

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	173
Proportion (%) of pupil premium eligible pupils	68 – 39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Hayley Lewis
Pupil premium lead	Hayley Lewis
Governor / Trustee lead	Daniel O'Shea

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,460
Recovery premium funding allocation this academic year	£9280
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£100,740

Part A: Pupil Premium Strategy Plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less supported at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. At Beecholme Primary school, we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

At Beecholme we have high aspirations for all of our children, and we are determined to ensure each pupil is given every chance to reach their full potential. Our intention is that all pupils make good progress. We believe in equal opportunities for all, and we strive to ensure that every child is able to access all areas of the curriculum and achieve their full potential through a tiered approach. We use pupil premium funding to provide targeted support to ensure that we are closing the gap between our disadvantaged children and their peers.

High quality teaching is at the heart of our approach, with a robust focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged gap and at the same time will benefit the non-disadvantaged pupils in our school.

Key Principles of Strategy Plan

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The Aims of the Pupil Premium Strategy

- 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
Barriers to future attainment:	
1. Prior Attainment	Pupils enter Nursery and Reception below the expected standard, therefore need to make rapid progress to meet their peers
2. Multiple Barriers	Disadvantaged pupils often have multiple barriers to their learning which will affect the progress that the children make whilst at Beecholme. 18% of disadvantaged children have SEN 87% of disadvantaged children are in an ethnic minority 75% of disadvantaged children have EAL
3. Language and Communication	Pupils entering the school (EYFS) with communication and language skills below age related expectation. Pupils not passing the phonic screening check and not making the progress to leaving KS1 as fluent readers.

4. SEMH needs	Pupils have been identified as requiring additional social and emotional support in order to access learning at the same level as their peers
5. Attendance	<p>Although attendance in 22-23 is showing a positive picture for disadvantaged children – 95% which is in line with our non-pupil premium children, this will need to be monitored closely to ensure the children’s attendance remains good to make good progress. Early identification is key.</p> <p>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.</p>
6. Punctuality	<p>Persistent lateness for some identified disadvantaged families. Lateness reduces teaching hours and concentration levels and has an impact on their learning.</p> <p>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.</p>
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.
7. Parental Engagement and Support	Support at home for some disadvantaged pupils is limited. Often this is due to restricted access to learning resources, technology and suitable workspaces. 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, regardless of their barriers	<p>Attainment in core subjects for disadvantaged, and disadvantaged children with multiple barriers is in line or better than other pupils.</p> <p>Gaps in Reading, Writing and Maths narrowed between disadvantaged learners and other pupils. (Including those with multiple barriers)</p>
Outcomes for a greater percentage of disadvantaged learners at the end of EYFS to be in line with others. With a robust focus on language and communication	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.
Pupils entitled to PP funding and personal, social and emotional needs receive interventions to support emotional; wellbeing and are given strategies to enable them to overcome barriers.	Emotional wellbeing is supported, and pupils have tools enabling them to manage feelings and behaviour in school and beyond.
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	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.
Disadvantaged children entitled to PP funding arrive to school on time, ready to learn and are set up for their day ahead.	Children arrive at school in time for the register and do not miss any valuable teaching input to learning from the teacher. Children can access early morning work and intervention to support a good rate of progress.
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 will pass the retake of the phonics check in year 2 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: £ 27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>High quality CPD programmes for Teachers and Support Staff</p> <p>An embedded culture based on a belief and approach that ALL children will succeed through high quality teaching and learning.</p> <p>Quality first teaching: improved through a system of individual coaching and support. Regular progress meetings to explicitly discuss the impact of interventions, target setting and closing the gap in attainment</p>	<p>A robust and effective approach to training/CPD ensuring staff can work effectively with pupils to ensure they make accelerated progress and achieve their full potential – showing good levels of progress.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 3, 4</p>
<p>Introducing and developing the role ELKLAN Lead and EAL lead</p> <p>Children are screened through either ELKLAN or the (Neli) Nuffield early language programme to identify specific need and ensure early intervention</p>	<p>High quality interventions to support those disadvantaged who have additional barriers to their learning in terms of S&L and EAL.</p> <p>As a result, a teaching assistant is receiving high quality ELKLAN and EAL training to support in the role.</p> <p>Nuffield Early Language Intervention (NELI) - Reception EEF (educationendowmentfoundation.org.uk)</p> <p>About Elklan Elklan Training Ltd</p>	<p>1,2,3,4,7</p>
<p>Little Wandle training for all staff</p>	<p>Little Wandle Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.</p>	<p>1,2,3</p>

