

# Beecholme Primary School

## Pupil Premium Strategy Statement - 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Beecholme Primary School
Number of pupils in school (as of Oct 2021)	190 (including Nursery)
Proportion (%) of pupil premium eligible pupils	29% (55 children based on Oct 2020 census)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Phyllis Sternberg
Pupil premium lead	Phyllis Sternberg
Governor lead	Hannah Roberts

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,975 (£1,345 per pupil)
Recovery premium funding allocation this academic year	£7,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 - PP Funding £755 - Covid Recovery Funding
<b>Total budget for this academic year</b>	<b>£83,705</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. It also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

At Beecholme Primary School we have high aspirations for our children and believe every child should be a successful learner. We are determined to ensure each pupil is given every chance to realise their full potential. Our main aim in using the PPG is to reduce the differences between pupil groups and eliminate barriers to progress and learning. As a school we track all pupil results to ensure they are making better progress across all subjects.

We recognise that not every child receiving PP funding is socially disadvantaged and that not every child who is disadvantaged receives this. Using a whole school approach, we aim to ensure that every child is given the opportunity to succeed and be the best they can be.

### Challenges

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

Challenge	Detail of challenge
<b>Academic barriers to future attainment:</b>	
<b>1. Prior Attainment</b>	Pupils enter Nursery and Reception behind the expected standard and struggle to make more than expected progress due to the barriers listed here, which would enable them to reach the same standard as their peers.
<b>2. Language and Communication</b>	Pupils in EYFS join the school with language and communication skills below age related expectations. Sometimes this is due to having English as an Additional Language. Additionally, and due to the pandemic, a significant proportion of children have missed out on early learning, play experiences and immersion in language- rich environments.

<b>3. Social and Emotional Needs</b>	Pupils have been identified as requiring additional social and emotional support in order to access learning at the same level as their peers
<b>External barriers to future attainment:</b>	
<b>4. Attendance</b>	Attendance for disadvantaged pupils remains at a lower rate than other pupils, with persistent absence still high for this group of learners 17% compared to 22.39%. A number of disadvantaged families live a distance away from the school and this has an impact on attendance due to general transport difficulties and caution around Covid and the use of public transport. A large percentage of learners across the school have family who live abroad. Visits during term-time to see relatives can have a significant impact on attendance for some individuals.
<b>5. Housing</b>	Disadvantaged pupils tend to experience higher levels of mobility, with families moved in and out of the immediate area due to housing needs and safeguarding situations. Some reside in accommodation that is overcrowded, unsuitable and/or shared with other families.
<b>6. Parental Support</b>	Support at home for some disadvantaged pupils is limited, affecting the completion of homework. Often this is due to restricted access to learning resources, technology and suitable work spaces. Some parents/carers find it hard to support their child to complete home learning tasks.

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
Disadvantaged learners will achieve expected national levels in all core subjects	<ul style="list-style-type: none"> <li>– Attainment in core subjects for disadvantaged children is in line or better than other pupils.</li> <li>– Gaps in Reading, Writing and Maths narrowed between disadvantaged learners and other pupils.</li> </ul>
Outcomes for Disadvantaged learners at the end of EYFS to be in line with others.	<ul style="list-style-type: none"> <li>– A greater percentage of Disadvantaged pupils achieve the expected standard in Communication and Language, which will also improve overall GLD.</li> </ul>

	<ul style="list-style-type: none"> <li>– Disadvantaged learners join Reception from our Nursery with baseline assessments in line with other pupils.</li> </ul>
Improved attendance across the school for Disadvantaged learners.	<ul style="list-style-type: none"> <li>– Improved attendance rates for Disadvantaged learners, including a much lower % of persistent absence amongst this group when compared to current data.</li> <li>– Case studies demonstrate the positive impact of attendance initiatives on individual/groups of disadvantaged learners</li> </ul>
To raise the % of disadvantaged children achieving ARE in Reading through ensuring children meet the expected standard in the Phonics Screening Check	<ul style="list-style-type: none"> <li>– Greater % of disadvantaged children will pass the Phonics Screening Check at the end of Year 1</li> <li>– Greater % of disadvantaged children achieving ARE in reading across KS1</li> </ul>
Disadvantaged learners have equitable access to curricular and extracurricular activities and take part in visits/activities that will enrich their learning and life experiences.	<ul style="list-style-type: none"> <li>– Disadvantaged learners attend extra-curricular activities in line with others</li> <li>– Positive pupil voice examples in relation to curricular and extra-curricular activities.</li> </ul>
Children have access to materials and resources which support home learning	<ul style="list-style-type: none"> <li>– Disadvantaged children are able to access all home learning activities .</li> </ul>

## 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.

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

**Budgeted cost: £20,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD programmes for Teachers and Support Staff, including the establishment of a working group across the Trust in order to share good practice.	Effective continual training opportunities ensure staff can work effectively with pupils to ensure they make accelerated progress and achieve their expected results. This includes training on PiXL and Edukey.	1,2 3, 6 £2,500

