

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Beech Hill Community Primary School
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2027
Statement authorised by	M McCarthy
Pupil premium lead	A Saddington
Governor / Trustee lead	V Carr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193230
Recovery premium funding allocation this academic year	£4749
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£197 979

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium Grant (PPG) is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (CLA) the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services. Beech Hill Community Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps between groups.

Our strategic use of the PPG aims to close the disadvantage gap by addressing inequalities and raising the attainment of those students in low-income families through targeted additional support strategies which result in every student, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences.

Beech Hill Community Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a supportive learning community where all can succeed.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

## Challenges

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

Challenge number	Detail of challenge
1	High levels of SEMH need within the PPG group leading to significant behaviour challenges
2	Poor speech, language and communication skills on entry to EYFS – children not school ready
3	Lack of exposure to language in infancy leads to poor literacy skills resulting in poor writing skills across the school.
4	Greater depth attainment in Maths
5	Increasing levels of deprivation within the community
6	Children's lack of experience or engagement with wider world / locality
7	Sharp increase in the number of international new arrivals without English (parents and children).

## 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
1	Improved SEMH access to trained adults for all children	Fewer incidents of behaviour which deviates from school rules Children able to self-regulate Children able to articulate feelings / emotions
2	Improved speech, language and communication	Children meet age related expectations for Communication and Language at end of key stages.
3	Literacy and reading improves through consistent delivery of SSP in YR and throughout KS1	Further Sounds-Write training undertaken and additional reading books to support phonics purchased. Children secure at an age appropriate level
4	Gap between reading and writing outcomes decreases	
5	All children are successful independent readers / mathematicians at end of KS2	School outcomes in line with national and local Children have automaticity of maths facts
6	Children experience an enriched curriculum which incorporates a wide range of adventurous learning opportunities.	Children engage with and can talk about a wide range of experiences including visits to/from, opera, ballet, symphony orchestras, museums, galleries, scientific laboratories, places of worship, sporting opportunities, university outreach work, theatre. All children have the chance to participate a residential trip during Year 6.
7	Children have access to a high quality, ambitious curriculum with quality first teaching underpinning all educational experiences.	Children engage at high levels with curriculum (PASS survey) Children with SpLD referred quickly to EP Support from external agencies sought in a timely manner
8	Gaps in learning and knowledge and barriers to learning are identified and addressed through thorough analysis of	The school gap between PPG and non PPG is narrowed. PPG children attainment is higher than those

	available data. Barriers to learning are identified at the earliest opportunity and timely provision put in place	nationally. Gap between PPG children and non-PPG children narrowing.
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## 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 £60 540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective Diagnostic Assessment CPD	EEF – First step of tiered school improvement.	ALL
Teaching staff and identified support staff to be trained in delivering Sounds-Write and a 30-minute daily lesson to be dedicated to this to improve reading and spelling.	EEF indicates that quality phonics programmes can have a high impact– up to 5 months progress	3 4
CPD - Motional to accurately assess SEMH	Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1
CPD – All staff to ensure QFT and effective delivery of interventions. CPD through STEM and NWLP	EPI evidence review: The effects of high-quality professional development on teachers and students	3 4 5
CPD to support delivery of Talking Partners	Prioritising high quality interactions with children will help to develop their communication and language. A distinction is sometimes drawn between talking with children and simply talking to children; talking to children tends to be more passive, while talking with children is based on their immediate experiences and	3 4

	activities and is likely to be more effective.	
Belonging Matters CPD – integrating international new arrivals	A welcoming and inclusive environment impacts on outcomes Accurate assessment of new arrivals holistically, considering both academic and mental health needs supports appropriate provision..	7

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

Budgeted cost: £49 642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended SLA for Ed Psych services	Levels of need on entry increasing – early identification of need supports in removing barriers to learning through specific and tailored support	1
Talking Partners	TESS supported intervention programme	3 4
Reading subscriptions	Studies show that acquisition of comprehension skills has been shown to significantly improve reading achievement through improved fluency, proficiency and the ability to master higher volumes of complex text with confidence.	3 4
Times Tables Rockstars	On average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.	5
1 <sup>st</sup> Class@Number / Success@arithmetic interventions before school x 3 weekly	EEF promising intervention showing accelerated progress	5
Screening assessments for Dyslexia, Dyscalculia,	Diagnostic assessment / screening allows school to prioritise children for review by EP – early intervention to reduce gaps developing.	3 4 5

