

## Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Beechwood Primary
Number of pupils in school	409 (146)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022- 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sara Harper, Headteacher
Pupil Premium Lead	Rachel Geary, Assistant Headteacher
Governor Lead	Lesley Ogden

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,705
School Led Tuition allocation this academic year	£23,976
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Pupil Premium Strategy Plan

## Statement of Intent

*Our intention is that all children, regardless of background, achieve their full potential and attain well in all subjects. This pupil strategy is in place to ensure that all disadvantaged children are given the support to achieve highly in all aspects of their education.*

*All vulnerable children that face challenges, including high achievers, will be considered in this strategy.*

*The main focus of our strategy is on high quality teaching in all subjects. We feel that this will benefit all of our children and have a high impact on closing the disadvantaged attainment gap.*

*Alongside high quality teaching, this strategy will identify any areas of difficulty and ensure that a targeted approach is also in place to support specific difficulties and challenges our children may experience. This will include incorporating the School Led Tutoring grant.*

*We recognise that many vulnerable and disadvantaged children may need support in other areas than academic attainment. Our intention is to also ensure support is given in the wider aspects of a child's education and wellbeing. This includes attendance, behaviour and access to technology.*

*To ensure that we are implementing this strategy to its full potential, we will ensure diagnostic assessment is used to identify the challenges faced by disadvantaged pupils and that appropriate early support is put in place.*

*The strategy will be a whole school approach where all staff have ownership and the responsibility for children's outcomes.*

## Challenges

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

Challenge Number	Detail of Challenge
1	<i>Assessments and observations indicate that children have poor oral language skills and vocabulary gaps. This can be seen in the oral language baseline assessments carried out in Reception and remain evident throughout KS1 and KS2.</i>
2	<i>Our disadvantaged pupils are assessed as having greater difficulties with phonics which highly impacts their reading attainment.</i>
3	<i>Maths assessments across the school indicate that disadvantaged children are attaining well below age related expectation.</i>
4	<i>Observations and discussions with children and their families indicate a high level of social and emotional difficulties in disadvantaged children. Referrals from school staff and social care have significantly increased.</i>
5	<i>Attendance data for disadvantaged pupils indicates that our children's attendance is below the national average.</i>

## Intended Outcomes

These intended outcomes explain 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
<i>Improved oral language and vocabulary among all pupils including disadvantaged children.</i>	<i>Children demonstrate improved oral language skills and use of vocabulary. This is evidenced through pupil voice, book looks and formative assessments. Summative assessments are being used with the support of outside agencies where appropriate.</i>
<i>Improved reading and phonics attainment for all pupils including disadvantaged children.</i>	<i>Annual statutory reading assessments including those conducted in 2023/2024 indicate an increased number of disadvantaged pupils attaining Age Related Expectations and Greater Depth at the end of KS2. Annual statutory assessments in phonics screening indicate a higher number of disadvantaged children meet the expected pass rate.</i>
<i>Improved maths attainment for disadvantaged pupils by the end of KS2.</i>	<i>Annual statutory maths assessment including those conducted in 2023/2024 indicate that an increased number of disadvantaged pupils attain Age Related Expectations and Greater Depth at the end of KS2.</i>
<i>Achieve and sustain improved wellbeing for all children including disadvantaged.</i>	<i>Qualitative assessments demonstrate high levels of wellbeing in all pupils. This is evidenced through pupil voice, questionnaires where appropriate and discussion with staff and parents.</i>
<i>Achieve and sustain improved attendance for all children including disadvantaged.</i>	<i>Attendance for all pupils is in line with the national average and the gap between disadvantaged pupils and non-disadvantaged is reduced.</i>

## Activity in this Academic Year

These activities detail how we intend to spend our pupil premium (and school led tuition grant) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: **£95,108**

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
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<p><i>Deliver CPD to ensure correct administration of diagnostic assessments.</i></p>	<p>Standardised tests give information on specific areas of strengths and weaknesses to ensure the correct support.</p>	<p>1, 2, 3, 4</p>
<p><i>Embed oral language into the curriculum and ensure a high focus on vocabulary in all subjects.</i></p> <p><i>Fund resources, staff CPD and release time. Release staff to deliver speaking and listening programmes.</i></p>	<p>Oral language approaches have a high impact on pupil outcomes. Training can support adults to ensure they model and develop pupils' oral language and vocabulary development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1</p>
<p><i>Ensure high quality phonics and reading teaching is being delivered to all pupils.</i></p> <p><i>Deliver high-quality staff CPD and provide release time for training and monitoring.</i></p> <p><i>Fund a new reading area and fully resource with high quality texts.</i></p>	<p>A systematic approach to teaching phonics has a positive impact overall and in the development of early reading skills, particularly for the children with disadvantaged backgrounds. Reading comprehension strategies are high impact for children when taught explicitly and consistently.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2</p>
<p><i>Ensure high quality maths teaching is being delivered to all pupils including the use of a mastery curriculum.</i></p> <p><i>Fund resources, staff CPD and release time.</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612313/MathsguidanceKS1and2.pdf">MathsguidanceKS1and2.pdf (publishing.service.gov.uk)</a></p>	<p>3</p>
<p><i>Promote positive wellbeing for children throughout the curriculum.</i></p> <p><i>Offer access to high quality support for children experiencing social and emotional difficulties including the Mental Health Lead and School Counsellor.</i></p>	<p>A whole school social and emotional learning approach is delivered through the school's RESPECT characteristics. Social and emotional learning approaches have a positive impact. Children will benefit from being able to effectively manage their emotions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4</p>

