

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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> )	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	M McCarthy
Pupil premium lead	A Saddington
Governor / Trustee lead	S Atherton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179470
Recovery premium funding allocation this academic year	£18850
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	£198 320

# 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 attendance particularly of children in highly mobile families
3	Poor speech, language and communication skills on entry to EYFS – children not school ready
4	Reading outcomes at all KS have declined since March 2020
5	Greater depth attainment in Maths
6	Increasing levels of deprivation within the community
7	Children's lack of experience or engagement with wider world / locality

## 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 attendance, particularly that of the most vulnerable children.	Rates of attendance of children with historically poor attendance improve. Persistent absenteeism in line with local / national.
3	Improved speech, language and communication	Children meet age related expectations for Communication and Language at end of key stages.
4	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
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 available data. Barriers to learning are identified at the earliest opportunity and timely provision put in place	

## 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
Additional 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	
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 implementation 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 activities and is likely to be more effective	3 4
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## 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
Small learning community	Small groups to support self-regulation and develop good learning behaviours. Meta-cognition and self -regulation (+ 7 months) SEL strategies and Behaviour interventions	1 2 3 4 5
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, Hearing	Diagnostic assessment / screening allows school to prioritise children for review by EP – early intervention to reduce gaps developing.	3 4 5
Small Group tuition	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	4 5

### 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 Art 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
It's Your Child's Life	EEF - Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy	3 4 5
Pastoral team with full-time learning mentor (trained in therapeutic interventions) Dedicated allocation of time for attendance work	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 2
PASS Survey KS1 KS2	Early identification of barriers to learning leading to earliest intervention	1 2 4 5
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		2

**Total budgeted cost: £ 198 320**

## 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 2022 to 2023 academic year.

### 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
It's your Child's Life	It's Your Llife
Motional	Motional
Talking Partners	Wigan TESS
Trauma Informed Schools	TIS (UK)
ELSA	
National Tutoring Programme	Connex Education

### 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)

Disadvantaged children at Beech Hill achieved better outcomes at the required standard (AS) than those both locally and nationally in all subjects at the end of both KS1 and KS2. They also attain better outcomes in all subjects at greater depth other than writing.

#### KS1

EXS	School	LA	National
Reading	65%	52%	54%
Writing	50%	43%	45%
Maths	61%	54%	56%

GDS	School	LA	National
Reading	10%	10%	9%
Writing	0%	5%	3%
Maths	10%	8%	8%

#### KS2

AS	School	LA	National
Reading	70%	64%	61%
Writing	70%	62%	59%
Maths	75%	63%	59%
GPS	75%	62%	59%

GDS	School	LA	National
Reading	25%	20%	15%
Writing	5%	10%	7%
Maths	20%	16%	13%
GPS	40%	23%	19%

## ATTENDANCE

As a result of appointment of a learning mentor with defined attendance duties, attendance of pupils eligible for PPG was significantly higher (2 percentage points) than for pupils nationally recorded on Fisher family Trust.

FSM6			All	R	1	2	3	4	5	6
FSM6	137	School	93.3%	92.9%	92.7%	95.9%	93.7%	94.2%	91.4%	92.7%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.8%	91.7%	91.6%
		Difference	+2.0% ●	+3.5% ●	+2.1% ●	+4.5% ●	+2.0% ●	+2.5% ●	-0.3%	+1.0% ●