

## Beechwood CE Primary School- Pupil Premium Strategy 2023-2024

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 C E Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2024 (Year 3 2023-2024)
Date this statement was published	31.10.2023
Date on which it will be reviewed	21.7.2024
Statement authorised by	Sophie Blick
Pupil premium lead	Joanna Skidmore
Governor / Trustee lead	David Peters

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,960
Recovery premium funding allocation this academic year	£13,500
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	£176,460

### Cohort Context

Characteristic	Number in group	Percentage of group
Boys	50/97	52%
Girls	48/105	46%
SEND support	32/51	62%
EHC plan	3/4	75%
EAL	27/80	34%
LAC	0	0

Year Group	Number in Year group	Percentage of group
Reception	10	33%
Year 1	11	42%
Year 2	17	57%
Year 3	15	56%
Year 4	12	40%
Year 5	16	55%
Year 6	17	57%

## Part A: Pupil premium strategy plan

### Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) and recovery premium funding by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Closing the attainment gap due to lost learning and early diagnoses/intervention during the Pandemic
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

### Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Gaps in knowledge and skills including the impact of the pandemic on academic achievement
3	Safeguarding issues and emotional barriers are experienced by pupils
4	Poor language and communication skills of pupils
5	Pupils experience social and economic deprivation which result in children not being ready to learn
6	Phonic knowledge and reading skill are not well developed

7	Attainment on entry is well below the national expectations
8	A considerable number of pupils in receipt of pupil premium are on the SEND register (30%)
9	Pupils with English as a second language are not fluent in the acquisition of English
10	There is a high pupil mobility in our school population

## 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
The quality of education in the school is judged to be consistently good or better	100% of teachers are judged to be good or better 100% of the interventions delivered are judged to be good or better
The pupils' outcomes at the end of Key Stage 2 are within 5% of the national non-pupil premium outcomes	Reading attainment at Y6 will be 69% or greater Writing attainment at Y6 will be 64% or greater Maths attainment at Y6 will be 66% or greater
Pupil Premium attainment for phonics is in line with the national averages	Phonics attainment for those in receipt of PPG will be 90% or greater
Progress measures reflect that pupils are at national average for each subject	Each subject will show a progress measure of 0 or above
Pupils have a good level of oracy	Pupils make good progress from their relative starting points, evidenced on the SEND continuums in place WellComm Assessments show that pupils are making rapid progress from their relative starting place
Attendance for pupils in receipt of PPG is in line with national attendance or above. For persistent absence, this will be in line or lower	Attendance for pupils in receipt of Pupil Premium will be 96% or above Persistent Absence for pupils in receipt of Pupil Premium will 8.2% or lower
All families are given adequate support to ensure they can support the children's wellbeing and development	A high number of Early Help Assessments take place to provide proactive support for pupils and their families The number of pupils requiring cases to be escalated are reduced

## 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 £86360
Activity	Evidence that supports this approach	Challenge number(s) addressed
To continually improve the quality of teaching and learning so that pupils	EEF: Reading comp. Strategies +6 months Feedback +8 months QFT in phonics +4 months	2,4,5,6,7,8

develop skills and knowledge they need to succeed in life, with a focus on disadvantaged.	<p>Great Teaching Toolkit: "Evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided buy formative feedback in a supportive professional learning environment."</p> <p>Deans for Impact, 2018 (taken from Ambition Institute ECF) "Expert teachers have well-developed mental models of that things should look like in the classroom. This ranges from how the pupils should enter the classroom to what an explanation of a complex idea should look like. Novice teachers need to be shown what things should look like, and then have it broken down and explained."</p> <p>Renaissance Learning – gov.uk pupil progress 2020/21 "In reading, boys, pupils in receipt of FSM, pupils from EAL backgrounds and SEND pupils, experienced less catch-up by the second half term of the autumn than the average for all primary pupils (FSM 0.4m/non-FSM 0.8m)"</p>	
Ambitious targets are set for all pupils and progress is tracked throughout the year.	<p>Tracking pupil data throughout the year, at key points such as teacher judgements or following summative tests, allows timely interventions to be made.</p> <p>Additional pupil progress meetings CPD for staff to use the tools on insight</p>	2,4,6,7,8, 10
CPD to improve the quality of education -Maths Hub -English Hub -Read Write Inc -Curriculum development -Assessment for Learning	<p>Great Teaching Toolkit: "Evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided buy formative feedback in a supportive professional learning environment."</p> <p>Education Endowment Foundation: Reading comprehension strategies +6 months QFT in phonics +4 months Effective Feedback +8 months</p>	2,4,6,7,8,10

<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>		<b>Budgeted cost</b>
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Small group tuition	<p>EEF: Small group tuition +4months Within class attainment groups +2 months Reducing class size +2 months Metacognition and self-regulation +7 months</p> <p>Quality first teaching in small groups of pupil premium pupils. This includes core subjects and the wider curriculum where core skills will be applied and practiced.</p>	2,7,9
Targeted support: - phonics, Early reading - communication across the school	<p>EEF: Early years interventions +5 months Oral language and communication interventions +5 months</p>	2,4,5,6,7,8,9

(WellComm) - accelerated reader - behaviour	S&L is the basis of all learning, without these skills children cannot access the curriculum. Improving S&L skills impacts on all academic outcomes, as well as developing self-esteem, confident and resilience. It is also safeguarding pupils by giving them a means of expressing themselves, their wishes and their feelings. S&L support also provides training for teaching staff so they can complete assessments and implement intervention throughout the working week.	
Provision for pupils on the inclusion register and in receipt of pupil premium is monitored. Appropriate CPD is offered to teachers and teaching assistants	of the pupils on the Inclusion register are in receipt of pupil premium funding. Targeted interventions, with close monitoring, will improve the outcomes for these pupils. CPD on inclusion strategies, delivered by experts, will allow these strategies to be embedded into the usual classroom practise. This in turn raising outcomes, alongside independent learning skills and resilience, so that pupils are ready for the next stage in their learning.	2,8

