Beck Primary School

Pupil Premium Review 2018-19

Pupil Premium funding is allocated to schools as additional funding which is intended to ensure that underlying inequalities between both children who are eligible for free school meals and/or are 'looked after' and others are addressed.
At Beck Primary School, over half of pupils are in receipt of Pupil Premium funding, well above the national average. In addition, as the school is in an area of high deprivation we consider it likely that a further large proportion of pupils are at or just above the level of those in receipt of Pupil Premium.

Overall Review of 2018-19:

Pupil Premium income = £454,680

% of school population eligible for PP = 56.6%

- Attainment increased for all children. End of KS2 data showed that in all reportable subjects children on average attained in line with their peers Nationally. Given that over 50% of pupils are in receipt of Pupil Premium this demonstrates that the school is making good use of the funding to ensure pupils are catching up to their peers.
- *"Leaders use the pupil premium funding very effectively. The high quality of pastoral work, alongside well-trained teaching assistants, ensures that disadvantaged pupils are making similar rates of progress to other pupils at the school. The free breakfast club has improved both the well-being and attendance of disadvantaged pupils."* Oftsed , January 2019
- *"The current progress of disadvantaged pupils is similar to or better than that of other pupils at the school in all subjects. The most able disadvantaged pupils receive additional teaching from the pupil premium funding to help them reach the higher standard. The school's recent in-house testing shows a much higher proportion of disadvantaged pupils are on track to reach the higher standards than seen previously*." Ofsted, January 2019

Pupil Premium funding is allocated to school and they decide how to spend it. At Beck, our motto is 'Believe, Achieve, Succeed' and we believe that all children have the potential to achieve at all levels. We, therefore use our allocation of PP funding to work on an agreed set of targets. Below is a summary of these targets and a review of how pupil premium funding was used to work towards them. Appendix A includes data tables giving further detail to the evaluation.

Objective 1: "<u>As a cohort, their attainment and achievement is in line with their peers"</u>

- In EYFS the percentage of disadvantaged children achieving GLD (Good Level of Development) increased by 20% over the previous year. Whilst this is 7% behind non disadvantaged nationally the gap has closed drastically over the previous years.

EYFS	Disadvantaged			National disadvantaged			Other (National)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
% Achieving GLD	54%	48%	68%	56%	57%	61%	73%	74%	75%

- In KS1 (ARE and GD) disadvantaged pupils appear to have performed worse than previous and as a result the gap between Beck's disadvantaged and the national non-disadvantaged has grown. However this trend is not just the case with the disadvantaged group but all KS1 groups. This is because we have made sure last year, that KS1 teacher assessments are more accurate, reliable and teachers have a better subject knowledge. Previous results appear to be over inflated. We now have confidence in these results and we are confident that judgements have been made rigorously. As a result the widening gap Beck our disadvantaged and national other is not a true reflection on performance.

KS1– EXP	Disadvantaged			National disadvantaged			Other(National)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	68%	69%	65%	63%	62%	70%	79%	79%	81%
Writing	68%	62%	50%	54%	55%	59%	72%	74%	73%
Maths	70%	67%	56%	62%	63%	70%	62%	63%	70%

- In KS2 (ARE) the gap in all subjects between Beck disadvantaged and national non-disadvantaged has narrowed dramatically. This is due to the way we have used PP funding on an extra teacher in Y6, TAs to support learning, a music teacher to allow teachers time out of class to work with PP groups to boost progress and a range of pastoral initiatives such as breakfast club. The gap however in terms of GD has widened slightly.This is not a trend exclusive

to PP children however and this demonstrates a need for a focus on improving the results of all children targeted to get GD across the cohort, not just vulnerable groups.

KS2 – EXP	Disadvantaged			National disadvantaged			Other(National)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	58%	57%	73%	60%	64%	58%	77%	80%	76%
Writing	77%	72%	78%	66%	67%	63%	81%	83%	81%
Maths	57%	67%	73%	63%	64%	63%	80%	81%	82%
Combined	43%	48%	60%	48%	51%	47%	67%	70%	68%

Objective 2: "Achievement is in line with or in excess of their personal targets"

Low attainment in maths

- PP funding used to pay for a specialist Numbers Count teacher to provide intensive gap filling for KS1 children.
- Y1 - 7 pupil premium children took part Numbers Count. Over 1 term of the intervention 5 PP children made 3 steps progress and 2 made 2 steps progress.
- Y2 - 10 PP children did Numbers Count. Over1 term, 7 made 4 steps progress and 3 made 3 steps progress. This represents excellent accelerated progress as expected progress is 3 steps across 3 terms.

