

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 Green Primary School
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 to 2023
Date this statement was published	01.09.2022
Date on which it will be reviewed	01.09.2023
Statement authorised by	Julie Poulson
Pupil premium lead	Julie Poulson
Governor / Trustee lead	Katie Tucker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,440
Recovery premium funding allocation this academic year	£11,822
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,122

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding represents a proportion of our budget and this overview alongside our Pupil Premium Strategy Statement outlines how we will ensure it is spent to maximum effect to support children reach their potential.

Desired outcomes:

- *Raised attainment of pupils*
- *Closing any achievement gaps evident between groups of pupils*
- *Increased engagement of parents with their children's education and with the school*
- *Improved attendance & punctuality*
- *Increased opportunities for pupils and broader experiences*
- *Foster attitudes of being 'lifelong learners' with self-belief and high aspirations*

Our school values 'Respect, Achieve, Belong' form the foundation of our work, they are guiding principles

We will provide a culture where:

- *Staff believe in every child*
- *Staff encourage, support and expect every child to actively participate by adopting effective strategies for whole class engagement e.g. talk partners, the use of white boards and strategic questioning*
- *Staff support children to develop a positive attitude and approach towards learning, and provide opportunities to include every child*

Researching Effective Strategies

We will ensure that:

We provide effective continuous professional learning to ensure our staff have strong pedagogy to maximise learning opportunities for all children.

We use research e.g. Sutton Trust Toolkit, teacher-action research, study groups (e.g. involving class teacher, subject leaders, 1:1 tutors, senior leaders, local colleagues and external advisors) to support us in determining the strategies that will be most effective in raising pupil attainment & monitor children's progress.

All teaching staff are involved in detailed analysis, through discussion with colleagues and specialists as well as reading educational research, identify the most effective strategies and resources.

Increasing Learning Time

We will maximise the time children have to achieve the desired outcomes through:

- *Improving attendance and punctuality.*
- *Providing earlier intervention (in KS1 and EYFS).*
- *Supporting children's personal, social and emotional needs, THRIVE, Treehouse and Trailblazers.*
- *Providing opportunities for parents/carers to learn alongside each other in the Family Tree Café, at teacher led events.*

Individualising Support

We will ensure that the additional support we provide is effective by:

- *Looking at the individual needs of each child and identifying their specific barriers to learning; e.g. pupil progress meetings (pupil profiles if they have additional SEND needs).*
- *Tailoring interventions to the needs of the child.*
- *Ensuring all teaching staff communicate regularly.*
- *Working with other agencies to bring in additional expertise/opportunities e.g. private speech and language therapist, play therapy as well as developing in-house expertise.*

How we will measure the impact of the Pupil Premium Grant:

- *Increase the number of children leaving primary school reaching expectations in reading, writing and maths.*
- *We aim for the gap in attainment to reduce in each year group, as a result of accelerated progress through timely intervention.*
- *Pupils are engaged and demonstrate successful learning behaviours in all aspects of the curriculum.*
- *Increase the number of pupils attending after school clubs.*
- *Case study of how our school offer has benefitted individual families.*

Challenges

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

Challenge number	Detail of challenge
1	Ensuring adequate time and support is available for staff professional development. Developing the most effective approach to continuous professional learning with a clear focus on learning and achievement for all pupils.
2	An offer which enables all pupils to access the curriculum. Ensure teaching and targeted support is frequent, high quality and consistent.
3	Engaging the hardest to reach families and providing the level of expertise needed to support the most complex needs.

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
Improved rates of progress and attainment in reading, writing and maths.	<p>On-going assessment data for all groups of pupils analysed every term (3 times a year) shows improvement over time for pupils receiving additional support.</p> <p>Specialist support provided as needed, including speech and language therapy, THRIVE groups, SEND interventions and links with external agencies.</p> <p>Records show evidence of specialist provision, additional support and targeted interventions.</p> <p>Class teachers are aware of the range of needs of pupils.</p> <p>Low Skills Quiz (LSQ) collected and show that pupils in receipt of pupil premium are accessing all areas of the curriculum and retaining knowledge.</p>
Barriers to learning identified, support in place.	<p>Parental feedback shows that teaching staff have listened and responded to concerns raised.</p> <p>Additional provision identified as needed (see above).</p> <p>Specialist support evident.</p> <p>Any lack of provision is identified and recognised as a potential continued concern.</p>
All staff are aware of pupils in receipt of PP, know and understand the level of need and concerns for each family.	<p>Staff training logs show that all staff have attended TWILIGHT training on supporting groups of pupils – using evidenced research EEF.</p> <p>Teaching staff use a range of strategies to adapt learning to meet a range of needs; scoop groups, pre-teach and re-teach is evidenced in class plans.</p>
Attendance at school and extra-curricular activities	<p>Attendance monitoring shows no gap between groups of pupils.</p> <p>Parents and carers of pupils with low attendance are contacted after routine monitoring; letters, contracts and meetings have a positive impact – there is evidence of improved attendance.</p> <p>Pupils in receipt of PP are prioritised for after school clubs – there is evidence of engagement.</p> <p>Money is available and used to support families in receipt of PP evidence of this enabling pupils to attend additional activities.</p>

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: £1000

Ensuring adequate time and support is available for staff professional development. Developing the most effective approach to continuous professional learning with a clear focus on learning and achievement for all pupils.

