year to be used for disadvantaged pupils.

7. Additional detail

Please refer to our data on the Beaufort school website re anticipated costings / expenditure of the Pupil Premium Grant (PPG) for 2018/19, which is updated termly and includes impact of expenditure – as applicable.