



Respect Achieve Belong

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	352
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024 to 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Julie Poulson
Pupil premium lead	Julie Poulson
Governor / Trustee lead	Danielle Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,823
Recovery premium funding allocation this academic year	£8,374
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£247
Catch up funding (carry forward + allocation)	£104,444

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 of '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 e.g. partner talk*
- *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, resources and assessing impact.

Increasing Learning Time

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

- *Improving attendance and punctuality.*
- *Providing earlier intervention*

- *Supporting children’s personal, social and emotional needs, use of the Treehouse and Trailblazers.*
- *Quality first teaching*

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.*
- *Assessing the impact of the strategy and amending as appropriate.*
- *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 Beech Green 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.*

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 whole curriculum. Ensure teaching is high quality and targeted support is frequent, consistent and assessed for impact.
3	Engaging hard to reach families and providing the level of expertise needed to support pupils and families with 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 long 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, interventions and links with external agencies.</p> <p>Records show evidence of specialist provision, additional support and targeted interventions and their impact.</p> <p>Class teachers are aware of the range of needs of pupils and put strategies in place to ensure children keep up.</p>
Barriers to learning identified, support in place.	<p>Additional provision identified as needed (see above).</p> <p>Specialist support accessed as needed.</p> <p>Support is assessed each term for impact and adjusted where needed.</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> <p>Pupil premium map updated each long term and distributed so that all staff are aware of PP children, their progress and needs.</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>Funding is available and used to support families in receipt of PP evidence of this enabling pupils to attend additional activities, e.g. school trips, music tuition, residential trips etc.</p> <p>Funds are also available to support with school uniform.</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

Budgeted cost: £5,000

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, consistent and assessed for impact.

Engaging the hardest to reach families and providing the level of expertise needed to support the most complex of 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
<p>Staff training throughout the year Using the EEF to identify provision which has a positive impact on learning and progress for all pupils</p> <p>Specialist training for staff to identify and adapt for a range of barriers including speech and language, SEMH and early reading and phonics.</p> <p>Implement a CPL programme for all teaching staff to develop pedagogy and practice which supports the inclusion and quality first teaching for all pupils.</p> <p>Teaching partner training in bespoke interventions – from gap analysis.</p> <p>Introduce coaching and mentoring across the school so that staff further develop tacit knowledge, reflect on own practice and improve.</p>	<p>See EEF Sutton Trust Teaching and Learning Toolkit – see Further Information</p> <p>In school evidence of impact (RWI).</p> <p>EEF Tiered Model Published 23rd April, 2021</p> <p>In school evidence of impact - data</p> <p>Peer reviewed published journals</p>

Targeted academic support

Budgeted cost: £75,000.00

Activity	Evidence that supports this approach
Senior leaders meet termly with the class teacher to discuss progress. Where needed 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
Targeted interventions put in place to support children and impact assessed.	EEF – one to one and small group interventions
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,	

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	Increase in PP children attend school based clubs
Therapeutic practitioner, pastoral support providing SEMH programmes.	In-school research
Additional opportunities including 'Growing Hope' project	

Total budgeted cost: £5,000 + £75,000 + £24,000 = £104,000

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 to 2024 academic year.

Key Results - 2023-2024						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	58	38%	Below (significant)	61%	9th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	58	2%	Below	8%	27th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	59	15%	Below (significant)	34%	18th
Phonics Screening Check	% of pupils passing in Year 1	49	78%	Below	~ 80%	35th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	46	61%	Below	68%	24th

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
Read Write Inc
Thrive

Further information (optional)