High % of children with SLCNs

- Targeted, early intervention from the Speech and Language Therapist, who devises wave 3 programmes for TAs to deliver 1:1 and trains TAs to deliver wave 2 interventions
- Children made significant progress with their speech, language and communication, evidenced by the number of children on the SALT caseload in each year:
    - F2 – 13
    - Y1 – 13
    - Y2 – 7
    - Y3 – 2
    - Y4 – 6 (complex needs in the year group)
    - Y5 – 4
    - Y6 – 0 by the end of the year

Complex SEND needs of some PP children

- 10% (61) of our PP children are also SEN.
- Additional support from Learning support is funded to provide additional training, support and assessment of pupils.
- Specialist support for pupils with SEN is delivered by teaching assistants in one to one or small group sessions.
- Although attainment and progress of this group is lower/ slower than that of non-SEN children, individuals make significant small-steps progress relevant and appropriate to their stage of development.
- During SEN reviews these small steps and targets are reviewed. Progress is assessed, small steps are recorded and targets may be amended or new ones set.

Two case studies of PP children with SEND

Case Study 1:
Pupil: A
Year group: F2 in 2018-19

Pupil A has a diagnosis of Autism Spectrum Disorder and Speech, Language and Communication Needs. He has a My Plan. The Speech and Language Therapist supporting in F2 (Val Woods) worked with the SENCO to devise outcomes for Pupil A with a focus on developing his joint attention, increasing his bids for interaction and developing the number of words he was able to understand and use in context. Val Woods and the SENCO observed Pupil A jointly before writing his communication plan, which then fed into his My Plan. Val Woods also worked with Teaching Assistants supporting Pupil A to implement the provision/support recommended. This included delivering a number of Attention Autism and LEAP sessions with the Teaching Assistants in order to embed the practice.

My Plan outcomes are detailed below, along with the small steps and provision implemented to help A make progress towards these:

Outcome for this year: 1	By the end of Foundation 2 A will be able to increase his joint attention so that he is able to engage in increased interactions		
Steps to meet the outcome:	1. For A to share attention with an adult during motivating activities 2. For A to show increased joint attention in an Attention Autism group – build to 8-10 minutes 3. For A to initiate interaction with adults by seeking help to get items of interest 4. For A to make requests using PECS book 5. For A to engage in a short focused activity with an adult using first/then		
	What	**Who**	**How Often / Duration**
What is happening in education to achieve this?	• 1:1 support for Speech, language and Communication targets and implementation of Communication plan (e.g. use of clear plastic jars with motivating objects/items to increase bids for interaction; use of PECS; modelling of language at 1-2 key word level)	SEN Teaching Assistant Class teacher and Teaching assistant	4 x 30 minute sessions per week Ongoing daily
	• Attention Autism – stage 1 and 2	SEN Teaching Assistant and SALT	3 x 8-10 minute sessions per week
	• Daily 1:1 to engage in an adult-led activity	SEN teaching assistant Class teacher/Teaching Assistant	Daily 20-minute session Ongoing daily
Using advice from:	Speech and Language Therapist – Val Woods		
Progress measure (1-5)	**1.** No progress or deterioration **2.** Limited Progress **3.** Moderate Progress **4.** Significant Progress **5.** Achieved		
	Term 1	**Term 2** 2	**Term 3** 3

Outcome for this year: 2	By the end of Foundation 2 A will be able to follow simple instructions when supported by a meaningful object		
Steps to meet the outcome:	1. A can understand what is happening next in his routine through the use of objects of reference 2. A can follow an instruction when the instruction is supported by an object of reference		
	What	**Who**	**How Often / Duration**
What is happening in education to achieve this?	• Use of objects of reference	All adults supporting A	Daily, throughout the day
Using advice from:	Speech and Language Therapist – Val Woods		
Progress measure (1-5)	**1.** No progress or deterioration **2.** Limited Progress **3.** Moderate Progress **4.** Significant Progress **5.** Achieved		
	Term 1	**Term 2** 2	**Term 3** 4

