



## Beechwood Pupil Premium Actions 2022-2023

Pupil Premium Objectives for 2022-2023 academic year (To address barriers)	Total pupil premium allocation for 2022-2023 academic year: £235,997
<p><b>To close the gap between PP and other children through establishing small group interventions for disadvantaged pupils falling behind age-related expectations.</b></p> <p><b>Therapeutic support and play provision to provide therapeutic support for children in need of wellbeing sessions and family support through FSW.</b></p> <p><b>Provision of additional support from extended services to improve lifestyles and pupil outcomes.</b></p> <p><b>To provide aspirational opportunities for PP children and offer further widening opportunity experiences.</b></p>	

<p>Objective 1: To close the gap between PP and other children through establishing small group interventions for disadvantaged pupils falling behind age-related expectations.</p>				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implication
Release of INCO	<p>Support statutory assessment of pupils for local authority. Personalised intervention programmes to support progress towards national progress.</p> <p>MAST support including counsellors, therapists, family support and additional provision is mapped out for pupils and is timely, effective and demonstrates impact.</p> <p>School nurse support.</p>	<p>The impact is monitored termly through data collection, general monitoring, collection of referrals and frequent professional meetings. Data analysis demonstrates impact, feedback from class teacher, children and families.</p> <p>MAST support is monitored frequently and impact measured by attainment, social and emotion health factors and feedback.</p>	INCO	£51087
FSW	The Family Support Worker works with families who need additional support to access services or to	Termly support programmes organized according to community	FSA	£20336

	<p>provide good parenting with the aim of supporting and engaging families who need additional support.</p> <p>FSA organizes events for families and acts as the link between PTFA and school. Supports with barriers to accessing school, including attendance, courses for parenting and relationships.</p> <p>Provision of Thrive and Trauma Informed approaches and staff to support well being and understanding of need.</p> <p>Support services children, Young Carers and children having family support.</p>	<p>need. Newsletter to sign post to additional free activities and services.</p> <p>Parenting courses Solihull Approach training and running of courses.</p> <p>Food action project and access to hardship grants.</p> <p>Support in the Early Years and home visits to develop links with new parents and children.</p> <p>Signpost, arrange meetings and support families to ensure that pupils are settled and engaged.</p>		
Release of AHOS	<p>Ensure impact and curriculum consistency, as well as support to develop rich experiences, including liaising with outside agencies to provide clubs, access to programmes and ensure that PP children have the same access to all experiences.</p> <p>Support for Teaching and Learning to develop acceleration, targeting of gaps and applying pedagogy consistently for the application of learning and progress.</p>	<p>Termly curriculum support, including MAT wide reviews and development.</p> <p>Ongoing monitoring and development for leadership review.</p> <p>Review of resources and subject resources to support progress and achievement in learning.</p> <p>Regular monitoring and support for teaching and</p>	AHOS and subject coordinators where appropriate.	£64,413

	<p>Develop and ensure consistency of resources to suit the needs of PP children and work with subject coordinators to develop appropriate subject resources.</p> <p>Support behaviour policy and work with approaches from families to develop understanding of support procedures and development of behaviour strategies to suit all children, including pupil premium children.</p>	<p>learning, including whole school and bespoke approaches.</p> <p>Regular monitoring and support for families and children requiring additional strategies for behaviour, including development of STEM skills and learning behaviors.</p>		
<p>Support teams work with a wide range of Pupil Premium children and class teachers to develop the best possible education support, provision and development of social and emotional skills to enable lifelong learning. Monitoring, improved educational outcomes and pupil progress meetings support. EHCP, EHAT and TAM meetings to support families and identify actions and improvements.</p> <p>Links with families and courses provided in school to support engagement, strategies and the wider wellbeing of the community. Strategies developed for every child. Referrals made to outside agencies for support, including food parcels, hardship funding and uniform donations.</p> <p>S&amp;L programmes are delivered with professional support. Monitoring of progress, ongoing class teacher oversight and increased development of Speech and Language for youngest children, continuation of Oracy and wider staff training and awareness of speech and language strategies. TAs have been given further training in S&amp;L to support programmes in school.</p> <p>Rich experiences and development of curriculum to provide broad and balanced curriculum, including life experiences that develop aspirations, such as Medifest, university visits, secondary visits many cultural visits, theme based education and learning with real experiences that apply learning.</p>				

