

# Pupil premium strategy statement

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	Beechwood Primary School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	Sept 21 15% Oct 20 16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	Sept 21
Date on which it will be reviewed	Sept 22
Statement authorised by	Finance & Premises
Pupil premium lead	Mrs Steph Kidd
Governor / Trustee lead	Kelly Campbell

## Funding overview

Detail Based on October 20 Census	Amount
Pupil premium funding allocation this academic year	£34,970
Service child Premium	£0
LAC/Post LAC premium	£2,345
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,085

# 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. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support 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”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- When 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.

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of

teaching experienced by all children is improved.

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate 'Catch Up' Enhanced Teaching - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional wellbeing support provided through trained ELSA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve at least Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

## Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading for some
2	Narrowing the progress gap across Reading and Writing
3	Attainment gap in children in Reading, Writing and Maths
4	Attendance and Punctuality issues for some
5	Emotional/wellbeing needs within some of our children
6	Enabling all children first hand experiences

## 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
Improve parental engagement	Children will be supported at home as well as in school
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress

	scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Attainment in Reading	Achieve national average for ARE and GD in Reading
Attainment in Writing	Achieve national average for ARE and GD in Writing
Attainment in Maths	Achieve national average for ARE and GD in Maths
Improve attendance and punctuality	Attendance of disadvantaged children will move to in line with attendance for all children (overall % attendance for PP children was impacted last year due to some children with EHCP/SW not taking up their place offered during lock down) Punctuality of disadvantaged children will move to in line with punctuality for all children
Improve the children's emotional/wellbeing needs	Children's emotional/wellbeing needs will be met
Ensure all children are able to take part in first hand learning experiences	No child will miss out on trips and Residential visits due to cost Gifted and talented musicians will be able to receive 1:1/small group tuition

## 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: £10,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Some PP funding will contribute towards a teacher appointed to work within Year 4 cohort in the mornings to allow Year 3, Year 4 and Year 5 cohorts to be taught as three small classes.</i>	EEF(+2) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	2,3

	We have analysed the needs of our Key Stage 2 cohorts and have identified that 3 small classes under 25 children would allow teachers to increase the amount of attention each child will receive. It will mean that more children can receive small group teacher led sessions throughout the lessons	
<i>Revisit Kagan Structures for learning with staff to boost collaboration</i>	EEF (+5) Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.	2,3
<i>Revisit thinking tools with staff with a focus on metacognition</i>	EEF (+7) Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.  Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.  Self-regulated learning can be broken into three essential components:  cognition – the mental process involved in knowing, understanding, and learning metacognition – often defined as 'learning to learn'; and motivation – willingness to engage our metacognitive and cognitive skills.	2,3

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

Budgeted cost: £16,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring (75% NTP funded) 2 x Teachers 3 days a week:	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a	2,3

<p>1 EYFS/KS1 English specialist 1 KS2 English specialist (£171 each per week)</p>	<p>group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF (+5)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</p> <p>Having analysed our cohorts we have identified that small groups of 3 children would work best, with some children receiving 1:1 tuition or 1:2 depending upon need. Initially KS1 will focus on phonics and the majority of KS2 will focus on reading. However the groups will be based on need of the children and will change to different elements of English throughout the 15 week blocks if needed.</p>	
<p>Focused small group intervention</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF (+5)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes.</p>	<p>2,3</p>

	<p>One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</p> <p>Small group intervention given at the point of need in Reading (including phonics), writing and maths. This varies, at times it will be pre-teaching used and at other times catch up intervention.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>ELSA worker to support children who are having difficulty accessing learning through emotional/wellbeing issues, using the ELSA approach to support their management of their own needs.</i></p> <p>TA L5 Enhanced</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	5
<p><i>Subject leader release time to deliver parental workshops</i></p> <p><i>Staff release time to support families and engage them in their child's learning</i></p> <p><i>More activities bringing families into school to celebrate and share learning</i></p>	<p>EEF (+4)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>general approaches which encourage parents to support their children with, for example read-</li> </ul>	1





	<p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p> <p>Whilst it may not impact upon academic ability, using funding to ensure that all children can access visits and residential trips does overcome social boundaries and enhances cultural capital for all of our children. It also gives the children a sense of belonging which is very important</p>	
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**Total budgeted cost: £ 41,085**

## 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.

#### Progress

*Reading: 28/32 children made at least expected progress, 8 of these made accelerated progress*

*Writing: 26/32 children made at least expected progress, 4 of these made accelerated progress*

*Maths: 31/32 children made at least expected progress, 3 of these made accelerated progress*

#### Attainment

*Reading: 16/32 children are Age Related or higher, 3 of these are Greater depth*

*Writing: 12/32 children are Age Related or higher, 2 of these are Greater depth*

*Maths: 15/32 children are Age Related or higher, 4 of these are Greater depth*

#### End of Key Stage 2:

*5 children (1xSEN, 3 new to PP funding in the academic year, 1 LAC)*

*Reading: 5/5 ARE or above 1/5 GD. 3 children expected progress or better from end of KS1, 2 children accelerated progress from end of KS1*

*Writing: 3/5 ARE or above, 1/5 GD. 5 children expected progress or better from end of KS1, 1 child accelerate progress from end of KS1*

*Maths: 3/5 ARE or above, 2/5 GD. 5 children expected progress or better from end of KS1, 1 child accelerate progress from end of KS1*

*The 2 children who had been PP over the last 3 years performed well. One child finished GD across the board with accelerated progress in Maths. One child made accelerated progress in Reading and writing, moving from PKS to ARE in reading and PKS to WT in writing.*

## 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
Talk for Writing	Talk for Writing
Reading for fluency	
Inference and deduction	

## 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?	Ensuring that the wellbeing needs of children were met and that they settled smoothly into life at school
What was the impact of that spending on service pupil premium eligible pupils?	Happy settled children who are ready to learn

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*