

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Beech Green Primary School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 to 2026
Date this statement was published	22.12.2023
Date on which it will be reviewed	01.09.2026
Statement authorised by	Julie Poulson
Pupil premium lead	Julie Poulson
Governor / Trustee lead	Helen Parkinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,654
Recovery premium funding allocation this academic year	£6,453
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,478

# Part A: Pupil premium strategy plan

## Statement of intent

At Beech Green our pupils from disadvantaged backgrounds are a small group. Each and every one of them is precious to us. Many of these pupils have additional barriers to learning, some join us from other schools. We intend for all of our pupils from a disadvantaged background to leave Beech Green as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and/or play a musical instrument. They will have experienced the opportunity to be a leader and feel successful.

*Desired outcomes:*

- *Raised attainment of pupils*
- *Closing any achievement gaps evident between groups of pupils*
- *Increased engagement of parents with their children's education and with the school*
- *Improved attendance & punctuality*
- *Increased opportunities for pupils and broader experiences*
- *Foster attitudes of being 'lifelong learners' with self-belief and high aspirations*

*Our school values 'Respect, Achieve, Belong' form the foundation of our work, they are guiding principles*

*We will provide a culture where:*

- *Staff believe in every child*
- *Staff encourage, support and expect every child to actively participate by adopting effective strategies for whole class engagement e.g. talk partners, the use of white boards and strategic questioning*
- *Staff support children to develop a positive attitude and approach towards learning, and provide opportunities to include every child*

*Researching Effective Strategies*

*We will ensure that:*

*We provide effective continuous professional learning to ensure our staff have strong pedagogy to maximise learning opportunities for all children.*

*We use research e.g. Sutton Trust Toolkit, teacher-action research, study groups (e.g. involving class teacher, subject leaders, 1:1 tutors, senior leaders, local colleagues and external advisors) to support us in determining the strategies that will be most effective in raising pupil attainment & monitor children's progress.*

*All teaching staff are involved in detailed analysis, through discussion with colleagues and specialists as well as reading educational research, identify the most effective strategies and resources.*

#### *Increasing Learning Time*

*We will maximise the time children have to achieve the desired outcomes through:*

- Improving attendance and punctuality.*
- Providing earlier intervention (in KS1 and EYFS).*
- Supporting children's personal, social and emotional needs, therapeutic mentor, pastoral leader and external support accessed through the Navigation Hub.*
- Providing opportunities for parents/carers to learn alongside each other in the Family Tree Café, at teacher led events.*

#### *Individualising Support*

*We will ensure that the additional support we provide is effective by:*

- Looking at the individual needs of each child and identifying their specific barriers to learning; e.g. pupil progress meetings (pupil profiles if they have additional SEND needs).*
- Tailoring interventions to the needs of the child.*
- Ensuring all teaching staff communicate regularly.*
- Working with other agencies to bring in additional expertise/opportunities e.g. private speech and language therapist, play therapy as well as developing in-house expertise.*

*How we will measure the impact of the Pupil Premium Grant:*

- Increase the number of children leaving primary school reaching expectations in reading, writing and maths.*
- We aim for the gap in attainment to reduce in each year group, as a result of accelerated progress through timely intervention.*
- Pupils are engaged and demonstrate successful learning behaviours in all aspects of the curriculum.*
- Increase the number of pupils attending after school clubs.*
- Case study of how our school offer has benefitted individual families.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Induction and support: A high proportion of our disadvantaged pupils may not join at the usual entry points (Reception) and some join during key-stage 2. Some move into the area from outside of the UK and may not have stable living arrangements.
2	Communication and interaction: Reception staff have observed some disadvantaged pupils have lower than typical starting points when entering reception. The gap has widened since the pandemic.
3	Multiple barriers to learning, including low self-worth, some disadvantaged pupils also have a SEND, SEMH needs, are adopted from care or a child in care; a higher proportion have speech and language difficulties.
4	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils This has been exacerbated by the pandemic, the gap has widened. The aim is for persistent absence to be reduced to below 1% and for attendance to be in line with all pupils.
5	Access and engagement gap: children whose families are in receipt of pupil premium funding do not typically access extra-curricular clubs or activities (see monitoring sheet)
6	Identification: despite continued efforts, we do not yet believe that all of our disadvantaged children have been identified or are in receipt of Pupil Premium Funding.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved rates of progress and attainment in reading, writing and maths.	<p>On-going assessment data for all groups of pupils analysed every term (3 times a year) shows improvement over time for pupils receiving additional support.</p> <p>Specialist support provided as needed, including speech and language therapy, therapeutic groups, SEND interventions and links with external agencies.</p> <p>Records show evidence of specialist provision, additional support and targeted interventions.</p> <p>Class teachers are aware of the range of needs of pupils and generate a report to analyse gap.</p> <p>Low Skills Quiz (LSQ) collected and show that pupils in receipt of pupil premium are accessing all areas of the curriculum and retaining knowledge.</p>