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

Budgeted cost: £88 140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional learning through ELSA intervention	Social and Emotional Learning – (+4 months) 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.	1
Think Equal SEMH Programme		2 3 4 5
Play Therapist	Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1
Use of Motional to accurately assess SEMH	Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1
Trauma Informed Schools (UK) Training	Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1
Pastoral team with full-time learning mentor (trained in therapeutic	Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning	1 2

interventions) Dedicated allocation of time for attendance analysis / administration	gains of +4 months over the course of a year	
Support for wider opportunities including residential, trips and visits, music lessons	Social Mobility Commission – An Unequal Playing Field (2016)	7
Family Breakfast for all	Parent feedback repeatedly indicates the appreciation of breakfast provided by school.	6
Attendance at all LA attendance network events and full engagement with LA Attendance link.	Regular school attendance	2

**Total budgeted cost: £ 197 979**

# 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 2023 – 2024 academic year.

By the end of Key Stage 2, disadvantaged children at Beech Hill Community Primary School perform significantly better than disadvantaged children both locally and nationally in Reading, Maths and GPS tests.

School: Beech Hill Community Primary School  
DFE number: 2000

Section 8: Key Stage 2  
Test: Reading

### Key stage 2: Test - Reading - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	AS % achieving the expected standard						
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap
All	45	84	80	5	76	8	74	10
Boys	21	81	77	4	73	8	71	10
Girls	24	88	82	5	79	8	78	10
Disadvantaged	27	81	68	13	64	17	63	19
Other Pupils	18	89	85	4	82	7	79	10

School: Beech Hill Community Primary School  
DFE number: 2000

Section 8: Key Stage 2  
Test: Maths

### Key stage 2: Test - Maths - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	AS % achieving the expected standard						
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap
All	45	84	79	5	77	8	73	11
Boys	21	81	79	2	77	4	74	7
Girls	24	88	79	8	77	11	72	15
Disadvantaged	27	74	70	4	63	11	59	15
Other Pupils	18	100	83	17	84	16	79	21

School: Beech Hill Community Primary School  
DFE number: 2000

Section 8: Key Stage 2  
Test: Grammar, Punctuation & Spelling

### Key stage 2: Test - Grammar, Punctuation and Spelling - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	AS % achieving the expected standard						
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap
All	45	82	77	5	75	7	72	10
Boys	21	76	73	3	72	4	68	8
Girls	24	88	81	6	79	8	76	12
Disadvantaged	27	78	67	11	63	14	59	19
Other Pupils	18	89	82	7	81	7	78	11

In writing, disadvantaged children perform less well than those locally but in line with those nationally. Writing will continue to be a priority in the school improvement plan.

Key stage 2: Teacher Assessment - Writing - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	% working at the expected standard						
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap
All	45	73	77	-3	75	-2	72	2
Boys	21	52	70	-18	69	-16	65	-13
Girls	24	92	83	9	82	10	78	13
Disadvantaged	27	59	65	-6	62	-3	59	1
Other Pupils	18	94	82	12	82	13	77	17

## ATTENDANCE

Attendance in the autumn and spring term for the disadvantaged cohort was higher than the LA disadvantaged cohort (+1.6) and there were fewer persistent absentees than the LA cohort. The percentage of severe absenteeism was in line with the LA.

When the summer term is included, the school disadvantaged cohort is still higher than that in the LA but the gap is narrower (+0.5). This is due to the numbers of disadvantaged families taking advantage of cheaper holidays during term time. The school does not authorise term time leave and pursues penalty notices when families meet threshold.

## Autumn 2023 and Spring 2024

### Attendance and Persistent Absentees

This data is based on the January and May 2023/24 school census data return, so includes attendance from the Autumn and Spring terms. The data includes pupils from Y1 - Y11. Cohort numbers are based on January census. LA figures are for primary and primary special schools.

	Number in Cohort	Percentage Attendance			Percentage Persistent Absentees			Percentage Severe Absentees		
		School	LA	School/LA Gap	School	LA	School/LA Gap	School	LA	School/LA Gap
FSM Eligible	116	93.9	92.3	1.6	18.1	24.7	-6.6	0.9	0.9	0.0
Not FSM Eligible	134	95.6	95.5	0.1	8.1	10.7	-2.6	1.5	0.4	1.1

## Academic Year 2023-2024

	Number in Cohort	Percentage Attendance			Percentage Persistent Absentees			Percentage Severe Absentees		
		School	LA	School/LA Gap	School	LA	School/LA Gap	School	LA	School/LA Gap
FSM Eligible	143	92.5	92.0	0.5	28.7	26.7	1.9	2.1	1.5	0.6
Not FSM Eligible	151	95.2	95.3	-0.1	6.6	9.9	-3.3	0.0	0.8	-0.8

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*