Outcome for this year: 3	By the end of Foundation 2 A will increase the number of words he has learnt so that he is able to increase his communication					
Steps to meet the outcome:	1. A can choose the correct picture for a given word from a choice of 2 or 3 2. A can match symbols to objects 3. A can name symbols					
	What		**Who**		**How Often / Duration**	
What is happening in education to achieve this?	• 1:1 support for Speech, language and Communication targets and implementation of Communication plan (e.g. targeting a small number of new words – nouns and verbs that are meaningful to A; varied vocabulary games and activities)		SEN Teaching Assistant		4 x 30 minute sessions per week	
	• Modelling language at 1-2 word level – emphasis on names and verbs		All adults		Daily, ongoing	
	• LEAP intervention		SEN teaching Assistant (1:3)		2 x 30 minute sessions per week	
Using advice from:	Speech and Language Therapist – Val Woods					
Progress measure (1-5)	**1.** No progress or deterioration **2.** Limited Progress **3.** Moderate Progress **4.** Significant Progress **5.** Achieved					
	Term 1		**Term 2**	2	**Term 3**	3

Impact: It was felt that Pupil A made at least moderate progress towards each outcome by the end of the academic year, and many of the smaller steps of the outcomes were achieved. For example, Pupil A could share joint attention with an adult for over 10 minutes by the end of the year. Pupil A was also much more frequently initialling requests from adults, progressing from doing this using a Picture Exchange Communication System (PECS) to verbally making requests such as "Help please." Comments from reviews include: *"Mum can see an improvement with A's talking and asking for things"; "Miss S can see A using more 3 word phrases and his vocabulary is developing".*

Case Study 2:
Pupil: B
Year group: Y1 in 2018-19

Pupil B has a diagnosis of Autism Spectrum Disorder and Speech, Language and Communication Needs. He has a My Plan. My Plan outcomes are detailed below, along with the small steps and provision implemented to help B make progress towards these:

Outcome for this year: 1	By the end of year 1 B will be able to follow an adult-directed task before a task of his choice on 3 occasions each day, so that he is able to engage in learning activities within the classroom environment.					
Steps to meet the outcome:	1. By Spring 2019, B will engage in an adult-directed task with an adult before a task of his choice using First/Then 2. By Summer 2019, B will engage independently in an adult-directed task before a task of his choice using First/Then					
	What		**Who**		**How Often / Duration**	
What is happening in education to achieve this?	• Use of First/Then visual with motivating activities used as a reward • Reward jigsaw for completing learning tasks • Practical tasks that will engage B • Opportunities to engage in adult-directed tasks with adult support 1:1 or as part of a small group • 1:1 SEN Teaching Assistant support to engage in an adult-directed task • 1:1 Maths intervention with Maths Specialist Teacher		• Class teacher, TA • Class teacher, TA • Class teacher, TA • Class teacher, TA • SEN Teaching Assistant • Maths Specialist Teacher		• Daily, ongoing • Daily, ongoing • Daily, ongoing • At least 3 x per day, 10 minutes • 3 x 45 minute sessions per week • 3 x 30 minute sessions per week	
Using advice from:	Educational Psychologist; The Autism Team; Speech and Language Therapist					
Progress measure (1-5)	**1.** No progress or deterioration **2.** Limited Progress **3.** Moderate Progress **4.** Significant Progress **5.** Achieved					
	Term 1	N/A – previous My Plan reviewed	**Term 2**	3	**Term 3**	3

Outcome for this year: 2	By the end of year 1 B will be able to engage in a positive interaction with another child on at least two occasions each day, so that he is able to develop his relationships with peers and develop positive play skills					
Steps to meet the outcome:	1. By Spring 2019, B will greet a peer/initiate interaction on at least 2 occasions each day 2. By Spring 2019, B will engage in an activity alongside another child for at least 5 minutes 3. By Summer 2019, B will engage in a group task with at least one other child 4. By Summer 2019, B will engage in reciprocal play with at least one other child for at least 5 minutes					
	What		**Who**		**How Often / Duration**	
What is happening in education to achieve this?	• Lunchtime social skills group • Opportunities to access small group play opportunities through continues provision • LEAP intervention		• SEN Team • Class teacher, TA • SEN teaching Assistant – 1:3		Daily, 30minutes Daily, at least 3 x per day, 10 minutes 2 x 20 minute sessions per week	
Using advice from:	Educational Psychologist; The Autism Team; Speech and Language Therapist					
Progress measure (1-5)	**1.** No progress or deterioration **2.** Limited Progress **3.** Moderate Progress **4.** Significant Progress **5.** Achieved					
	Term 1	N/A – previous My Plan reviewed	**Term 2**	3	**Term 3**	3

Impact: It was felt that Pupil B made moderate progress towards each outcome by the end of the academic year, and many of the smaller steps of the outcomes were achieved. For example, Pupil B could engage in an activity with a peer and progressed to a small group by the end of the year. Pupil B was also much more willing to complete adult-directed learning. Comments from reviews include: *"B is showing more affection and care towards other children…On the yard b is now more involved with other children and will play with them at times. He will also carry out a small group activity with an adult present – such as a game. He has engaged in LEAP and VIP interventions and will take turns in a group."*

Parents often find supporting children's education difficult as a result of lower educational outcomes

We provide parent workshops run by a home school link teacher whose wages are subsidised by PP funding. The below table shows the workshops on the offer and the percentages of parents of PP children who attend.

