



Beech Hyde expenditure review – Pupil Premium Funding 2019 - 2020

The pupil premium is additional funding for publicly funded schools in England.

It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

The Pupil Premium allocation is calculated by the government and is based on the number of children in the school who have applied, and are eligible for free school meals.

At Beech Hyde we strive to provide the best educational opportunities for all pupils. We are committed to continually reviewing our provision for the pupil premium group of children.

For the academic year 2019 – 20 we worked to embed and further develop our robust systems to review individual pupil outcomes, assess gaps and provide quality interventions and learning experiences for this group.

Our staff CPD program has a focus on providing the best quality education for all vulnerable groups. Our teaching and support staff are continually reviewing outcomes and supporting the children with their 'next steps' to enable them to achieve.

We are also committed to measuring the impact of all interventions to continually improve our provision.

This academic year Sept 19 – July 20 has seen the unprecedented event of schools being closed to a substantial number of pupils. During this time, at Beech Hyde, we have strived to provide appropriate learning materials and activities for all children and kept in contact on a regular basis with all pupil premium children.

Number of pupils and PPG received	
Total number of pupils on roll	186
Total number of pupils eligible for PPG	18 previous year 31 chn 16% current year
Total amount of PPG received for 2019-20	£40,920

Summary of PPG - Identified barriers and objectives

Following audit - Identified barriers to attainment for PPG

Reading with understanding and comprehension skills
 Lack of external experience
 Engagement with learning – pupils and families
 One year group cohort with significantly higher numbers of PPG
 Year 6 maths
 Social emotional needs of groups of children / families
 Absence for pupil premium group

Objectives in spending PPG:

Robust systems

Continue to develop the role of PPG manager
 Continue to develop role of Inclusion coordinator to support PPG pupils with SEN, their families and their teachers
 Continue to develop school systems to track, monitor and assess children, monitor gaps and take action to address gaps for groups and individual children

Teacher CPD and leadership

Support teachers to provide best opportunities for learning for vulnerable groups
 Whole staff CPD focussed on raising attainment and providing support for children and families
 Focus on core subjects to give children a foundation for all future learning (reading / writing and maths)
 Ensure that all subject leaders are tracking this group of children and developing opportunities for enrichment across the whole curriculum
 Continue to monitor (through CPOMS and staff) social and emotional impact for PPG children. Plan, manage and assess impact of interventions

Interventions

Provide high quality focussed interventions by trained professionals. Measure impact and review.
 Source engaging resources to facilitate pre teaching to give PPG a head start on new areas of the curriculum
 1:1 adult support for specific needs
 Provide therapies for children and groups with specific social / emotional / behavioural needs

School improvement

Whole school improvement project – STEPS develop a robust supportive, therapeutic behaviour approach
 Whole school improvement project – develop 'Positive Minds' project including resilience and perseverance

Summary of PPG actions taken and actions planned

Plan of actions in line with School Improvement Plan 2019 - 2020:

Key Priority 1 – To develop and embed the Beech Hyde Curriculum

Challenge and inclusion are focused drivers of our new curriculum

All subject leaders will consider the needs of vulnerable groups when planning for their subjects

Positive minds project to teach and encourage a positive mindset, resilience, teamwork, being reflective, curiosity and creativity and independence and taking risks.

Key Priority 2 – To develop identified curricular focuses.

Curricular focuses chosen are relevant for PPG and closing gaps between those children and their peers (including - writing, reading, number and calculation and PSHCE)

Vulnerable groups will be a focus when planning actions and monitoring

Key Priority 3 – To improve all teaching and learning strategies so that all groups of children reach their potential

The monitoring processes will have DVP as a focus

CPD will focus on quality first teaching as well as providing support and challenge for all pupils where needed

Key Priority 4 – To ensure a Behaviour Action Plan is developed and implemented

Ensure needs of PPG children are included in the behaviour action plan

Continue to support staff with training needs regarding STEPS and zones of regulations

