

# Pupil Premium Strategy Statement

1. Summary information					
School	Beckwithshaw Community Primary School				
Academic Year	2017/18	Total PP budget	£14,280	Date of most recent PP Review	na
Total number of pupils	83	Number of pupils eligible for PP	18	Date for next internal review of this strategy	September 2018

2. 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> )		
A.	Large class size with 30% of pupil premium children in largest class in school.	
B.	Gaps in phonic and spelling development across school	
C.	Gaps in numeracy	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	na	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The class size is reduced so pupil premium children work in smaller groups and make better progress. (School tracking systems)	<ul style="list-style-type: none"> <li>The end of year assessments will show that pupil premium children have made expected or better progress in year.</li> </ul>
B.	Spelling and reading improves through the introduction of a lunchtime homework club, phonics and reading intervention groups.	<ul style="list-style-type: none"> <li>The children will have met age related expectations in reading and spelling</li> </ul>
C.	Children will narrow the gaps in numeracy	<ul style="list-style-type: none"> <li>The children will have significantly narrowed gaps and be working securely within their year objectives or will have reached age related expectations.</li> </ul>

4. 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?
The class size is reduced so pupil premium children work in smaller groups and make better progress. (School tracking systems)	<ul style="list-style-type: none"> <li>Appoint a teaching assistant for 4 afternoons and a teacher for one additional afternoon.</li> </ul>	<ul style="list-style-type: none"> <li>Smaller group sizes.</li> </ul>	<ul style="list-style-type: none"> <li>Successful appointment of staff.</li> </ul>	HT & ST	July 2018
<b>Total budgeted cost</b>					£10,920
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?
Spelling and reading improves through the introduction of a lunchtime homework club, phonics and reading intervention groups.  Children will narrow the gaps in numeracy	<ul style="list-style-type: none"> <li>Run homework club to support PP children with reading and spelling homework.</li> <li>Extra HLTA time to run reading, writing and first class group interventions.</li> <li>Run Pira reading assessment to measure progress across the year;</li> <li>Ensure PPA for TAs prep.</li> </ul>	<ul style="list-style-type: none"> <li>EAL children are not achieving expectations, so early intervention with a dedicated programme to be delivered. This will also give a clear measure of impact.</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher to monitor through discussion;</li> <li>Observation;</li> <li>Half termly pupil progress meetings</li> </ul>	ST	July 18
<b>Total budgeted cost</b>					£ 3450 £ 585
<b>Total budgeted cost</b>					£ 14, 955

5. Review of expenditure				
Previous Academic Year		2016-2017		
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
FS2 children, who are service families, will interact and communicate appropriately for their age.		All children involved in the project were judged to be at expected level in PSED at the end of the EYFS.		
ii. Targeted support				
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
Spelling and reading and writing of EAL children in particular will be improve.		EAL Reading – 100% expected standard + Writing - 66% expected standard + Maths – 100% expected standard+		
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
Children will narrow the gaps in numeracy		100 % children made expected + progress. 83% children reached expected + standard.		