



## Pupil Premium

### Strategies employed by Beech Hill to solve these issues and make sustained improvements in the outcomes of our disadvantaged pupils

- For children who are identified as requiring more targeted support around their emotional development after a detailed assessment, we deliver the THRIVE programme to ensure that individual needs are met and children feel secure and happy to engage in all learning across the school.
- Attainment in reading, writing and numeracy has improved significantly due to the employment of additional teaching staff including a teacher to deliver 1:1 tuition to Year 6 pupils, a Reading Recovery teacher in Year One and extra teachers in Year 2 and Year 6 to deliver high quality interventions and challenge the More Able pupils. This has narrowed the gap between Pupil Premium and non-Pupil Premium children across our school.
- The delivery of the Better Reading Partnership has also impacted positively on reading attainment as it has narrowed the PP gap. This daily reading intervention promotes reading for enjoyment as well as improving decoding and comprehension skills and is delivered by the same person with the same child every day which helps to build positive relationships and confidence.
- Breakfast club and after school clubs are funded or heavily subsidised through our Pupil Premium and they help to ensure that our children have a substantial and healthy breakfast and involve children in the preparation of healthy snacks, promoting good hygiene. Children can also choose from a wide range of stimulating extra-curricular clubs. (Please find attached a recent letter to parents outlining the clubs on offer). We also provide and invite children to attend 'Booster' and 'Reach For The Stars' clubs after school to target specific groups of children in each year group.
- Our Family Support Coordinator (FSC) is funded through Pupil Premium and works tirelessly to support our most vulnerable children and families. She provides families with much needed support on a day to day basis, from visiting every home and offering transport when children have not arrived in school each morning, to running training courses for parents affected by domestic abuse (DARE, Pattern changing and Freedom programmes). She also dedicates a huge amount of time to demonstrate to parents and carers how they can support their children at home in order to increase confidence, self-esteem and raise their aspirations for the children. She runs Family THRIVE and Incredible Years training and is the first point of contact to all parents in need of advice or support.
- A Pupil Premium Champion role was introduced for one of our staff members who meets regularly with the PP children to get to know them as individuals and not just on an academic level. She has a very good understanding of the interests of these children and ensures as far as possible that their needs are met in terms of their enjoyment of school life. For example, after our Christmas Panto performance, a number of children expressed an interest in continuing to access performing arts so a drama club was put in place at lunch times.
- Our FSC organised a counsellor to be based in school on a weekly basis to work intensively with pupils on a 1:1 basis to support with issues such as grief and significant emotional issues. These children have improved attendance, attitude and are making excellent progress in class as a result of feeling safe and secure in school.
- Further strategies include;

- Creation of positions of additional responsibility – school council, house captains, eco committee and pupil governors
- A wide selection of trips and visitors, including residential in KS2 and community trips to support families who can't afford to take their children on holiday
- Summer school available to all children from EYFS to Y6
- ICT suite available before school every day as an internet café for children who need access to a computer
- Promoting a healthy lifestyle through breakfast club, Beech Hill bake off, after school club, cooking across the curriculum, baking project with local elderly residents.

### **How our strategies have impacted on the achievement and wider development of disadvantaged pupils**

- Introducing Read Write Inc as our primary phonics programme across Early Years and Key Stage One has had a huge impact on phonics, reading and writing development. We are predicting that 95% of Y1 pupils will pass the phonics test which is a considerable improvement on last year's results. The programme has ensured consistency in the delivery of phonics and the modelling of reading and writing and the levels of engagement from all children, particularly PP children, have also improved.
- Our residential trips as well as day trips and visitors coming into school have had an extremely positive impact on writing as our pupils have gained a broadening range of experiences. In particular, our Year 5 residential trip to London has created life-long memories for our disadvantaged children such as theatre and museum trips, eating out at restaurants and learning how to organise themselves on a daily basis.
- Our Art Coordinator and Pupil Premium Champion have organised an arts week to provide children with a wealth of experiences and enjoyment. As they will be working alongside professional musicians, actors and artists, the children will have a much better understanding of employment opportunities available to them. This also links with our character development project which exposes children to adults from a wide range of career backgrounds, e.g. armed forces (leading resilience days), .police force, paramedics, farmers, scientists, self-employed builders, football coaches, etc. We also have a school ambassador at Greggs (main local employer for pupils once they leave school) who works with the children to demonstrate how many different roles and opportunities there are in the company.
- Our Pupil Premium Champion carefully tracks which PP children are accessing the provision we are providing, such as breakfast club and after school club as well as the wide range of extra-curricular club on offer. Although enjoyment cannot be given a numerical value, attendance at these clubs has increased considerably, with around 83% of PP children accessing at least some of this provision and some accessing up to five different clubs.
- Through the employment of extra teaching staff across school, pupils have been provided with additional support and challenge, resulting in outstanding progress and attainment across KS1 and KS2, reflected in SATs results, where pupils consistently achieve better than local and national average.

## **Additional information**

- A buddy system was introduced by our Pupil Premium Champion between Reception and Year 5 to ensure that the younger children have somebody that they can talk to in school and share learning such as reading. This has also allowed the Year 5 children to take on the role of positive role models to the younger children and their families. When asked what he likes to do in school, one Year 5 PP boy answered 'spending time with my buddy because I feel like a teacher'.
- Enrichment activities have been coordinated by our Pupil Premium Champion on Friday afternoons so that every child could choose an enjoyable activity to end the week on and discover new skills and talents.
- The attendance levels of each class in school are shared with the children in a weekly assembly and classes move around a 'race track' depending on their attendance percentage that week. Since this was introduced, attendance levels have risen significantly as the children are eager to win a class prize for being the furthest around the track by the end of a half term. Individual children are also recognised for 100% attendance or improved attendance with regular assemblies to award prizes such as theatre tickets, which offer brand new cultural experiences which children may not have access to at home.
- We are very lucky to have school dog, Ted, who was a welcome addition to our school last year. During the General Election, we gave the children the chance to vote for something they'd like to add to our school. The most popular choice was to have a pet dog, so, keeping in the spirit of democracy, we got one. Ted, who is specially trained to be around children, is used as an incentive for the PP children to attend school every day as well as providing them with the responsibility of caring for a pet. Ted helps staff to monitor safeguarding as he can be used as listening ears to pupil voice if children feel nervous about talking directly to an adult about issues concerning them or their welfare. On the completion of Ted's training, we will also use him to deliver the 'Reading with dogs' scheme, to further accelerate progress in reading, as well as promote calm and relaxed reading behaviours.