

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 | 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 (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | October 2022 |
| 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 | Maths outcomes at KS1 and KS2 have declined since March 2020 |
| 6 | Lack of parental engagement in supporting learning |
| 7 | Children's lack of experience or engagement with wider world / locality |
| 8 | Increasing levels of deprivation |

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 sound acquisition of new SSP in YR and throughout KS1 | SoundsWrite training undertaken and 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 | Relational trust between parents and school improved and parents engage with initiatives to support learning | Attendance at It's Your Child's Life for EYFS and Year 1 families Attendance at curriculum workshops Children reading at home on a daily basis |
| 7 | 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. |
| 8 | 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) |

| | | |
|---|---|---|
| 9 | 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 | Children with SpLD referred quickly to EP Support from external agencies sought in a timely manner |
|---|---|---|

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 SoundsWrite 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 for a very low cost – up to 5 months progress | 3 4 |
| 1 st Class@Number / Success@arithmetic training for 6 staff members | EEF promising intervention showing accelerated progress | 5 |
| Sustained Shared Thinking – CPD for EYFS staff | 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 |

| | | |
|---|--|-------------|
| CPD – All staff to ensure QFT and effective delivery of interventions | EPI evidence review: The effects of high-quality professional development on teachers and students | 3 4 5 |
|---|--|-------------|

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 |
| NELI | Children receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months additional progress for the 20-week version | 3 |
| Talk Boost | Talk Boost is an evidence based intervention that is proven to narrow the gap between 4-7 year olds with language delay and their peers | 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 |
| Fresh Start Phonics | EEF findings: Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial | 4 |

| | | |
|---|---|-------------|
| Screening assessments for Dyslexia, Dyscalculia, Working Memory 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 | 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 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 |
| 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 | 6 |
| Pastoral team with full-time learning mentor (trained in | Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning | 1 2 8 |

| | | |
|--|--|-------------|
| therapeutic interventions) Dedicated allocation of time for attendance work | gains of +4 months over the course of a year | |
| PASS Survey KS1 KS2 | Early identification of barriers to learning leading to earliest intervention | 1 4 5 |
| Subsidies for educational experiences and visits | Social Mobility Commission – An Unequal Playing Field (2016) | 8 |
| Magic Breakfast | Parent feedback repeatedly indicates the appreciation of breakfast provided by school. | 2 8 |

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 2020 to 2021 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 |
|-----------|----------|
| | |
| | |

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.