



The Beacon – PP and Catch-up Strategy Statement



School overview

Metric	Data
School name	The Beacon CE Primary School
Pupils in school	445
Proportion of disadvantaged pupils	42%
Pupil premium allocation this academic year	£213,855
2020 - 2021 Catch-up fund allocation	£26,160
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Sally Aspinwall
Pupil premium lead	Josh Blundell
Governor lead	Margaret Rowlands

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A (Due to Covid)
Writing	N/A (Due to Covid)
Maths	N/A (Due to Covid)

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 (RWM Combined)	N/A (Due to Covid)
Achieving high standard at KS2 (RWM Combined)	N/A (Due to Covid)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Phonics	Proportion of disadvantaged pupils achieving the PSC is	Sept 21

	broadly in line with the national average	
Meeting expected standard at KS1 (RWM Combined)	Proportion of disadvantaged pupils achieving RWM combined to improve.	Sept 21
Achieving high standard at KS1 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving the high standard in RWM combined is at least maintained.	Sept 21
Meeting expected standard at KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving RWM combined at the expected standard improves to be closer to the national average.	Sept 21
Achieving high standard at KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving the high standard at KS2 is at least maintained(RWM combined).	Sept 21
Progress in Reading KS2	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing KS2	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics KS2	Achieve average KS2 Mathematics progress score in maths (0)	Sept 21
Other	Improve attendance of disadvantaged pupils to the national average.	Sept 21

Teaching priorities for current academic year

Measure	Activity	Impact																																																		
To improve the attainment and progress of PP children in Upper Key Stage 2	To provide children in UKS2 with smaller, targeted groups for English and Maths. Use staff specialisms to deliver high-quality, personalised sessions for children with various abilities.	<p>Percent of PP children in Y6 at EXP+</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Maths</td> <td>18%</td> <td>29%</td> <td>41%</td> </tr> <tr> <td>3/17</td> <td>5/17</td> <td>7/17</td> </tr> <tr> <td rowspan="2">Reading</td> <td>24%</td> <td>29%</td> <td>35%</td> </tr> <tr> <td>4/17</td> <td>5/17</td> <td>6/17</td> </tr> <tr> <td rowspan="2">GPS</td> <td>18%</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>3/17</td> <td>5/17</td> <td>5/17</td> </tr> </tbody> </table> <p>Percent of PP children in Y5 at EXP+</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Maths</td> <td>50%</td> <td>50%</td> <td>61%</td> </tr> <tr> <td>10/20</td> <td>10/20</td> <td>11/18</td> </tr> <tr> <td rowspan="2">Reading</td> <td>45%</td> <td>45%</td> <td>78%</td> </tr> <tr> <td>9/20</td> <td>9/20</td> <td>14/18</td> </tr> <tr> <td rowspan="2">GPS</td> <td>40%</td> <td>30%</td> <td>67%</td> </tr> <tr> <td>8/20</td> <td>6/20</td> <td>12/18</td> </tr> </tbody> </table>	Subject	Aut	Spr	Sum	Maths	18%	29%	41%	3/17	5/17	7/17	Reading	24%	29%	35%	4/17	5/17	6/17	GPS	18%	29%	29%	3/17	5/17	5/17	Subject	Aut	Spr	Sum	Maths	50%	50%	61%	10/20	10/20	11/18	Reading	45%	45%	78%	9/20	9/20	14/18	GPS	40%	30%	67%	8/20	6/20	12/18
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To develop and enhance a 'mastery' approach to the delivery of maths across the school.	Lead teachers to take part in maths mastery CPD with NW3 maths hub. Lead teachers to deliver training to staff team on this.	<p>Five members of staff attending CPD sessions.</p> <p>Subject lead delivered training to entire maths teaching staff. School will now move onto 'embedding' phase for 2021-22.</p>																																																		
To improve the attainment and progress of PP children in Upper Key Stage 1.	To make use of additional adult within KS1 to support identified PP children with their maths and English.	<p>Percent of PP children in Y2 at EXP+</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Maths</td> <td>9%</td> <td>33%</td> <td>55%</td> </tr> <tr> <td>3/33</td> <td>11/33</td> <td>18/33</td> </tr> <tr> <td rowspan="2">Reading</td> <td>9%</td> <td>24%</td> <td>52%</td> </tr> <tr> <td>3/33</td> <td>8/33</td> <td>17/33</td> </tr> <tr> <td rowspan="2">GPS</td> <td>12%</td> <td>24%</td> <td>39%</td> </tr> <tr> <td>4/33</td> <td>8/33</td> <td>13/33</td> </tr> </tbody> </table>	Subject	Aut	Spr	Sum	Maths	9%	33%	55%	3/33	11/33	18/33	Reading	9%	24%	52%	3/33	8/33	17/33	GPS	12%	24%	39%	4/33	8/33	13/33																									
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To develop skillsets of children through specialist teaching in swimming and music.	Children throughout school to take a part in regular musicianship lessons with children in KS2 also having weekly instrument lessons;	<p>Children able to access 2 live lessons of music during lockdown. Musicianship and instrument sessions resumed post-lockdown. 1 PP child passed grade 3 trumpet exam</p>																																																		

