

# Pupil Premium Strategy Statement – Beecholme Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	28 <sup>th</sup> November 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Phyllis Sternberg
Pupil premium lead	Phyllis Sternberg
Governor / Trustee lead	Daniel O'Shea

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,115
Recovery premium funding allocation this academic year	£8,845
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£98,960</b>
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Beecholme Primary School we have high aspirations for all 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.

The aims of our pupil premium strategy are to ensure that children in receipt of pupil premium funding are:

- Supported in recognising their own skills and abilities
- Supported in developing the skills to become successful and reflective learners
- Able to progress and develop educationally in line with their peers
- Able to access all aspects of our engaging and vibrant curriculum
- Able to thrive in a safe environment
- To prepare them for life in secondary school and adulthood
- To ensure that the children have access to the same enrichment activities as their peers

We work towards achieving these objectives by focusing on the individual child. At Beecholme we take a holistic approach supporting not only the child but the wider family, enabling them to develop educationally in a supportive and safe environment.

## Challenges

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

Challenge number	Detail of challenge
<b>Barriers to future attainment:</b>	
1. Prior Attainment	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. Children entering the school 'in year' are predominately working at standards below their peers
2.	Pupils in EYFS join the school with language and communication skills below age related expectations. Sometimes this is due to having English

Language and Communication	as an Additional Language or maybe due to having additional educational needs. 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.
3. Social and Emotional Needs	Pupils have been identified as requiring additional social and emotional support in order to access learning at the same level as their peers
4. Attendance	Attendance for disadvantaged pupils is slightly below non-disadvantaged (non-disadvantaged 94% disadvantaged 93.6% in 21/22. Although PA is below national the children need to raise their attendance in order to meet their learning goals.  A number of disadvantaged families live a distance away from the school and this has an impact on attendance due to general transport difficulties. 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.
5. Housing	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.
6. Parental Support	Support at home for some disadvantaged pupils is limited. 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.

Intended outcome	Success criteria
A greater percentage of disadvantaged learners will achieve expected national levels in all core subjects	Attainment in core subjects for disadvantaged children is in line or better than other pupils.  Gaps in Reading, Writing and Maths narrowed between disadvantaged learners and other pupils.
Outcomes for a greater percentage of disadvantaged learners at the end of EYFS to be in line with others.	A greater percentage of Disadvantaged pupils achieve the expected standard in Communication and Language, which will also improve overall GLD.  Disadvantaged learners join Reception from our Nursery with baseline assessments in line with other pupils.
Improved attendance across the school for Disadvantaged learners.	Improved attendance rates for Disadvantaged learners, including a much lower % of persistent absence amongst this group when compared to current data.

	Case studies demonstrate the positive impact of attendance initiatives on individual/groups of disadvantaged learners
To raise the % of disadvantaged children achieving ARE in Reading through ensuring children meet the expected standard in the Phonics Screening Check	Greater % of disadvantaged children will pass the Phonics Screening Check at the end of Year 1 Greater % of disadvantaged children achieving ARE in reading across KS1
Disadvantaged learners have equitable access to curricular and extracurricular activities and take part in visits/activities that will enrich their learning and life experiences.	Disadvantaged learners attend extracurricular activities in line with others. Positive pupil voice examples in relation to curricular and extra-curricular activities.
Children have access to materials and resources which support home learning	Disadvantaged children are able to access a greater range of home learning activities.

## 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: £ 29,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD programmes for Teachers and Support Staff	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. EEF - quality first teaching <a href="https://thirdspacelearning.com/blog/quality-first-teaching/">https://thirdspacelearning.com/blog/quality-first-teaching/</a>	1, 2 3, 6
Implement an approach to building a holistic picture of each of the disadvantaged pupils and their individual needs	All aspects of the child's background are taken into consideration when building a programme to meet their needs	1, 2, 3, 4 ,6
Developing the role of the PP leader	As above	1,2,3,4,6
Read, Write Inc. training and support for staff who are new	High quality phonics teaching based on an accredited scheme such as Read, Write, Inc,	1,2,3

to teaching phonics in KS1	leads to better outcomes in reading and writing (EEF +5months)	
Training to ensure confident use of pupil progress tracking programs (PiXL, FFT, Edukey)	Tracking pupil progress ensures that gaps are identified and addressed as quickly as possible to support accelerated progress.	1,2
Retention and training of highly skilled leadership staff to support all aspects of disadvantaged progress and attainment	Leadership staff support staff and pupils in identifying areas for development and maintaining programmes to support	1,2,3,4,5,6,

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

- based on analysis of gaps.	that small group work and interventions can both have an impact of +4months. Evidence for oral/language interventions increases to +6 months and +6 months for feedback.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free emergency access to Breakfast Club and After School Club for individual PP children for specific periods of time	Providing early help and interventions for families in need often prevents situations from escalating.	3, 4, 5, 6
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, 4, 5, 6
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.	4, 5, 6
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
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 – Maths Shed, White Rose Hub Literacy Shed, Seesaw	Targeted interventions can accelerate progress (+6 months for reading comprehension interventions). Other software resources listed here support	1, 6

	pupils to access and consolidate learning at home.	
Provision of subsidised/free school uniform for PP children	Helping families with uniform supports pupil wellbeing and attendance.	3, 4, 6
Writing packs provided to PP children across KS1 and Year 4 CPG revision books provided as required to PP children	These resources enable learners to engage appropriately with home learning activities, supporting good progress and attainment. Effective homework opportunities and experiences can support progress by +5 months (EEF)	1, 2, 5, 6
Use of translation services to support the needs of EAL families	Translation services help families to access the support and information needed	4, 6

**Total budgeted cost: £ 98,960**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Disadvantaged pupils in 2021 –2022:*

*EYFS – the gap between all children and pupil premium at Beecholme was 3% - All 70% and PP 67%. National was 57% for PP.*

*The gap in phonics attainment for PP children remained – this area requires further support due to gaps in learning from COVID closures. The gap at year two was closed.*

*At Key Stage 2 the gap in reading attainment remains however the gap in writing attainment for the group was narrowed. The gap in mathematics was narrowed.*

*Pupil premium children were provided with support through external learning opportunities.*

*Individualised support programmes were in place throughout the academic year.*

*A number of families received support from the EWO to improve their attendance – in summer term 2022 whole school attendance was 94% and the PP attendance was 93.8%.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
PiXL	Partners in Excellence
FFT	FFT
Edukey	Edukey