An offer which enables all pupils to access the curriculum. Ensure teaching and targeted support is frequent, high quality and consistent.

Engaging the hardest to reach families and providing the level of expertise needed to support the most complex needs.

Implementing change in schools is challenging. One of the characteristics that distinguishes effective and less-effective schools, in addition to what they implement, is how they put those new approaches into practice. EEF

Activity	Evidence that supports this approach
Staff training throughout the year Using the EEF to identify provision which has a positive impact on learning and progress for all pupils	See EEF Sutton Trust Teaching and Learning Toolkit – see Further Information
Specialist training for staff to identify and adapt for a range of barriers including speech and language, SEMH and early reading and phonics.	In school evidence of impact (RWI), CPOMS, INSIGHT
Implement a CPL programme for all teaching staff including teaching assistants to develop pedagogy and practice which supports the inclusion and quality first teaching for all pupils.	EEF Tiered Model Published 23rd April, 2021
Teaching partner training in bespoke interventions – from gap analysis.	In school evidence of impact SEND data and Maths On Track (MOT) observations
Introduce coaching and mentoring across the school so that staff further develop tacit knowledge, reflect on own practice and improve.	Peer reviewed published journals

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

Budgeted cost: £30,000,00 (see catch up plan for further information)

Activity	Evidence that supports this approach
Senior leaders as PP champions; the leader meets termly with the class teacher, the child and parents – discuss barriers to learning and how to address them, review academic progress, share any concerns, provide guidance and resources inc. improving attendance	EEF – feedback
One to one tuition offered to all pupils inc those who are in receipt of PPG Class teachers to take responsibility for additional one to one and small group tuition in the spring term (January 2023)	EEF – one to one and small group tuition
Ongoing teacher and teaching partner academic support in class; additional and extra work based on gap analysis pre-teach and re-teach;	EEF
Structured specialist interventions which promote good academic progress including speech and language, dyslexia support,	Peer reviewed, published research
Specialist analysis from Education Psychologist (Ed Psych) to identify specific barriers to learning for pupils in receipt of PPG	Peer reviewed published research

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

Budgeted cost: £24,000.00

Activity	Evidence that supports this approach
Structured parenting programme to engage and educate parents and carers including Emotion Coaching	Peer reviewed, published research
Positive promotion of clubs to all pupils	Peer reviewed, published research
Therapeutic practitioner, pastoral support providing SEMH programmes. Thrive one to one and group work	In-school research CPOMS
Additional opportunities including 'Growing Hope' project	
Individual peripatetic music tuition	Peer reviewed, published research

Budgeted cost: £5,000,00

Activity	Evidence that supports this approach
Additional financial support for pupils to access extra-curricular activities, school trips	EEF
Support for families to buy items for school including uniform	Peer reviewed, published research

Total budgeted cost: £30,000.00 + £24,000.00 + £5,000.00 = £59,000.00

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.

Learning and progress from 2021 to 2022 was evidenced by in school assessments, these show that overall children in receipt of pupil premium attained below other groups.

Children in receipt of pupil premium do not attend as well, have more time off and there are a high proportion of late arrivals.

No children in receipt of pupil premium were excluded, no fixed term temporary and no permanent exclusions.

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 (Costs)	
The Write Stuff	£2,500.00
Read Write Inc (RWI) training and resources	£1,000.00
Thrive training and Thrive subscription	£1,188.00
Growing Hope Project	£150.00
External peripatetic music costs	£2,400.00
Whole class instrument tuition	£900.00

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?	Additional support in school from key staff including one to one reading; Thrive work and where needed academic intervention (pre-teach and re-teach)
What was the impact of that spending on service pupil premium eligible pupils?	Pupils in receipt of service pupil premium are attaining in line with other groups.

Further information (optional)

Funding allocation

Pupil premium £1345.00

Pupils who have been adopted from care £2345.00

Children who are looked after by the LA £2345.00

Service pupil premium £310.00

Implementing Teaching and Learning Sutton Trust Report EEF at Beech Green

Strategy	Impact (months)	Strategy	Impact (months)
Mastery learning	+5	Behaviour interventions	+3
Social and emotional learning	+4	Collaborative learning	+5
Digital technology	+4	Early years interventions	+5
Feedback	+8	Small group tuition	+4
Meta-cognition and self-regulation	+7	One to one tuition	+5
Oral language intervention	+5	Peer tutoring	+5
Phonics	+4	Reading comprehension strategies	+6