	<p>all sessions delivered by In Harmony specialists.</p> <p>Children from reception and Key Stage 1 to take part in swimming sessions delivered by specialist swimming instructors.</p>	<p>and 1 PP child passed grade 2 Cello exam with highest level distinction.</p> <p>Due to pandemic swimming was limited to one 30-minute slot. (86% of Year 6 swimming 25 metres or more – front crawl/back stroke)</p>
Barriers to learning these priorities address	<p>Encouraging regular, wider reading.</p> <p>Promoting the opportunity to learn new skills.</p>	
Projected spending	£98,730	

Targeted academic support for current academic year

Measure	Activity	Impact																				
To accelerate the progress of PP children in English in KS1.	Fund two qualified Reading Recovery teachers to deliver Reading Recovery to identified KS1 pupils.	<p>Teacher 1 – Cohort 1</p> <table border="1"> <thead> <tr> <th>Child</th> <th>Entry</th> <th>Exit</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>20</td> <td>17</td> </tr> <tr> <td>2</td> <td>0</td> <td>12</td> <td>12</td> </tr> <tr> <td>3</td> <td>0</td> <td>14</td> <td>14</td> </tr> </tbody> </table>	Child	Entry	Exit	Progress	1	3	20	17	2	0	12	12	3	0	14	14				
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To improve the level of PP attainment within the PSC.	Fund one Readers Count teacher to deliver 1:1 session with PP children who need further support with Phonics.	Cohort 1			
		<i>Child</i>	<i>Entry</i>	<i>Exit</i>	<i>Progress</i>
		1	6y3m	7y3m	1y
		2	5y2m	6y4m	1y2m
		3	4y2m	5y11m	1y9m
		Cohort 2			
		<i>Child</i>	<i>Entry</i>	<i>Exit</i>	<i>Progress</i>
		1	5y3m	6y7m	1y4m
		2	5y2m	6y6m	1y4m
		3	4y10m	6y2m	1y4m
		84% of PP children passed PSC (Nov 20) – Current Y2			
		Current Y1 to be checked in Nov 21			
To improve children's mental wellbeing and behaviour.	Provide small, flexible mentoring sessions for identified children. Sessions will aid pupils with their school life and aim to improve behaviour and attitudes to learning.	Case studies being updated			
Barriers to learning these priorities address	Level of reading children enter school is extremely low in general.				
Projected spending	£74,625				

Wider strategies for current academic year

Measure	Activity	Impact
Support families to overcome barriers to learning; in particular attendance.	Learning Mentor to work with families to identify and overcome barriers to learning. Learning Mentor to liaise with EWO to improve attendance of PP children.	<p>98.7% of all children attended school during lockdown 3 (includes children on site and those at home attending 3 live lessons a day) – 58 children received devices that enabled them to attend live lessons.</p> <p>Attendance as of July 2021: Whole school – 97.03% PP – 96.47% Non PP – 97.5%</p>

To provide numerous enrichment activities for PP children; Breakfast Club, residentials, educational visits.	School to provide funding for PP children to attend enrichment activities and provide pupils with various environments to learn and develop new skills.	<p>Multisport after-school clubs – 46/93 (49%) are PP children</p> <p>In Harmony after-school club – 17/46 (38%) are PP children</p> <p>Y2 CHET 1-day visit – 31/33 PP children attended.</p>
To provide additional IT resources.	Targeted children to receive support with using devices at home. Pupils will be able to access online learning platforms and attend any online teaching.	<p>98.7% of children able to access 3 live lessons during remote learning phase.</p> <p>Capacity increased for each class enabled more children to use online platforms to support learning. (Years 2-6 have a class set each)</p>
Barriers to learning these priorities address	Improving attendance of most disadvantaged pupils. Lack of IT resources and internet at home.	
Projected spending	£40,500	

Catch-up Fund

Measure	Activity	Impact
To provide tutoring session for identified pupils through the NTP.	Targeted children to receive 1:1 or small group tuition from a qualified tutor.	Tutor has worked with 6 cohorts of children throughout the Spring and Summer terms (49 KS2 children – 27 of which are PP – 55%)
To increase capacity to deliver online learning.	School will increase the capacity to deliver online learning to pupils through purchasing additional ICT equipment.	<p>Capacity increased for each class enabled more children to use online platforms to support learning.</p> <p>Years 2-6 have access to their own class set of Ipads to consolidate learning (TTRS,</p>

		Readiwriter, Accelerated Reader, MyMaths, Nessy).
Projected spending	£26,160	

Monitoring and Implementation

Area	Challenges	Mitigating actions and monitoring
Teaching	<p>Ensuring staff have sufficient time to access CPD and make use of this.</p> <p>Monitor the delivery and impact of approaches such as maths mastery.</p>	<p>SLT to arrange cover and plan in advance any sessions for class teachers to attend.</p> <p>Subject leads to work with PP lead to monitor the delivery of teaching.</p>
Targeted support	<p>Ensure that the curriculum is not narrowed for children receiving intervention.</p> <p>Ensure the interventions are delivered effectively and regularly.</p>	<p>SLT and class teachers to work together to create timetables that allow for interventions to run without effecting the teaching of the curriculum.</p> <p>PP lead to and aspect lead to regularly meet and provide updates of intervention programmes.</p>
Wider strategies	<p>Engaging families facing the most challenges.</p>	<p>School to work closely with families and any agencies involved to create individualised plans. Monitored during termly PP meetings.</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	N/A (Due to Covid)
Progress in Mathematics	N/A (Due to Covid)
Phonics	N/A (Due to Covid)
Other	Attendance of PP pupils in March 2020 was up by 1.05% compared to March 2019