<p>Objective 2:</p> <p>Therapeutic support and play provision to provide therapeutic support for children in need of wellbeing sessions and family support through FSW.</p>				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implication
Additional staff support to manage HUT	Therapeutically trained HUT support and resources to support Trauma informed approaches, training, development for children and staff.	Each term, children are signposted by staff, either from families, class teachers, FSW or SLT. Children access support according to need. This is constantly	INCO	£42750

	<p>Ready Respectful Safe strategies for all staff and children to ensure consistency and expectations.</p> <p>Parental relationships to support children in times of need as well as ongoing support to address barriers or trauma to ensure success in school.</p> <p>Thrive training as a well being programme for mental health and well being.</p> <p>Development of FSW role to ensure that families have access to a wide range of resources and support in school, including uniform, social occasions, adult learning and mental health and parenting support.</p>	<p>reviewed and needs monitored weekly to ensure best delivery.</p> <p>Children are identified and supported by INCO to manage support and targeting best provision.</p> <p>Parents can access school groups for parents designed to foster relationships and wellbeing.</p> <p>Mentally Healthy Schools awards.</p> <p>Therapeutic parenting courses</p> <p>Access courses</p> <p>Development of mental health courses for parents and financial well being.</p>		
Therapeutic Play Leader	Play leaders support for lunchtimes with capacity to support children with social elements of play and developing opportunities for children to play meaningfully.	Full time, every lunchtime	INCO SLT	£19339
CPD ongoing to support and manage, with regular meetings and updates in consultation with class teachers, SLT and families, outside agencies when appropriate.				

Timetabled support for break and lunchtimes, as well as specialized interventions and groups for identified children.  
 Therapeutic resource area for play and group work, including safe space and outside area.  
 Newsletter to share updates and celebrate achievement and learning.  
 Regular FSW newsletter and information to advertise courses and support.  
 Facebook to communicate regularly including developments and reminders, as well as celebrating learning.

**Objective 3:**

Provision of additional support from extended services to improve lifestyles and pupil outcomes.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implication
School Crossing Patrol	Chn arrive in school safely. Reduced or no incidents involving crossing to school.	Each term	PLP organized with SLT	£3998
Speech and Language	Oracy developed through the school and embedded into the curriculum. S&L practitioner in school to assess and develop programmes of support, including staff training.  S&L support from Livewell.  TA training identified to support chn with S&L programmes once Livewell close.	1 day a week Livewell and programmes written and provided for daily support in house.	INCO S&L practitioner Livewell	£8385
MAST support	Learning mentors, counsellor and therapy session, as well as Family Support Workers, on a referral basis.	Support is identified all year according to need, with professional meetings to assess and target support.	HOS, AHOS, INCO	£14640

	Communication Interaction support.  Pupil Premium children are able to access support according to need and develop appropriate packages to develop families to enable better progress.			
Counsellor	2 chn per term related to need or life events if necessary.	Support for children who require further intervention or to prevent a life event affecting life chances. Referral based.	INCO	£7900
<p>School crossing support for safe entry to school.</p> <p>Speech and Language targeting support in early years to ensure catch up and good development at the start of the school career, face to face and CPD for staff to continue provision. INCO monitors and assessments are shared regularly.</p> <p>MAST support for outside agencies, access to services and better access to educational progress, measured and reviews through pupil progress, professional meetings, daily and weekly interactions and targeted support.</p>				

<p>Objective 4: To provide aspirational opportunities for PP children and offer further widening opportunity experiences.</p>				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implication
Purchase of specific resources to support intervention work.	Specialist resources to target need, such as handwriting or reading.	Ongoing, according to need and research for methods or strategies.	INCO, Class Teachers, AHOS, HOS	£2250
Theatre production	Chn have the opportunities to watch professional performances – The Jungle Book which allows children to enjoy stories and performances and widen their experiences.	1 x per year.	AHOS HOS Class teachers	£899
Specific, researched resources to ensure that support is targeted and beneficial for need and supports the progress towards age related expectations.				

External provisions required to support families and children who are finding access to education a barrier and identify support needs as well as develop staff resource and understanding around supporting these children to increase schooling provision.

Opportunities for rich experiences and activities to widen horizons and to give opportunities for further literacy experiences.