Key Priority 5 - To continue to develop the well-being of staff and pupils, particularly looking at expectations of behaviour and Positive Minds

Ensure well-being needs of DVP and PPG children are specifically included

Key Priority 6 – To continue to develop Leadership and Management systems and processes, including Safeguarding

Continue to develop processes for monitoring, tracking and supporting vulnerable groups

Consider the unique needs of our PPG children and plan support and interventions to give these children opportunities to succeed across the curriculum

Summary of actions planned:

Continued tracking and monitoring PPG children

Use termly pupil progress meetings to support teachers to plan actions to move children on particularly in reading, writing and maths

Plan and support interventions to move children on and close gaps

Autumn Term Outcomes

All class teachers have had an initial meeting with SLT to set up cohort analysis for the academic year and discuss targets and needs for all children working below age related and those who have not made expected progress since last key stage.

All class teachers have set up class provision maps to include support to meet the needs of all children, with a focus on PPG.

The 2019 – 20 SIP has a number of explicit focus areas which consider DVP and PPG

Target families to support with applying for 'free school meals'

Spring Term Outcomes

All class teachers had a cohort analysis review with SLT to assess impact of interventions, review of progress, targets for spring term and interventions for this term.

Class provision maps reviewed and set for spring term with a focus on PPG children and their additional needs where appropriate.

Summer Term Outcomes

All PPG children provided with materials and activities if working from home. All PPG children not in school and their families, called or spoken to on a regular basis to ensure they are able to access learning and managing being at home.

Families supported with physical food parcels in the first few weeks and then the government's on-line food vouchers. Some families also supported with Tesco vouchers supplied via WCG.

Some families supported by Harpenden Plus with additional financial support including: food, toiletries, uniform, school equipment, toys and craft materials.

Some families supported by James Marshall Foundation who provided laptops and Ipads.

Several additional families signed up for free school meals.

Record of PPG budgeted expenditure by item/project

	Item/project	Cost	Objective	Impact
<p>A, Developing and embedding sustainable systems</p> <p>£8,150</p>	Pupil Premium Manager	£4,075	<p>Develop and implement school systems, monitoring, assessing impact and facilitating action</p> <p>Provide CPD and ongoing teacher support</p> <p>Facilitate termly pupil progress meetings with specific focus on attainment and progress for vulnerable groups</p>	<p>New PPG Manager appointed in January 2020.</p> <p>September audit of children's background and need.</p> <p>CPD – to identify barriers to learning.</p> <p>Continued PPG progress meetings.</p> <p>Contact with families during the summer term.</p>
	Inclusion Leader	£4,075	<p>Specific focus PPG children with SEN</p> <p>Supporting teachers with assessments of children and interventions as part of the pupil progress schedule and ongoing</p> <p>Managing specialist interventions and therapies</p> <p>Liaison with external experts for advice on specific needs</p>	<p>Inclusion manager continues to monitor progress of PPG children with SEND.</p> <p>Liaising with external agencies where appropriate and supporting classroom teachers to provide 'Quality first teaching'.</p> <p>CPD – understanding behaviour behind the diagnosis</p>
<p>B, Staff CPD and ongoing responsibilities</p> <p>£9,100</p>	<p>Staff CPD (teaching staff)</p> <p>Staff managing provision for PP children in their class</p>	£5,850	<p>Through CPD develop consistent best practice across the school to include quality first teaching and quality targeted interventions</p> <p>Assess and review data for class</p> <p>Plan timely interventions, reporting, agreeing actions and managing interventions with support</p> <p>Manage 'my support plans' for individual children</p>	<p>CPD –</p> <p>Identifying barriers to learning.</p> <p>Identifying appropriate interventions</p> <p>Assessment for Learning</p>

