



Overview of Pupil Premium

In April 2011, the government introduced Pupil Premium funding which is additional to main school funding and is aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The purpose of the Pupil Premium is that it is deployed by schools to narrow the attainment gap between these pupils and their peers by supporting these pupils in reaching their potential. The government has used pupils who are entitled to Free School Meals and those who are/were looked after as an indicator for deprivation.

In 2019 – 2020, Pupil Premium provided funding for pupils:

- who have been in receipt of free school meals (Ever 6 FSM) at any point in the past 6 years (£1,320 per child)
- who have been continuously looked after for one day or more (£2300 per child)
- who are adopted from care or who have left care under a special guardianship or residence order or a child arrangement order (£2300 per child)

Our Overall Objectives:

- To ensure that Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives
- To ensure Pupil Premium funding is used to provide additional educational support to accelerate progress and raise the achievement for these pupils
- To narrow and close the gap between the achievement of these pupils and their peers
- To provide enriching experiences that will raise the aspirations and self-esteem of these pupils

Schools are held accountable for the spending of these monies; performance tables and internal data will capture the achievement of these 'disadvantaged' pupils covered by the Pupil Premium and help evaluate impact. Schools are to decide how the Pupil Premium is allocated and spent 'since they are best placed to assess what additional provision school should make for the individual learners within their responsibility' (DfE 2012).

Beaumont Primary is committed to providing effective resources and ensuring vital support is in place for our 'disadvantaged' pupils to help improve their academic outcomes and address any barriers to learning such as poor literacy and numeracy levels, language barriers and narrow experience of life outside school.

The tables below show a breakdown of our pupil premium allocation over the past 2 years:

Number of pupils and pupil premium grant received 2018-2019	
School Data	
Number on roll at school	217
Number of learners eligible for pupil premium funding	23
School budget	£820,228
PP allocation 18 - 19	£28,360
Percentage of school budget PPM constitutes	3.5%

Number of pupils and pupil premium grant received 2019-2020	
School Data	
Number on roll at school	218
Number of learners eligible for pupil premium funding	22
School budget	£850,938
PP allocation 19 - 20	£33,300
Percentage of school budget PPM constitutes	3.79%

Summary of the main barriers to educational achievement faced by eligible pupils at the school:

Internal Barriers

- Fluency of reading
- Behavioural issues
- Self confidence
- Low aspirations
- Organisational skills
- SEND
- Low baseline on entry data

External Barriers

- Poor attendance/punctuality
- English not first language (EAL)
- Lack of home support for learning
- Unsettled home-life
- Speech, language and communication difficulties

How the money was spent:

The majority of the funding was spent on employing additional staff, which included:

- Providing intervention programmes to develop basic skills for targeted groups of under-achieving children and under-attaining pupils, including one to one tuition, focus reading groups, small group interventions in phonics, maths, spelling and grammar and nurture groups.

Other spending included:

- Purchasing resources to support intervention programmes (e.g. Toe by Toe, Spelling Shed, Power of 2 Maths programme, 'Letterjoin' handwriting programme, 'Learning by Questions', physical/fine motor skills resources etc).
- Subsidising costs for enrichment activities including extracurricular clubs (e.g. football, gymnastics etc), non-residential educational visits (e.g. participation in the 'Horseheard' programme), 'Learning for Life' and instrumental music tuition.
- Training, development and implementation of intervention strategies which ran prior to closure and were delivered to new staff.
- Purchasing additional playground equipment aimed at encouraging constructive play and a variety of life skills (communication, cooperation, leading etc).

Impact on children:

The aim of the Pupil Premium money is to ensure that all children, regardless of background or barriers to learning, are ready for the next stage of their education. This is now defined as reaching a scaled score of 100+ in their end of KS2 SAT tests in Reading, Writing, Spelling/Grammar/Punctuation and Mathematics.

School measures the impact and accelerated progress of all Disadvantaged Learners, as we cater for the needs and development of all our learners. As such, almost all our learners make at least good progress and attain at a high level and in many cases this progress is outstanding.

Due to coronavirus and the subsequent closure of school from 20th March 2020, we do not have end of year data to provide evidence of impact. However, we have used the data collected at the end of the Spring term and teacher assessment of our Year 6 pupils, to help inform our judgements.

Below is a comparison table showing our data for Disadvantaged Learners alongside the data for the Non-Disadvantaged pupils and all pupils nationally for the past 2 years. It should be noted, however, that **impact data is much more than just outcomes**, as you cannot put increased self-esteem, positivity and motivation into a table.

ATTAINMENT DATA based on KS2 outcomes 2019 (33 pupils)	School Non-Disadvantaged (25 pupils*)		School Disadvantaged Pupils (8 pupils*)		National Data (All Pupils)
	Number	%	Number	%	%
Subject Area					
Achieved Expected Standard in Reading 100+	15	60	5	63	73%
Achieved Expected Standard in Writing	22	88	7	88	78%
Achieved Expected Standard in Maths 100+	19	76	7	88	79%
Achieved Expected Standard in Spelling, Punctuation & Grammar 100+	22	88	7	88	78%
Achieved Expected Standard in Reading, Writing & Maths combined 100+	14	56	4	50	65%
<i>* Includes 4 pupils with SEN Support</i>					

Summary of Year 6 PROJECTED SATs Results 2020

Summary of Projected Year 6 SAT's Results 2020

	Projected % Pupils Achieving the Expected Standard at the end of KS2		Projected % Pupils Achieving the Higher Standard at the end of KS2		Average Scaled Score	
	Beaumont	National 2019	Beaumont	National 2019	Beaumont	National 2019
	Reading	87%	73%	34%	27%	106-7
Writing	87%	79%	31%	20%		
Maths	85%	79%	38%	27%	106 -7	105.1
Rd/Wr/Maths combined	86%	65%	34%	11%		
SPAG (Spelling, Punctuation & Grammar)	87%	78%	31%	36%	108	106.3
Science	93%					

Pupil Progress Outcomes:

In 2019-2020 (based on progress up to Spring 2), all but four of the Disadvantaged Learners **across school** either met or exceeded progress expectations in Reading, Writing and Mathematics. The pupils who did not make expected progress are with SEND and have received extensive additional support. The one PP pupil in Year 3 who did not achieve expected progress was also absent for the majority of the spring term.

The **projected results at the end of Key Stage 2** show that, of the three Disadvantaged Learners in Year 6, two would have achieved their combined SATs with one of these two pupils achieving Greater Depth in Maths, SPaG and Reading. The remaining PP child, who was not expected to achieve their SATs, was with SEND and in receipt of an extensive programme of interventions. The percentage of Disadvantaged Learners who would have achieved their KS2 SATs (67%) is lower than that of Non-Disadvantaged Learners but this is due to the relatively small number of PP pupils in that cohort so should be viewed in context.

These findings demonstrate our school's **overall success** in achieving positive outcomes for children in receipt of pupil premium funding.

2020 – 2021 Pupil Premium Allocated: £TBC

How we plan to spend the money:

The majority of the funding will be spent on employing additional staff, which includes:

- Providing intervention programmes to develop basic skills for targeted groups of under-achieving children and under-attaining pupils including one to one tuition, homework, sports and nurture clubs.

Other spending will include:

- Purchasing resources to support intervention programmes (e.g. 'Spelling Shed', 'Learning by Questions', 'Toe by Toe' and 'Power of 2')
- Subsidising costs for enrichment activities such as extracurricular activities, non-residential educational visits and instrumental music tuition
- Training, development and implementation of intervention strategies
- 'Learning for Life' (targeting Disadvantaged Learners)

Date of Next Pupil Premium Strategy Review: July 2021