As much as possible, staff to have an appraisal objective linked to the progress of disadvantaged (PP) pupils.	(EEF report on the value of CPD – Oct 021)	
Raise the profile of Disadvantaged learners through: <ul style="list-style-type: none"> <li>– the establishment of a policy for Disadvantaged learners</li> <li>– developing the role of PPG Leader to ensure progress and opportunities for PP learners are tracked closely.</li> </ul>	As above	1,2 3, 4, 6  Proportion of salary for staff responsible for strategic leadership of PP - ½ day per week (£9,750)
Read, Write Inc. training and support for staff who are new to teaching phonics in KS1	High quality phonics teaching based on an accredited scheme such as Read, Write, Inc, leads to better outcomes in reading and writing (EEF +5months)	1,2,3  Training costs as above
Introduce FFT Aspire as a tool for tracking assessment and monitoring progress for all children, including PP children.	Tracking pupil progress ensures that gaps are identified and addressed as quickly as possible to support accelerated progress.	1,2  Part of £3,700 spent on IT licenses

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

**Budgeted cost: £56,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group, booster sessions, interventions and 1:1 support based on analysis of gaps	Targeted interventions ensure pupils make accelerated progress and an increased proportion of pupils are working at ARE. (EEF + 4 months)	1,2,3  X ref with salaries within Educational Support Staff (based on 25% of Support Staff budget)

<p>Learning Support Assistants to focus significantly on supporting PP learners at risk of underachieving.</p> <p>Ensure all PP children receive verbal 1:1 time with an adult each day.</p> <p>Ensure the work of PP children is prioritised for marking and feedback.</p>	<p>EEF evidence suggests that small group work and interventions can both have an impact of +4months.</p> <p>Evidence for oral/language interventions increases to +6 months and +6 months for feedback.</p>	<p>1,2,3</p> <p>X ref with salaries within Educational Support Staff</p>
<p>Deliver the NELI programme.</p>	<p>Early identification of barriers to learning contributes to improved development and progress.</p> <p>Evidence for oral/language interventions increases to +6 months</p>	<p>X ref with salaries within Educational Support Staff</p>
<p>Targeted small group interventions (<i>including PiXL</i>) from support staff - based on analysis of gaps.</p>	<p>Targeted interventions can be effective in supporting pupils to make accelerated progress, resulting in an increased proportion of pupils are working at ARE</p> <p>EEF evidence suggests that small group work and interventions can both have an impact of +4months.</p> <p>Evidence for oral/language interventions increases to +6 months and +6 months for feedback.</p>	<p>X ref with salaries within Educational Support Staff</p>

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

**Budgeted cost: £13,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free emergency access to Breakfast Club and After School Club for individual PP children for specific periods of time (£5 per session BC, £11 per session ASC)</p>	<p>Providing early help and interventions for families in need often prevents situations from escalating.</p>	<p>3,4,5,6</p> <p>£2,400</p>
<p>Establish opportunities for disadvantaged learners to use the</p>	<p>Disadvantaged learners often have less access to enrichment</p>	<p>1,2, 6</p>

library with parents/carers outside of the school day, increasing access to books and developing reading habits within families. - Initially this will be a focus for Year 4	opportunities and activities outside of the school day – all of which improve mental health and wellbeing.	
Emotional Literacy Support Assistant (ELSA) providing support for pupils and families, including EAL	EEF evidence shows that interventions to support social/emotional wellbeing can add +4 months and that strategies that develop metacognition and self-regulation can accelerate progress by +7 months.	3 X ref with salaries within Educational Support Staff  £200
Attendance and Educational Welfare Officer involvement with disadvantaged learners who are regularly absent or late for school.	Good attendance ensures pupils do not miss out on learning, resulting in gaps that impact on progress.	1, 2, 3, 4, 5, 6  £2,700
Educational Psychology sessions will continue to provide support to targeted pupils	Early identification of additional needs/SEND ensures that pupils receive the support needed to make accelerated progress.	2,3 £5,600
Access to additional enrichment opportunities that promote reading, including involvement in book selection for the library, free 'read for pleasure' books for the home.	Enrichment opportunities support pupils in their language development, confidence and enjoyment of reading, impacting on all areas of learning.	1,2, 5, 6
Specialist software resources - Subscription to Bug Club, Times Tables Rock Stars, Guided Reading, Seesaw and <i>First News</i> subscription.	Targeted interventions can accelerate progress (+6 months for reading comprehension interventions). Other software resources listed here support pupils to access and consolidate learning at home.	1, 6  £2,000 First News £424  Part of £3,700 spent on IT licenses
Provision of subsidised/free school uniform for PP children	Helping families with uniform supports pupil wellbeing and attendance.	3, 4, 6  £600
Writing packs provided to PP children across KS1 and Year 4	These resources enable learners to engage appropriately with home	1, 2, 5, 6

<p>CPG revision books provided to all children in Year 6 and to all PP children in Year 5.</p>	<p>learning activities, supporting good progress and attainment. Effective homework opportunities and experiences can support progress by +5 months (EEF)</p>	<p>Within curriculum budgets</p>
<p>Use of translation services to support the needs of EAL families</p>	<p>Translation services help families to access the support and information needed</p>	<p>4, 6 X ref with salaries within Educational Support Staff</p>

**Total budgeted cost: £90,850**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Due to the pandemic, not all of the actions identified within the Pupil Premium Strategy were completed as pupils were not in school for part of the year. Instead, strategies to support disadvantaged pupils focused on ensuring they had access to remote education and, where possible, were in school as part of a bubble. All pupil premium children had 1:1 or small group remote sessions during the 2021 lockdown. The sessions focussed on key areas for development as identified by the class teacher. Some children attended Book club on line to develop their reading and discussion skills. Some pupil received weekly well-being calls from school and well-being was monitored during the remote sessions.

### 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	Provider
Bug Club	Pearson
PiXL Assessment and Tracking	Partners in Excellence