



Pupil premium strategy statement:

1. Summary information					
School	Beacon View Primary Academy				
Academic Year	2016/17	Total PP budget	£213,840	Date of most recent PP Review	n/a
Total number of pupils	301	Number of pupils eligible for PP	162	Date for next internal review of this strategy	May 2017
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving GLD		65%			
% achieving expected standards in Year 1 Phonics		85%		83%	
% achieving expected standards in R, W and M combined at KS2		48%		53%	
% achieving high standards in R, W and M combined at KS2		0%		5%	
% of middle attainment achieving expected standard in reading		64%		71%	
% of middle attainment achieving expected standard in writing		64%		79%	
% of middle attainment achieving expected standard in maths		56%		75%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Oral language skills are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years				
B.	Emotional/social/behavioural difficulties which impact on pupils' ability to focus on learning				
C.	The development of independent skills in learning/resilience and belief in themselves				
External barriers					

D.	PP attendance (whilst improving) is not yet at the same standard of the other pupils. PP are over represented with persistent absence	
E.	Social difficulties experienced by families including housing, finance, family literacy, domestic violence and parental anxieties	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP	Increase in % of children achieving ELG and ARE in reading, particularly at KS1 and KS2 so the gap with national is reduced
B.	Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and 'can do' approach	Accelerated progress made by vulnerable children as they have the support to develop their attitudes to learning Fewer behaviour incidents recorded for these pupils on the school system.
C.	Pupil are confident and resilient to tackle new learning	Improved results in all key stages
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from to at least 96% in line with 'other' pupils.
E.	Ensure those families who require support and advice have the confidence to come into school and receive necessary support	Greater number of families engaging with school and feeling supported, resulting in improved attendance and behaviour at home, school and in the local community.

5. Planned expenditure					
Academic year	2016/17				
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?
Improved oral language skills Improved progress for high attaining pupils	Staff training on consistent modelling of accurate use of language To ensure personalised programmes for key pupils are being carried out weekly to improve their speech and language.	To ensure pupils are surrounded by the correct use of language and provide them confidence to express themselves. To provide pupils with the language tools to support them in their comprehension and application in writing	Regular staff training Peer observations Monitoring of pupil's language development in EYFS and outcomes in reading and writing across the school Pupils have greater confidence in volunteering for public speaking	Deputy Head	May 2017
Pupil are confident and resilient to tackle new learning	Exciting and engaging curriculum and access to learning Subsidising educational visits Growth mind-set training for all staff Keyworkers for vulnerable pupils Deployment of support staff Access to IT resources	To increase ARE in writing as children can partake in life experiences, that they may not have the opportunity to do so Accelerated progress made by vulnerable children as they have the support to develop their attitudes to learning Extending our technology resources to include devices and software thereby extending children's use and access to IT including promoting reading through e Books. Purchase of staff iPads to use effectively in assessing and gathering evidence for pupil tracking and pupil tracking software.	Monitoring teaching and learning Curriculum maps show engaging hooks involving educational trips/visitors Providing pupils with equipment and resources to use and apply IT skills	Headteacher	May 2017

Total budgeted cost					*****
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?
Improved oral language skills	<p>Volunteer reading programme</p> <p>Speech and Language intervention and support in classrooms.</p> <p>Parent workshops/Family Literacy</p> <p>Bug club reading subscription/scheme and library books investment</p>	<p>Some of the pupils need targeted support to catch up by reading regularly to an adult and develop language skills to discuss.</p> <p>Research shows that regular reading and reading for pleasure is a life skill which pupils can build on</p> <p>Staff trained in reading scheme – targeted reading and support</p>	<p>Trained volunteers and timetabled reading programmes</p> <p>Regular monitoring of reading records and termly progress meetings.</p> <p>Increase in ARE attainment in reading and writing and those working at a greater depth</p>	<p>Phase Leaders</p> <p>Literacy Lead</p>	May 2017
Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and 'can do' approach	<p>Learning Mentors x 4</p> <p>Appointment of a Behaviour Support Advisor</p> <p>Additional lunchtime support</p>	<p>Provide support for individual pupils at risk of exclusion through improving behaviour, progress and attainment, social skills, self-esteem and confidence.</p> <p>Provide training and advice to support staff. Take support sessions with vulnerable children to improve learning attitudes and behaviour.</p> <p>Offers additional support at lunchtimes to support targeted pupils with social skills</p>	<p>Monitor behaviour records</p> <p>Accelerated progress made by vulnerable children as they have the support to develop their attitudes to learning</p>	Deputy Head	May 2017
Total budgeted cost					*****
iii. Other approaches					
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?
D. Increased attendance for pupils eligible for PP	Targeted support and challenge to families to improve attendance.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	<p>Increase in attendance of PP pupils</p> <p>Reduction of PA of PP pupils</p>	Attendance Lead	May 2017

	<p>Rewards and incentives to improve attendance of PP children.</p> <p>Offers care before and after school to improve attendance and support families.</p> <p>Support for Home – school link workers</p>	<p>Family link worker who supports targeted families to provide support and advice to parents with attendance, behaviour and working with outside agencies.</p>	<p>Greater number of families engaging with school and feeling supported, resulting in improved attendance and behaviour at home, school and in the local community.</p>	<p>Home-School link worker</p>	
<p>C. Problem behaviour in Year 6 addressed</p>	<p>Identify a targeted behaviour intervention for identified students.</p> <p>Use support worker to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Observation by relevant staff of the Y6 nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school, reported on as an National Professional Qualification for Middle Leadership project in the MAT for developing positive behaviours.</p>	<p>Year 6 teachers</p>	<p>Jun 2017</p>
Total budgeted cost					<p>£213.840</p>

***** (not published due to salaries)

6. Review of expenditure

Previous Academic Year

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

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