## Targeted Academic Support

Budgeted cost: £102,040

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<i>Deliver additional interventions targeted at disadvantaged children. Carry out interventions in reading, writing and maths as appropriate and use diagnostic assessments to identify children who require additional support.</i>	Small group tuition is an effective intervention with increased impact when staff have been provided with training. Group support can be targeted at pupils from disadvantaged backgrounds and should be considered as part of the school's pupil premium strategy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3, 4
<i>Deliver individual reading and reading comprehension support through a Reading Recovery programme. Monitor and target reading support for the lowest 20% readers to ensure high attainment is achieved.</i>	There is strong evidence of Reading Recovery effectiveness for struggling readers in KS1 (lowest achieving 20%).  <a href="https://www.evidence4impact.org.uk/interventions/979#">https://www.evidence4impact.org.uk/interventions/979#</a>	2
<i>Engaging with pupil led tutoring to provide tuition for disadvantaged children.</i>	There is strong evidence that 1:1 tuition is very effective at improving pupil's outcomes. Small group tutoring is an effective intervention.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3, 4

## Wider Strategies

Budgeted cost: £32,215

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<i>Provide effective support pathways for disadvantaged children with social and emotional and mental health difficulties and their families.</i>	<p>There is substantial research evidence to suggest that social, emotional and mental health has significant impact on all aspects of life including progress in the curriculum, behaviour and attendance, employment and general life chances. We ensure that appropriate support in all areas of social, emotional and mental health is available.</p> <p><a href="https://www.babcockldp.co.uk/babcock_ldp/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf">https://www.babcockldp.co.uk/babcock_ldp/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf</a></p>	3
<p><i>Embed principles of the DFE's Improving Attendance advice. Have a robust monitoring system for attendance in place.</i></p> <p><i>Offer support to families to ensure high attendance.</i></p> <p><i>Fund wrap around care and staff release to implement procedures.</i></p>	<p>The DFE guidance around improving school attendance has been informed by engagement with schools that have significantly reduced levels of absence.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	4

**Total budgeted cost: £229,273**

# 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 2022 to 2023 academic year.

***Intended Outcome- Improved oral language and vocabulary among all pupils including disadvantaged children.***

Disadvantaged children took part in a range of language interventions and improved their oral language skills and vocabulary. 100% of children taking part in the Talk Boost intervention moved up in each category. In EYFS, 84% of children in receipt of pupil premium, attained age related expectation for speaking compared with 26% on entry.

***Intended Outcome- Improved reading and phonics attainment for all pupils including disadvantaged children.***

A new systematic approach to teaching phonics was embedded and all school staff were given time to complete CPD. A phonics lead was put in place and time was given for monitoring across the school. The percentage of pupil premium children that passed the phonics screening was 78% compared to 54% of non-pupil premium. This was an increase of 40% compare to the previous year.

At the end of KS2, 75% of children in receipt of pupil premium attained age related expectation or above in reading compared with 72% children not in receipt of pupil premium. 25% of children in receipt of pupil premium achieved greater depth in reading.

This disadvantage attainment gap in reading is not evident in in school data as can be seen below:

National Expected PP Reading Attainment = 60%

School Expected PP Reading Attainment = 75% (+15%)

***Intended Outcome- Improved maths attainment for disadvantaged pupils by the end of KS2.***

In 2022-2023, 68% of children in Year 6 attained expected level or above in mathematics. 64% of children in receipt of pupil premium attained expected level or above, compared with 69% of children not in receipt of pupil premium.

***Intended Outcome- Achieve and sustain improved wellbeing for all children including disadvantaged.***

43 children in receipt of pupil premium throughout the school had support linked to their wellbeing. This was delivered as small group or 1:1 intervention by the school's pastoral lead and impact was evidenced through SDQ scores. A further 22 children had 1:1 sessions with the school counsellor. All children who received counselling demonstrated an improvement in their wellbeing through pupil questionnaires and diagnostic assessments.

***Intended Outcome- Achieve and sustain improved attendance for all children including disadvantaged.***

Children in receipt of pupil premium had an attendance of 92.9% in 2022-2023 compared with non-pupil premium pupils who had an attendance of 93.3%.

Difference between PP and all pupils nationally = 4.9% lower

Difference between PP and all pupils at Beechwood = 0.4% lower

The national average for attendance was 94% with children in receipt of pupil premium being 89.1%