Development of Subject leader groups with a specific focus on providing opportunities across the curriculum for PPG children	£1,950	<p>Develop action plans to include focus on vulnerable groups for all areas of the curriculum</p> <p>Ongoing planning to address needs of vulnerable groups on subject leader action plans</p> <p>Teachers in subject leader teams collaborating to improve access to all curriculum areas for all pupil</p>	<p>Beech Hyde curriculum has been created with input from all subject leaders based on the key drivers of inclusion, challenge and positive minds for all for their subjects.</p> <p>The drivers support PPG children reach their full potential</p>
Inclusion leader CPD for support staff	£300	<p>Guidance and training on supporting children on 'my support plans'</p> <p>Guidance and training supporting children with steps, anxiety map and predict and prevent</p> <p>Supporting staff with specific appraisal targets</p>	<p>CPD</p> <p>Behaviour behind the diagnosis</p> <p>Understanding support documents such as 'My Support Plans' & provision maps</p> <p>Barriers to learning</p>
External CPD for specific therapies	Planned £500	Training for new staff in therapies to support PPG children	Carried over
Phonics training for all staff including KS2	£500	Teachers build knowledge of teaching phonics particularly for children in KS2 with gaps and spelling needs	<p>Tracking spelling throughout school.</p> <p>Focus on children who missed phonics screening in year 1.</p>

<p>C, Targeted support and interventions</p> <p>£ 17,214</p>	<p>1:1 adults for children with specific SEND / behavioural needs</p>	<p>£3,960</p>	<p>Continue to develop independence</p> <p>Targeted support as detailed on 'my support plan' and on lesson plans</p> <p>Continue to reflect, with the children, on behaviours and on learning in line with STEPS program</p>	<p>Targeted TA support for children with PPG with in class.</p> <p>Additional reading with TAs</p> <p>'Active Maths' for specific PPG children as well as some whole class teaching including PPG children</p>
	<p>Year 6 maths booster from wk 4 autumn term until SATS (1hr per week)</p>	<p>£2,500</p>	<p>Maths intervention based on teacher assessment</p>	<p>HT supporting group of Y6 children in autumn and spring term in preparation for SATs and transition to secondary school.</p>
	<p>Year 6 reading booster from wk 4 autumn term until SATS (1hr per week)</p>	<p>£2,500</p>	<p>Reading intervention based on teacher assessment</p>	<p>HT supporting group of Y6 children in autumn and spring term in preparation for SATs and transition to secondary school.</p>
	<p>Homework club</p>	<p>£300</p>	<p>Improved outcomes of 'home learning' in KS2 from Autumn 2nd half</p>	<p>Provided during the Autumn and spring term for PPG children who need support or access to laptops, Ipad, books and other materials</p>
	<p>Intensive 6 week reading challenge</p>	<p>£1,000</p>	<p>Proven to raise attainment to sustainable level</p> <p>Measure reading age before and after project</p> <p>All staff involved in whole school reading project</p>	<p>Carried out within classes with target children. PPG children listened to be teachers and reading buddies</p>
	<p>Phonics catch up for KS2 children who did not pass the phonics screening in year 1</p>	<p>£500</p>	<p>Use phonics box resources for interventions in year 3 and year 4</p>	<p>Additional age appropriate resources purchased.</p> <p>Children supported by class teachers and EYFS lead and phonics expert</p>
	<p>Reading intervention program year 6 Autumn term</p>	<p>£400</p>	<p>Assess and track children</p> <p>Close gaps between vulnerable groups and their peers</p>	<p>PPG children reading with teachers, TA and volunteers every intensive programme which</p>