Pupil premium £1345.00 per child

Pupils who have been adopted from care £2345.00

Children who are looked after by the LA £2345.00

Service pupil premium £310.00

Education Endowment Foundation		Teaching & Learning Toolkit		PDF Generated: 10th October, 2018	
Arts participation	Low impact for low cost, based on moderate evidence.	E E E E E	B B B B B	+2	
Aspiration interventions	Very low or no impact for moderate cost, based on very limited evidence.	E E E E E	B B B B B	0	
Behaviour interventions	Moderate impact for moderate cost, based on extensive evidence.	E E E E E	B B B B B	+3	
Block scheduling	Very low or no impact for very low cost, based on limited evidence.	E E E E E	B B B B B	0	
Built environment	Very low or no impact for low cost, based on very limited evidence.	E E E E E	B B B B B	0	
Collaborative learning	Moderate impact for very low cost, based on extensive evidence.	E E E E E	B B B B B	+5	
Digital technology	Moderate impact for moderate cost, based on extensive evidence.	E E E E E	B B B B B	+4	
Early years interventions	Moderate impact for very high cost, based on extensive evidence.	E E E E E	B B B B B	+5	
Extending school time	Low impact for moderate cost, based on moderate evidence.	E E E E E	B B B B B	+2	
Feedback	High impact for very low cost, based on moderate evidence.	E E E E E	B B B B B	+8	
Homework (Primary)	Low impact for very low cost, based on limited evidence.	E E E E E	B B B B B	+2	
Homework (Secondary)	Moderate impact for very low cost, based on limited evidence.	E E E E E	B B B B B	+5	
Individualised instruction	Moderate impact for very low cost, based on moderate evidence.	E E E E E	B B B B B	+3	
Learning styles	Low impact for very low cost, based on limited evidence.	E E E E E	B B B B B	+2	
Mastery learning	Moderate impact for very low cost, based on moderate evidence.	E E E E E	B B B B B	+5	
Mentoring	Very low or no impact for moderate cost, based on extensive evidence.	E E E E E	B B B B B	0	

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Education Endowment Foundation		Teaching & Learning Toolkit		PDF Generated: 10th October, 2018	
Metacognition and self-regulation	High impact for very low cost, based on extensive evidence.	E E E E E	B B B B B	+7	
One to one tuition	Moderate impact for high cost, based on extensive evidence.	E E E E E	B B B B B	+5	
Oral language interventions	Moderate impact for very low cost, based on extensive evidence.	E E E E E	B B B B B	+5	
Outdoor adventure learning	Moderate impact for moderate cost, based on moderate evidence.	E E E E E	B B B B B	+4	
Parental engagement	Moderate impact for moderate cost, based on moderate evidence.	E E E E E	B B B B B	+3	
Peer tutoring	Moderate impact for very low cost, based on extensive evidence.	E E E E E	B B B B B	+5	
Performance pay	Low impact for low cost, based on limited evidence.	E E E E E	B B B B B	+1	
Phonics	Moderate impact for very low cost, based on very extensive evidence.	E E E E E	B B B B B	+4	
Reading comprehension strategies	High impact for very low cost, based on extensive evidence.	E E E E E	B B B B B	+6	
Reducing class size	Moderate impact for high cost, based on moderate evidence.	E E E E E	B B B B B	+3	
Repeating a year	Negative impact for very high cost, based on moderate evidence.	E E E E E	B B B B B	-4	
School uniform	Very low or no impact for very low cost, based on very limited evidence.	E E E E E	B B B B B	0	
Setting or streaming	Negative impact for very low cost, based on limited evidence.	E E E E E	B B B B B	-1	
Small group tuition	Moderate impact for moderate cost, based on limited evidence.	E E E E E	B B B B B	+4	
Social and emotional learning	Moderate impact for moderate cost, based on extensive evidence.	E E E E E	B B B B B	+4	
Sports participation	Low impact for moderate cost, based on limited evidence.	E E E E E	B B B B B	+2	

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Summer schools	Low impact for moderate cost, based on extensive evidence.	E E E E E	B B B B B	+2	
Teaching assistants	Low impact for high cost, based on limited evidence.	E E E E E	B B B B B	+1	
Within-class attainment grouping	Moderate impact for very low cost, based on limited evidence.	E E E E E	B B B B B	+3	

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