



# Beech Hyde Pupil Premium Action Plan 2020-21

The Pupil Premium Grant 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 Grant allocation is calculated by the government and is based on the number of children in the school who are receiving free school meals or have done so within the last six years.

1. Summary Information					
Total number of pupils in the school	168	Total PP Budget	£49,420	Pupil premium lead	Tracey Berry
Total number for PPG	40 = 24%	Date of next review	January 2021	Governor Lead	Mary Newman

PP children with SEN	7
PP children with EHCP	0
PP children with EAL	1
PP children CLA	1

2. Current attainment (2019 data)	
Disadvantaged pupil progress scores for last academic year (2019)	
Measure	Score
Reading	-1.8
Writing	-0.9
Maths	-2.3
Disadvantaged pupil performance overview for last academic year (2019)	
Measure	Score
Meeting expected standard at KS2	20%
Achieving high standard at KS2	0%

3. Barriers to future attainment	
In-school Barriers	
A	Gaps in learning are preventing children from making expected progress, expected attainment and or greater depth attainment
B	Less developed language and vocabulary preventing understanding and access to the wider curriculum
C	limited life experiences so are unable to draw on own experiences and opportunities
External factors	
D	Some PP children have poor social, emotional and mental wellbeing
E	Some PP children have poor attendance and punctuality

4. Desired Outcomes	Success Criteria
A For PP children to close the attainment gap and achieve greater depth  For PP children to at least match national expectations in reading, writing and maths	PP children to achieve in line with their non-PP peers and make accelerated progress to close any gaps For some PP children to be at greater depth
B For PP children to develop their spoken language, broaden their vocabulary and achieve greater comprehension of reading across the curriculum	Improved classroom strategies, planning, teaching and assessment of reading to ensure PP children make accelerated progress  Pre-learning of vocabulary needed in core and foundation subjects
C Extend life experiences through attendance at extra-curricular clubs, attendance of school trips and varied opportunities for visitors to school	Track participation in extra-curricular clubs and activities Increase number of PP children representing the school in sporting, musical and themed events Direct and support children to attend holiday clubs
D Improve social, emotional and mental wellbeing of PP children	Learning walks and pupil voice show good engagement in all lessons Observations and feedback from CT and TA show improved social, emotional and mental wellbeing Fewer recorded behavioural issues – CPOMS

<p>E Improve attendance of all PP children</p>	<p>Monitor attendance of all PP children and engage with low attendance families immediately via phone weekly. Meetings with SLT to understand reasons for poor attendance &amp; mitigate circumstances</p>
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5. Planned Expenditure			
Barrier / Desired outcome	Actions to address the barrier (COVID restrictions permitting)	Review, measure, impact	Estimated cost
<p><b>A</b> <b>Gaps in learning are preventing children from making expected progress, expected attainment and or greater depth attainment</b></p> <p>For PP children to close the attainment gap and achieve greater depth</p> <p>For PP children to at least match national expectations in Reading, writing and maths</p>	<p>Achieve age related expectations in reading writing and maths</p> <p>Provide quality first teaching</p> <p>Provide quality AFL</p> <p>Provide quality differentiated planning that identifies PP children specifically and the support they receive</p> <p>PP children identified on provision maps and appropriate interventions managed by class teacher</p> <p>Group sessions for PP children led by CT or TA</p> <p>1:1 sessions for PP children led by CT or TA</p> <p>Additional resources appropriate to need such as manipulatives in maths, differentiated texts in English and foundation subjects, pencil grips etc.</p> <p>Use of target cards for English writing to identify gaps in learning</p>	<p>Via pupil progress meetings show improved progress and raised attainment</p> <p>Subject leaders show raised attainment in their subjects</p> <p>Provision map review with PPG lead</p> <p>End of term AM7 data analysis</p> <p>Learning walks</p> <p>Observations</p> <p>Purchase of resources</p> <p>Feedback from CT, TA &amp; SLT leading booster sessions</p>	<p>TA time with PPG chn in class</p> <p>Sports Coach – ‘Active Maths’</p> <p>SL analysis</p> <p>SLT analysis</p> <p>T &amp; SLT PP meetings</p> <p>(PP lead see leadership)</p>

	<p>Use of HfL maths diagnostic assessments to identify gaps in number</p> <p>'Active Maths' sessions to improve confidence and maths fluency – trained TA</p> <p>Booster classes for Y6 to increase greater depth writer, readers and mathematicians</p> <p>Catch up phonics for PP children who did not, or would not have pass the phonics screening in Y1</p> <p><b>CPD</b> for TAs how to support in maths and English <b>CPD</b> for teachers in best practice and best support for PP children</p>		
			£8,787
<p><b>B</b> <b>Less developed language and vocabulary preventing understanding and access to the wider curriculum</b></p> <p>For PP children to develop their spoken language, broaden their vocabulary and achieve greater comprehension of reading across the curriculum</p>	<p>Provide quality first teaching</p> <p>Provide quality AFL</p> <p>Provide quality differentiated planning that identifies PP children specifically and the support they receive</p> <p>Follow the school drivers of inclusion and challenge</p> <p>PP children identified on provision maps and appropriate interventions managed by class teacher</p> <p>Daily reading strategy for lowest reading age PP children</p>	<p>PP children have a broader vocabulary choices and these can be seen in their own language and writing.</p> <p>Improved comprehension assessment</p> <p>Observations in foundation subjects show increased engagement and attainment.</p>	<p>TA time in class</p> <p>TA - S&amp;L 2 afternoons a week</p>