			Followed by spring term in year 6 or 5?	improved fluency and understanding
	Reading intervention program Year 5 Summer term	£200	Assess and track children Close gaps between vulnerable groups and their peers	Postponed until next term. However some PPG children were in & supported with reading where ever possible
	Physical maths intervention	£1,500	Cost of PD training / Cost of online resource Training for class teachers Planned interventions year 6 maths and year 4 maths	External, 'Active Maths' training in Autumn term. delivered by Sports Coach
	Phonics interventions yr 1 and yr2 catch up	£900	1:1 and small group sessions to catch up phonics phases	Improvement in personal levels and school data from previous year
	Phonics boxes for year 3 and 4	£200	Resources to support children in ks2 with gaps in phonics understanding	Purchased and being used to support in Y3 classroom.
	5 minute box intervention EYFS 1:1 interventions	£500	Focus on specific target gaps for reading and maths	Accelerated progress in phonics and maths
	Daily reading for EYFS and KS1 1:1 interventions	£500	Accelerated reading for children below ARE with limited home support.	Monitor of data
	Yr 6 1:1 tutoring	£2,000	Focus on closing gaps against yr 6 TAF document	Children make progress towards ARE in preparation for SATS and transitions SLT x4 1 hour sessions per week
	Pupil handwriting books for 1:1 tutoring and interventions	£254	£127 per set of 15 at leach level Identify children who would benefit from intervention.	Carried over to next year

<p>D, School improvement priorities with PPG focus</p> <p>£2,000</p>	<p>Behaviour plan</p> <p>STEPS behaviour approach</p> <p>Considered specific needs of PPG</p>	<p>£1,000</p>	<p>Inclusion manager and head update training</p> <p>Staff Inset refresher steps</p> <p>Embed behaviour action plan to ensure consistency of whole school approach to behaviour</p>	<p>Trainers train completed in September 2019.</p> <p>HT delivered training to all staff Autumn term.</p> <p>Strategies and language continues to be embedded in school culture of dealing with behavioural issues</p>
	<p>Embed Positive minds school improvement project</p> <p>Consider specific needs of PPG</p>	<p>£1,000</p>	<p>Project management</p> <p>Ongoing CPD</p> <p>Monitor impact for PPG group</p>	<p>CPD – embedding positive minds at Beech Hyde.</p> <p>Importance and significance of having a 'positive mind'</p> <p>Feedback through termly PPG meetings & staff feedback sessions</p>

<p>E, Engaging children and families in learning and widen experiences</p> <p>£3,376</p>	<p>Purchasing sets of inspiring topic books for pre learning</p>	<p>£2,000</p>	<p>Prior learning interventions groups</p>	<p>Purchase of more engaging and appealing reading books.</p>
	<p>Trial children's newspapers to use in current affairs intervention</p>	<p>£495 £681</p>	<p>Promote understanding of current affairs and an interest in local and global news</p>	<p>Postponed until next year</p>
	<p>Engaging pupils in extra curricular activities, supporting on school trips and residential. Discussion following assembly program.</p>	<p>£200</p>	<p>Enrich extra curricular activities with a named school adult engaging individual children in activities and conversations</p> <p>Engage in conversation about the trip and the learning pre trip / during trip and after trip</p>	<p>Autumn & spring term PPG children mapped to identify those which had not taken up an extra-curricular activity.</p> <p>Chn in KS2 encouraged to do so.</p>
<p>F, Supporting vulnerable children and families social emotional support</p>	<p>Support for vulnerable families</p> <p>Regular meetings with external agency</p> <p>SLT support for our vulnerable families</p> <p>(4 SLT hours a week)</p>	<p>Cost included in Deputy and Inclusion Manager time above</p>	<p>Addressing issues which prevent children from accessing learning</p> <p>Following up recommendations from external agencies</p> <p>Working with attendance team to improve percentage attendance</p> <p>Supporting families in crisis</p> <p>Termly updates with a member of SLT and families to check support and current situation</p> <p>Termly review of potential pupil premium families to support access to funding</p>	<p>PPG Manager liaising with HarpendenPlus and other outside agencies where families are identified as needing support.</p> <p>Referrals made.</p> <p>Families supported in seeking financial support with bills, arrears, uniform, food etc.</p>

Total PPG received	£40,920
Total PPG expenditure	£39,840 planned Oct 19 £37,709 Actual Sept 20
PPG remaining	£3,211