<p>Barriers to learning identified, support in place.</p> <p>Pupil progress meetings</p>	<p>Parental feedback shows that teaching staff have listened and responded to concerns raised.</p> <p>Additional provision identified as needed (see above).</p> <p>Specialist support evident.</p> <p>Any lack of provision is identified and recognised as a potential continued concern.</p> <p>Pupil Review meetings provide a systematic approach/individual case study of pupils who:</p> <ul style="list-style-type: none"> <li>• Are in receipt of pupil premium</li> </ul>
<p>All staff are aware of pupils in receipt of PP, know and understand the level of need and concerns for each family.</p>	<p>Staff training logs show that all staff have attended TWILIGHT training on supporting groups of pupils – using evidenced research EEF.</p> <p>Teaching staff use a range of strategies to adapt learning to meet a range of needs; scoop groups, pre-teach and re-teach is evidenced in class plans.</p>
<p>Attendance at school and extra-curricular activities</p>	<p>Attendance monitoring shows no gap between groups of pupils.</p> <p>Parents and carers of pupils with low attendance are contacted after routine monitoring; letters, contracts and meetings have a positive impact – there is evidence of improved attendance.</p> <p>Pupils in receipt of PP are prioritised for after school clubs – there is evidence of engagement.</p> <p>Money is available and used to support families in receipt of PP evidence of this enabling pupils to attend additional activities.</p>
<p>For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths</p> <p>Year 1 &amp; 2 phonics check and Year 4 multiplication check</p>	<p>100% of non-SEND disadvantaged pupils make good progress and achieving Age Related Expectations:</p> <p>End of KS2 (Year 6) Reading, Writing and Maths</p> <p>Evidence of ARE being achieved by pupils with no cognitive SEND throughout the school – Insight data tracking</p> <p>Year 4 Multiplication Test</p> <p>Year 1 and Year 2 phonics</p> <p>Year 2 end of KS1 outcomes</p>
<p>Additional barriers to learning are addressed.</p>	<p>Pupil Review (PR) and Pupil Progress (PP) meetings provide a systematic approach/individual case study of pupils who:</p> <ul style="list-style-type: none"> <li>• have a SEN/D</li> <li>• subject to a CIN/CP plan</li> <li>• are CIC or Adopted from Care</li> <li>• SEMH needs</li> <li>• Are FSM or in receipt of PPG</li> </ul> <p>These meetings are held 3 times a year to ensure steps in progress can be identified, barriers recognised with the intention to overcome challenges.</p> <p>This could include</p> <ul style="list-style-type: none"> <li>• Access to therapeutic mentor</li> <li>• Individual mentor for all disadvantaged pupils to be their ‘champion’ (follows them throughout their school journey at Beech Green)</li> <li>• Navigation Hub referral for external support</li> </ul>

	<ul style="list-style-type: none"> <li>• Pastoral lead</li> <li>• SEND – My Plan or My Plan +</li> <li>• Attendance at a club or selected for a sporting event</li> </ul>
Access and Engagement Barriers are recognised; proactive opportunities overcome challenge	<p>Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with some representing the school at a sport, Arts or academic event or attaining a leadership role.</p> <p>All disadvantaged pupils will attend a trip to a popular destination, to widen knowledge and experiences to be in line with their peers. Eg museum trip, or cultural trip, linked to learning a skill or growing knowledge</p> <p>All key stage 2 disadvantaged pupils will take part in Year 4 and Year 6 residential visit</p> <p>Year 6 staff to talent spot and mentor pupils in class to apply for leadership roles in school including, play maker, house captains, librarian, digital leader, school council.</p>
For all disadvantaged pupils to attend school regularly and on time, attendance in line with all pupils.	<p>There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <p>Attendance and punctuality of targeted pupils will improve to be in line with all pupils.</p> <p>Persistent absence will reduce.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Activity in this academic year Specific areas of focus 2022 - 2023

- Trips and experiences, vulnerable families
- Curriculum plans, impact on outcomes
- Access clubs, support, barriers
- Attendance persistent absentees and those at risk of persistent absenteeism

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

Ensuring adequate time and support is available for staff professional development. Developing the most effective approach to continuous professional learning with a clear focus on learning and achievement for all pupils.