	<p>Pre-learning of vocabulary for PP children</p> <p>Liaise with LA English reading specialists to identify improvements in strategies, planning, teaching, assessment etc</p> <p>Revamp reading corners and ensure or purchase quality, age and ability appropriate related texts are available for all PP children</p> <p>Purchase appropriate quality reading materials for teaching across the curriculum – core and foundation subjects</p> <p>Children have opportunity to discuss their writing and vocabulary choice in line with TFW strategy.</p> <p>All children have access to an age appropriate thesaurus</p> <p>S&amp;L targeted support 2 afternoons per week</p> <p>For all subject leaders to consider all vulnerable groups, including PP children</p> <p><b>CPD</b> – on pre-learning, vocabulary lists, reading strategies Vocabulary lists included in new Beech Hyde vocabulary document</p> <p>Homework club offered for those PP children that need adult support, resources or appropriate learning environment to work in.</p>		
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			£9,990
<p><b>C</b></p> <p><b>Limited life experiences so are unable to draw on own experiences and opportunities</b></p> <p>Extend life experiences through attendance at extra-curricular clubs, attendance of school trips and varied opportunities for visitors to school</p>	<p>Liaise with Sports coach (and other extra-curricular club leads) to make sure every PP child attends at least one extra-curricular activity.</p> <p>Liaise with sports coach to ensure that more PP children are able to represent the school.</p> <p>Liaise with music lead to ensure more PP children are able to represent the school.</p> <p>Liaise with other staff re further opportunities</p> <p>Identify holiday club opportunities and support PP children's attendance.</p> <p>Identify PP children who would like to learn a musical instrument</p> <p>School trips and residential Y6</p> <p>Seek support from local charities – Wheathampstead Community Group, St Helen's Church and James Marshall Foundation.</p> <p><b>CPD</b> training for support staff on therapies to use in school with children</p>	<p>PP children have the opportunity and attend more extra-curricular clubs and activities to extend life experiences</p> <p>Record attendance of all PP children</p>	
			£5,000
D		Monitor anti-social behaviour log – CPOMS	TA Nurture 1 afternoon a week

<p><b>Some PP children have poor social, emotional and mental wellbeing</b></p> <p>Improve social, emotional and mental wellbeing of PP children</p>	<p>All staff to be trained or have refresher course on Hertfordshire STEPs strategies to be embedded across the school</p> <p>All staff to be trained or have refresher course on Zones of Regulation strategies to be embedded across the school</p> <p>Nurture groups to address social, emotional and mental health wellbeing – focus on identifying, discussing feelings and self-regulation</p> <p>Create quiet space at lunch time</p> <p>Sign posting parents to relevant support courses by Hertfordshire and DSPL 7 etc</p> <p>School lead workshops – reading, maths etc..</p> <p>Engage support of Harpenden Plus Partnership to support families where appropriate</p> <p>Engage all PP children fully with the Beech Hyde ‘positive minds’ strategy</p> <p>PPG Lead &amp; PSCHE lead to liaise on pupil voice and strategies</p> <p><b>CPD</b> – Outside agencies for attachment, autism and communication</p>	<p>PP children’s SEM wellbeing will improve as evidenced through pupil voice and teacher feedback</p>	
			£3,374

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<p>E <b>Some PP children have poor attendance and punctuality</b></p> <p>Improve attendance of all PP children</p>	<p>Daily monitoring of PP children late or absence</p> <p>CT to 'meet and greet' all PP children in their class at the beginning of the day</p> <p>Get weekly report of PP children's attendance and speak with families immediately to understand reason for non-attendance and together plan how to mitigate circumstances</p> <p>Send attendance letters promptly to families</p> <p>Liaise with attendance officer where appropriate</p> <p><b>CPD</b></p>	<p>Half termly attendance review by HT</p> <p>Report to Governors</p> <p>PP attendance improves and causes no concerns</p>	<p>Office manager daily hour for monitoring</p> <p>HT monitoring</p>
<p>Leadership</p>	<p>PPG lead / assistant head Head</p> <p>CPD, monitoring attendance, Identifying barriers to learning, monitoring strategies and practice, meetings with children, staff and parents, individual children support, family support, and outside agencies, liaising with local charities (WCG, James Marshall, St Helen's Church) to support PP children</p>		<p>1day per week</p> <p>½ day per week</p>
			<p>£ 19,269</p>
<p>Total</p>			<p>£49,420</p>