Workshop	Number attended	% PP
Be confident, feel good	6	66.6%
Cooking on a Budget	5	60%
Sew me a Story	6	66.6%
Hungry Caterpillar	5	80%
FS to Y1 transition	12	75%

As can be seen the majority of parents who attended the above workshops are parents of PP children. Feedback suggest the workshops were a success and had a positive impact on the parenting of these children.

They are enthusiastic learners who get involved in lessons and out of class learning

Address disengagement due to social issues in some children

PP funding has paid for targeted children to attend Forest schools once a week. This has led to a significant increase in engagement in targeted children.

Pupil Questionnaire December 2018 Results

	Yes	No	Other
I am happy at this school.	535	16	
I feel safe at this school.	542	9	
I think children behave well in my class	444	105	2
I think children behave well at other times around school	485	60	6
I think other children are friendly in school.	498	25	4
I have good friends in school	538	12	1
The teachers are kind and fair	544	5	2
My teacher helps me if I have a problem or am worried	548	1	2
My teacher makes lessons fun	541	5	5
The work in class is just right – not too hard or too easy	490	56	5
My teacher helps me when I don't know what to do.	549		2
My teacher shows me how to make my work better.	545	6	
I learn about ways to keep myself safe, including online.	548	1	2

Children not able to access enrichment activities to due financial difficulty

In Y3 and Y5 children have the opportunity to go on residential. PP money provides funding to heavily subsidise the cost of the residential for these children. Well over half of the children that attended residential were pupil premium children. This provided opportunities for them that they would not normally access. Trips are also fully funded for pupil premium children which makes sure that all disadvantaged children can attend school trips free of charge.

Year group	PP/total attendance on residential
3	50/82
5	46/74

Pupils not ready for school due to not having breakfast

PP pupils are entitled to a free breakfast.

On average 100 pupil premium children per day receive a free breakfast in the canteen. This is 25% of all pupil premium children at Beck. This ensures they are ready for the school day and hunger does not provide a barrier for learning. All children also have access to free bagels every morning (not from PP funding).

Their attendance at school is in line with the national expectation

Comparing last year shows that the gap between PP and non-PP is widening. However attendance in general was lower last year when compared to 2017-2018. This suggests that attendance is a wider issue rather than a pupil premium issue.

2018/2019

PP attendance 92.9%
Non PP attendance 94.8%

Attendance Year-on-year comparison – PP / NPP

	T1				T2				T3			
House	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
PP	94.2 (301)	93.2 (304)	95.2 (293)	93.8 (303)	94.7 (299)	94.1 (310)	93.7 (300)	92.8 (314)	93.7 (299)	92.8 (306)	94.5 (306)	93.1 (313)
NPP	96.3 (232)	96.6 (237)	96.6 (241)	95.2 (235)	97.1 (230)	96.2 (231)	96.5 (235)	95.9 (226)	96.9 (228)	96.9 (228)	97.3 (228)	96.2 (223)
Total	95.1 (533)	95 (539)	95.8 (534)	94.4 (538)	95.6 (529)	95 (541)	94.9 (535)	94.1 (540)	95.1 (527)	94.6 (534)	95.7 (534)	94.4 (536)

	T4				T5				T6			
House	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19	2015-16	2016-17	2017-18	2018-19
PP	93.5 (309)	93.3 (307)	95.6 (308)	93.1 (316)	94 (311)	94.7 (308)	95.7 (308)		94 (323)	93.7 (330)	94.4 (306)	
NPP	96.4 (222)	97.3 (225)	97.3 (228)	97.2 (222)	96.5 (220)	96 (227)	96.7 (228)		96.5 (226)	96.5 (224)	95.8 (230)	
Total	94.7 (531)	95 (532)	96.3 (536)	94.8 (538)	95.1 (531)	95.3 (535)	96.1 (536)		95 (548)	94.8 (554)	95 (536)	

If there is a gap in their attainment and national expectation, their progress is accelerated so that the gap is narrowed

- Per year we expect a child to make 3 steps progress.
- The data in appendix B shows that there are no real trends between PP and non-PP children.
- In terms of attainment (second table) PP children achieve slightly lower than their non-PP counterparts.
- The third table shows the gap between PP and non-PP progress - the gap is narrowed from 17-18 to 18-19 in most year groups and subjects.