An offer which enables all pupils to access the curriculum. Ensure teaching and targeted support is frequent, high quality and consistent.

Engaging the hardest to reach families and providing the level of expertise needed to support the most complex needs.

*Implementing change in schools is challenging. One of the characteristics that distinguishes effective and less-effective schools, in addition to what they implement, is how they put those new approaches into practice. EEF Putting Evidence to Work – A School's Guide to Implementation Published 2 December 2019 <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>*

Activity	Evidence that supports this approach
<p>Staff training throughout the year Using the EEF to identify provision which has a positive impact on learning and progress for all pupils</p> <p>Specialist training for staff to identify and adapt for a range of barriers including speech and language, SEMH and early reading and phonics</p> <p>Implement a CPL programme for all teaching staff including teaching assistants to develop pedagogy and practice which supports the inclusion and quality first teaching for all pupils</p>	<p>See EEF Sutton Trust Teaching and Learning Toolkit – see Further Information</p> <p>In school evidence of impact (RWI), CPOMS, INSIGHT</p> <p>EEF Tiered Model Published 23rd April, 2021</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000,00 (see catch up plan for further information)

Activity	Evidence that supports this approach
<p>Senior leaders as PP champions; the leader meets with the class teacher, child and parents – discuss barriers to learn and how to address them, review academic progress, share any concerns, provide guidance and resources inc. improving attendance</p>	<p>EEF – feedback</p>
<p>One to one tuition offered to all pupils including those who are in receipt of PPG Class teachers to take responsibility for additional one to one and small group tuition in the spring term (January 2023)</p>	<p>EEF – one to one and small group tuition</p>
<p>Ongoing teacher and teaching partner academic support in class; additional and extra work based on gap analysis pre-teach and re-teach</p>	<p>EEF</p>

Structured specialist interventions and assessment from an education psychologist which promote good academic progress including speech and language, dyslexia support	Peer reviewed, published research
Specialist analysis from Education Psychologist (Ed Psych) to identify specific barriers to learning for pupils in receipt of PPG	Peer reviewed published research

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,000.00

Activity	Evidence that supports this approach
Structured parenting programme to engage and educate parents and carers including Emotion Coaching	Peer reviewed, published research
Positive promotion of clubs to all pupils	Peer reviewed, published research
Therapeutic practitioner, pastoral support providing SEMH programmes. Thrive one to one and group work	In-school research CPOMS
Additional opportunities including 'Growing Hope' project	
Individual peripatetic music tuition e.g. Rock Steady and drumming	Peer reviewed, published research

Budgeted cost: £5,000,00

Activity	Evidence that supports this approach
Additional financial support for pupils to access extra-curricular activities, school trips	EEF
Support for families to buy items for school including uniform	Peer reviewed, published research

**Total budgeted cost: £30,000.00 + £24,000.00 + £5,000.00 = £59,000.00**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Learning and progress from 2022 to 2023 was evidenced by in school assessments, these show that overall children in receipt of pupil premium attained below other groups.

Children in receipt of pupil premium do not attend as well, have more time off and there are a high proportion of late arrivals.

No children in receipt of pupil premium were permanently excluded; there were six fixed term temporary exclusions linked to pupils in receipt of pupil premium.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme (Costs)	
Read Write Inc (RWI) training and resources	£1,211
Thrive training and Thrive subscription	£1,188.00
Growing Hope Project	£150.00
External peripatetic music costs	£1,592
Whole class instrument tuition	£900,00

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional support in school from key staff including one to one reading; Thrive work and where needed academic intervention (pre-teach and re-teach)
What was the impact of that spending on service pupil premium eligible pupils?	Pupils in receipt of service pupil premium are attaining in line with other groups.

## Further information (optional)

Funding allocation

*Pupil premium £1345.00*

*Pupils who have been adopted from care £2345.00*

*Children who are looked after by the LA £2345.00*

*Service pupil premium £310.00*

Implementing Teaching and Learning Sutton Trust Report EEF at Beech Green

Strategy	Impact (months)	Strategy	Impact (months)
Mastery learning	+5	Behaviour interventions	+3
Social and emotional learning	+4	Collaborative learning	+5
Digital technology	+4	Early years interventions	+5
Feedback	+8	Small group tuition	+4
Meta-cognition and self-regulation	+7	One to one tuition	+5
Oral language intervention	+5	Peer tutoring	+5
Phonics	+4	Reading comprehension strategies	+6