

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Beaver Road Primary School
Pupils in school	843
Proportion of disadvantaged pupils	66 (7.8%)
Pupil premium allocation this academic year	£103,770
Academic year or years covered by statement	2019-21
Publish date	16.10.2020
Review date	16.10.2021
Statement authorised by	Liz Hardy
Pupil premium lead	Stephanie Reding
Governor lead	Sian Hanison

## Disadvantaged pupil progress scores for last academic year (2019's data due to COVID-19)

Measure	Score
Reading	-1.26
Writing	-0.33
Maths	-3.69

## Disadvantaged pupil performance overview for last academic year (2019's data due to COVID-19)

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	6%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To embed the Maths mastery approach across the curriculum to ensure the improvement of attainment and progress in Maths for disadvantaged pupils.
Priority 2	To effectively use the catch-up funding and the findings from the most recent data analysis to diminish the difference for disadvantaged pupils.

Barriers to learning these priorities address	Ensure that attendance of disadvantaged pupils is monitored closely throughout the year, using the role of the new Family Engagement Officer to support this.
Projected spending in total	£112,500

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores for disadvantaged pupils in KS2 Reading (-0.62)	Sept 21
Progress in Writing	Achieve national average progress scores for disadvantaged pupils in KS2 Writing (-0.50)	Sept 21
Progress in Mathematics	Achieve national average progress scores for disadvantaged pupils in KS2 Mathematics (-0.71)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to national average (94.3%)	Sept 21

### Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	To embed the Maths mastery approach across the curriculum to ensure the improvement of attainment and progress in Maths for disadvantaged pupils.
Priority 2	To effectively use the catch-up funding and the findings from the most recent data analysis to diminish the difference for disadvantaged pupils. Use evidence-based teaching interventions to support disadvantaged pupils in phonics.
Barriers to learning these priorities address	Ensure that attendance of disadvantaged pupils is monitored closely throughout the year, using the role of the new Family Engagement Officer.
Projected spending	£83,500

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Maths resources across all year groups to develop and embed new mathematical concepts and to support the CPA approach.
Priority 2	Establish small group reading interventions for disadvantaged pupils falling behind age-related expectations.
Barriers to learning these priorities address	Encouraging wider reading/reading for pleasure and providing catch-up in mathematics.
Projected spending	£12,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Raise the profile of music for disadvantaged pupils (e.g. through assisted funding for music lessons)
Priority 2	Ensure that disadvantaged pupils have access to a range of quality enrichment activities throughout the year. Use the ATLs to record and monitor this.
Barriers to learning these priorities address	Improving attendance, readiness to learn, confidence, motivation, inclusion and equality for the most disadvantaged pupils.
Projected spending	£17,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all staff have a quality-first whole class approach to teaching disadvantaged pupils	Use of research (EEF), training, PPA time, Pupil Progress meetings and ATLs.
Targeted support	Ensuring enough time for school maths-lead to support staff further	Maths lead to provide further training and support (using the Maths hub) for all members of staff. 'Open-door policy'.
Wider strategies	Engaging the families facing most challenges	Using the role of the Family Engagement Officer to engage and communicate with our most disadvantaged families.

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	More disadvantaged children were working at the EXS in Reading in 2019 than 2018. Less disadvantaged children were working at the EXS by 1% in Writing in 2019 than 2018.
Progress in Mathematics	More disadvantaged children were working at the EXS in 2019 than 2018. However, data in Mathematics is significantly lower than in Reading and Writing, which is why the Mastery approach will continue to be a priority this year.
Phonics	The % of disadvantaged children receiving the pass mark for the PSC dropped significantly in 2019. This was due to the disadvantaged pupils in the cohort also having complex SEN needs. New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	We have seen a rise in absences for our disadvantaged children in this last year due to COVID-19. Our target for the year ahead would be to improve the attendance of the disadvantaged children to match that Nationally.