Appendix A

EYFS	Disadvantaged			National disadvantaged			Other (National)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
% Achieving GLD	54%	48%	68%	56%	57%	61%	73%	74%	75%

EYFS – Gap between Beck disadvantaged and national other - GLD		
2017	2018	2019
-19%	-26%	-7%



KS1– EXP	Disadvantaged			National disadvantaged			Other(National)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	68%	69%	65%	63%	62%	70%	79%	79%	81%
Writing	68%	62%	50%	54%	55%	59%	72%	74%	73%
Maths	70%	67%	56%	62%	63%	70%	62%	63%	70%

KS1 – Gap between Beck disadvantaged and national other			
	2017	2018	2019
Reading	-11%	-10%	-16%

Writing	-4%	-12%	-23%
Maths	+8%	+4%	-14%



KS2 – EXP	Disadvantaged			National disadvantaged			Other(National)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	58%	57%	73%	60%	64%	58%	77%	80%	76%
Writing	77%	72%	78%	66%	67%	63%	81%	83%	81%
Maths	57%	67%	73%	63%	64%	63%	80%	81%	82%
Combined	43%	48%	60%	48%	51%	47%	67%	70%	68%

KS2 – Gap between Beck disadvantaged and national other			
	2017	2018	2019
Reading	-19%	-23%	-3%
Writing	-4%	-11%	-3%
Maths	-23%	-14%	-9%

Combined	-24%	-22%	-8%



KS1– GD	Disadvantaged			National disadvantaged			Other(National)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	13%	13%	8%	14%	14%	17%	28%	29%	31%
Writing	9%	11%	4%	8%	8%	9%	18%	18%	19%
Maths	15%	11%	8%	11%	12%	16%	11%	12%	16%

KS1 – Gap between Beck disadvantaged and national other - GD			
	2017	2018	2019
Reading	-12%	-16%	-23%
Writing	-9%	-7%	-15%
Maths	+4%	-1%	-8%

Trends



KS2 – GD	Disadvantaged			National disadvantaged			Other(National)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	7%	17%	9%	14%	18%	15%	29%	33%	29%
Writing	5%	6%	4%	10%	11%	10%	21%	24%	22%
Maths	5%	11%	4%	13%	14%	14%	27%	28%	29%
Combined	0%	2%	0%	4%	4%	4%	11%	12%	12%

KS2 – Gap between Beck disadvantaged and national other - GD			
	2017	2018	2019
Reading	-22%	-16%	-20%
Writing	-16%	-18%	-18%
Maths	-22%	-17%	-25%
Combined	-11%	-10%	-12%



Appendix B

Data shows current year group's progress from the previous year.

	READING PP	*READING NON-PP*	*WRITING PP*	*WRITING NON-PP*	*MATHS PP*	*MATHS NON-PP*
Y1	3.1	3.0	3.2	3.0	3.0	3.0
Y2	3.4	3.3	3.3	3.2	3.1	3.1
Y3	3.1	3.0	3.2	3.0	3.1	3.0
Y4	3.0	3.0	3.0	3.1	3.0	3.0
Y5	3.2	3.1	3.1	3.0	3.2	3.1
Y6	2.8	3.2	2.9	3.1	3.1	3.3

Data shows current year group's average attainment step from the previous year.

	READING PP	*READING NON-PP*	*WRITING PP*	*WRITING NON-PP*	*MATHS PP*	*MATHS NON-PP*
Y1	13.9	14	13.9	13.9	14.2	13.9
Y2	16.7	17.2	16.5	17.1	16.9	17.3
Y3	19.8	20.1	20.0	20.3	19.9	20.2
Y4	23.2	23.6	23.2	23.5	23.3	23.8
Y5	25.3	26.4	25.1	25.9	25.6	26.4
Y6	28.7	28.9	28.3	28.8	28.6	29.1

Gap between PP and non-PP	*Reading 17-18*	*Reading 18-19*	*Writing 17-18*	*Writing 18-19*	*Maths 17-18*	*Maths 18-19*
Y1	-0.5	-0.1	-0.5	0	-0.5	-0.3
Y2	-0.3	-0.5	-0.1	-0.6	0	-0.4
Y3	-0.6	-0.3	0.6	-0.3	-0.5	-0.3
Y4	-0.6	-0.4	-0.7	-0.3	-0.8	-0.5
Y5	-0.1	-1.1	-0.5	-0.8	-1.4	-0.8
Y6	-1.3	-0.2	-1.4	-0.8	-1.5	-0.5