<b>Wider strategies</b> (for example, related to attendance, behaviour, wellbeing)		<b>Budgeted cost</b> £27600
Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance worker and strategies to improve attendance	A high proportion of persistent absentees are in receipt of pupils premium funding. The attendance worker tracks attendance and punctuality, work informally and formally with family to encourage good attendance, completes relevant paperwork and reports weekly to the SLT. Our attendance worker is part of our pastoral team and a DSL so able to highlight cause for concerns promptly and offer Early Help. Supporting families with attendance has a direct link to improved outcomes for pupils.  Rewards for good attendance are given as incentives.	1,3,5
Family support	The number of families requiring additional support, for all areas of their lives has increased, as had the increase in support for families who are new to the local area.  There is an increased number of children arriving at school each day unable to begin learning, without the support of the pastoral manager. As a DSL, our pastoral manager also attends meetings and makes referrals relating to safeguarding. Supporting pupils and carers with pastoral issues improves outcome for pupils.	3,5,10
Strategies to raise aspiration, confidence, and resilience, including: Additional Music lessons,	EEF: Outdoor and adventurous activities +4 months Arts appreciation +2 months  Engagement in additionality results in pupils who are more engaged in school life, willing to take on	5,7

enrichment days, (RE, The Arts) Children's University Educational Visits Residentials	more responsibility, have better resilience and perseverance and overall are more prepared for the next stages in their life.	
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**Total budgeted cost: £**

## 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 2021 to 2022 academic year.

#### Assessment Data

<b>EYFS- Good Level of Development (GLD)</b>					
Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
			19.20	20.21	21.22
55%	59%	74%	75%	27%	40%

<b>Year 1- Phonics Screening Check</b>					
Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
			19.20	20.21	21.22
76%	81%	82%	81%	73%	50%

<b>Year 2- Phonics Screening Check</b>					
Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
			19.20	20.21	21.22
86%	88%	91%		69%	55%

<b>End of KS1- % achieving expected standard or above in reading, writing and maths</b>					
Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
			19.20	20.21	21.22
53%	52%	59%	-	38%	15%

<b>Year 4 Multiplication Times table Check Average Score</b>					
Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
			19.20	20.21	21.22
53%	19	20.4			20

<b>End of KS2- % achieving expected standard or above in reading, writing and maths</b>					
Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
			19.20	20.21	21.22
35%	32%	59%	3%	29%	18%

<b>Other Data</b>		
Look at	Strengths	Weaknesses
Whole School Attainment	<p>The whole data for the children in receipt of PPG shows the gap is closing for attainment reaching ARE and above.</p> <p>Reading: Previous difference of -5% Now +5% therefore more pupils in receipt of PPG are working at ARE</p>	<p>Whilst pupil attainment improved across the whole school, attainment of pupils in receipt of PPG in year 6 was not as high. This will be a significant focus for 2022-2023</p>

	<p>Writing: Previous difference of -10% Now +2% therefore more pupils in receipt of PPG are working at ARE Maths: Previous difference of -26% Now -8% therefore the attainment gap between PPG and non PPG is now closing</p> <p>More pupils in receipt of PPG are now working at Greater Depth than in the previous year.</p> <p>There is a small increase in the % of pupils in receipt of PPG who achieve GD in all areas by the end of KS2</p> <p>100% of pupils attended educational visits and engaged in enriching experiences within school.</p>	<p>Whole School attainment outcomes need to increase to be closer to national expectations by the end of KS 2</p>
Communication	<p>WellComm data shows an improvement in pupils' attainment for speaking and listening across Monitoring of interventions shows that all interventions are good</p>	<p>The rate of progress across the wellcomm screening shows that pupils in receipt of PPG are more likely to make progress (+3%)</p>
Attendance data (summer 2022)	<p>The gap between attendance of those in receipt and those not in receipt of PPG decreased by 0.25% however both groups still need to increase their attendance.</p> <p>Monitoring shows all reasonable actions are taken to communicate effectively with families to improve attendance</p>	<p>Persistent absence for PPG pupils remains higher than national averages</p> <p>36% of LOA requests are from those pupils in receipt of pupil premium. (holidays during term time)</p> <p>Attendance is below the national expectation.</p> <p>Attendance and Persistent absence for pupils in receipt of PPG is well below the national expectation and lower than those pupils in school who are not in receipt of PPG</p>
Safeguarding referrals	<p>The pastoral team ensures the safeguarding and wellbeing of pupil is a high priority and as a result pupils are accessing Early Help interventions</p> <p>The Pastoral Care team have actively supported families which in turn has reduced the number of social care referrals due to the proactive work undertaken</p> <p>The pastoral lead engages with families to provide additional support to enable their children to fully access learning</p>	

**Long-term plan: (3-year timescale)**

To ensure outcomes for PPG pupils are in line with national outcomes at the end of each key safe, and that there are no gaps between disadvantaged pupils and the whole school cohort.



To ensure equality of opportunity for all pupils and to support pupils in overcoming barriers to education.

To ensure that all pupils attend school regularly and punctually, so that they can thrive in their learning.

### **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.

<b>Programme</b>	<b>Provider</b>	<b>Number of Pupils</b>
Additional Opportunities for music	Dudley Performing Art	80
Additional Speech and Language Support	WellComm Programme	65
Additional reading opportunities	Accelerated Reader	120
Additional behaviour support	Sycamore	10