	The impact of Little Wandle is for our children to make accelerated progress in their phonics learning.	
Training to ensure confident use of pupil progress tracking programs (PiXL, FFT, Edukey)	PiXL/FFT provides staff with tailored programmes that are supported by a wealth of classroom strategies and resources. PiXL/FFT brings school leaders and specialists together at regular conferences to share ideas and support. The impact of PiXL is for our PP pupils to make accelerated progress in reading and maths including, being monitored and reviewed in pupil progress meetings.	1,2,3
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	1,2,3,4,5,6,7

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

Budgeted cost: £49,964

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	<p>Targeted interventions support pupils in making accelerated progress and an increased proportion of pupils are working at ARE.</p> <p>Teachers assess pupil knowledge based on core subject daily assessments. Staff then teach small groups of children, outside of lesson time, on the identified target areas of learning to enable pupils to make more rapid progress.</p> <p>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.</p>	1, 2, 3,4
Learning Support Assistants to focus significantly on supporting PP	EEF evidence suggests that small group work and interventions can both have an impact of +4months. Evidence for oral/language interventions	1, 2, 3, 4

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.	increases to +6 months and +6 months for feedback.	
Additional PP/SEND Teaching Assistant	Teachers and support staff working with small groups of pupils, during lessons, on target areas of learning to enable pupils to make more rapid progress.	1, 2, 3, 4
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, 4
Targeted small group interventions (including PiXL) from support staff - based on analysis of gaps.	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 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, 4

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

Budgeted cost: £23,276

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.	5,6,7
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.	1,2,3,4

	Recommendations 5 and 6: unpacking the evidence EEF (educationendowmentfoundation.org.uk)	
Merton Attendance and Educational Welfare Officer involvement with disadvantaged learners who are regularly absent or late for school.	Education welfare officers aim to make sure that young people get the best possible education. They work with young people whose education is being affected by irregular attendance or absence from school. Assessing problems and possible solutions by working closely with schools, pupils, their parents and carers.	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.	1,2,3,4
Access to additional enrichment opportunities that are led by teachers at reduced costs or free of charge	Enrichment opportunities support pupils in their language development, confidence and enjoyment of reading, impacting on all areas of learning. These are organised by teaching staff either before school, at lunchtime or after school. They often support learning taking place in class and develop a greater depth of understanding for pupils.	1, 2, 3, 4
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 pupils to access and consolidate learning at home.	1, 2, 3, 7
Provision of subsidised/free school uniform for PP children	Helping families with uniform supports pupil wellbeing and attendance.	6,7
Use of translation services to support the needs of EAL families	Translation services help families to access the support and information needed	7

Total budgeted cost: £ 100,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils in 2022 –2023:

EYFS – the gap between all children and pupil premium at Beecholme was 25.6% - All 63.6% and PP 38%. National was 65.2% for PP. The gap between PP and non-PP has increased since 21-22 where the gap was 3%. This has to be an area of priority for this academic year.

The gap in phonics attainment for PP children remained PP 38% and non-PP 52% – this area continues to require further support and is a focus point for the whole school priorities. PP children performed more positively during the re-take of the check with an outcome of 80% v's 57% of non-PP year 2 children passing.

At Key Stage 2 the gap in reading attainment remains however PP children performed well at a GD standard with 23% of the children reaching the expected standard. The gap in writing attainment remains and will continue to be a focus, PP children outperformed non-PP at the GD standard in writing with 8% compared to the non-PP children at 4%. The gap in mathematics was narrowed.

Pupil premium children were provided with support through internal and external learning opportunities which were set out in the 22-23 PP strategy.

Individualised support programmes were in place throughout the academic year.

Several families received support from the EWO to improve their attendance – in the academic year of 22-23 whole school attendance for non-PP children was 93.2% and the PP attendance was 95.1%, showing apposite picture.

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.

Programme	Provider
PiXL	Partners in Excellence
FFT	FFT
Edukey	Edukey
ELSA	ELSA Network
Neli	Nuffield
ELKLAN	ELKLAN
Little Wandle Phonics	Letters and Sounds Revised

Maths Shed	Ed Shed
Literacy Shed	Ed Shed
No Nonsense spelling	No Nonsense spelling
Reading Champs Intervention	Reading Champs
Fred's Teaching	Fred's Teaching
Little Wandle Reading	Big Cat Books