

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	Beechwood Primary
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	65 children (19%)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sally Hunter
Pupil premium lead	Rachel Minter
Governor / Trustee lead	Richard Skegg

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,330 based on 58 children
Recovery premium funding allocation this academic year	£8410 based on £145 per child
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£88,740</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that our pupils are not disadvantaged irrespective of background or the challenges they face. We believe that with the correct support all pupils can make good progress and attain highly in all subject areas, through well-matched provision and targeted support.

Objectives:

- Remove barriers to learning created by poverty, family circumstance and background
- Diminish the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in the ability to communicate effectively in a wide range of contexts
- Empower pupils to look after their social and emotional wellbeing and to develop resilience
- Provide access to a wide range of opportunities to deepen knowledge and understanding of the world.

To achieve this, we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Provide teaching staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to swiftly address identified gaps in learning, including the use of small group and 1:1 work
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development
- Provide resources and training for parents to support learning at home

This is not an exhaustive list and strategies will change and develop based on the needs of individual pupils.

### Key Principles:

We will ensure effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will have access to high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Weak language and literacy skills (Writing, phonics and reading)
2	Pupil's use of vocabulary, articulation of ideas and spoken expression is poor
3	Low self-esteem, resilience and confidence
4	Under-developed positive learning behaviours including listening skills; readiness to learn; lack of growth mindset; challenge themselves
5	Attendance is lower than their peers and low overall

## 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 Reading progress among disadvantaged pupils	100% of PP children will achieve at least expected progress in Reading (6 steps from July 22 – July 23)
Improved Writing progress among disadvantaged pupils	100% of PP children will achieve at least expected progress in Writing (6 steps from July 22 – July 23)
Improved Maths progress among disadvantaged pupils	100% of PP children will achieve at least expected progress in Maths (6 steps from July 22 – July 23)
Improved attendance for disadvantaged pupils	Ensure attendance of disadvantaged pupils is at least 95%
Improved Phonics attainment among disadvantaged pupils in Year 1	At least 70% of PP children pass the phonics screening check by the end of Year 1

Improved Phonics attainment among disadvantaged pupils in Year 2	At least 50% of PP children pass the phonics screening check by the end of Year 2
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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

Budgeted cost: £ 40, 165

**To improve writing across the curriculum for all groups of pupils to secure high outcomes that are in line with national expectations.**

**To improve oral language skills among disadvantaged pupils**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Education Endowment Foundation – Five a day approach</p> <ul style="list-style-type: none"> <li>• Explicit instruction: clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice.</li> <li>• Managing cognitive load so that new content is transferred into pupils’ long-term memory. Provide opportunities for pupils to plan, monitor, and evaluate their own learning.</li> <li>• Scaffolding: When pupils are working on a written task, provision of supportive tools or resources such as a writing frame or a partially completed example. The aim would be to provide less support of this nature throughout the course of the lesson, week, or term.</li> </ul>	1,2,3 and 4

	<ul style="list-style-type: none"> <li>• Allocate groups temporarily, based on current level of attainment</li> <li>• Technology can be used by a teacher to model worked examples: it can be used by a pupil to help them to learn, to practice, and to record their learning</li> <li>• Oracy techniques – conversing with children rather than talking to children, effective questioning, high quality explanations and use of aspirational vocabulary everywhere</li> </ul>	
Verbal feedback	<p>Providing feedback is well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Educational Endowment Foundation –</p> <ul style="list-style-type: none"> <li>• Deliver timely feedback that focuses on moving learning forward</li> <li>• Identifies gaps and informs planning</li> <li>• Leading to next step challenges and purple pen editing</li> </ul>	1,2,3 and 4
Effective in house CPD on principles of effective learning	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1,2,3 and 4
Tilting	<p>Quality First Teaching Principles – DofE</p> <ul style="list-style-type: none"> <li>• Pupil premium champions</li> <li>• Looking at PP books first</li> <li>• Effective targeted questions for PP children</li> <li>• PP children discussed as a priority in all meetings</li> <li>• Targeting PP children first through effective verbal feedback</li> <li>• Tilting curriculum for engagement</li> <li>• Provide effective scaffolding and resources</li> <li>• Set routines and structures</li> </ul>	1,2,3 and 4
Oracy	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind</p>	1,2 and 3

	<p>their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Voice 21 Oracy Framework -</p> <ul style="list-style-type: none"> <li>• Scaffolding oracy and discussion</li> <li>• High quality explanations</li> <li>• Oracy framework helps staff to understand the physical, linguistic, cognitive and social and emotional skills that enable successful discussion, inspiring speech and effective communication</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 20,000 (excluding National Tutoring Programme)

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme (separate costings – see below)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Department of Education National Tutoring programme</p> <ul style="list-style-type: none"> <li>• Specifically teach Reading and Writing to PP children in small group sessions (see below for information)</li> </ul>	1, 2 and 3
CPD for RWI teachers	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children – EEF</p> <p>Read, Write, Inc. principles –</p> <ul style="list-style-type: none"> <li>• PACE – no time is wasted during teaching sessions!</li> <li>• PRAISE – teachers praise the children constantly throughout the teaching sessions.</li> <li>• PURPOSE – each activity has a very clear purpose.</li> <li>• PARTICIPATION – all children take part in all parts of the lesson.</li> </ul>	1 and 2

	<ul style="list-style-type: none"> <li>• PASSION – as a staff we are passionate about our teaching and the benefits of the Read, Write Inc. programme!</li> </ul>	
RWI Catch up and Fresh Start Programmes	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 14 weeks.</p> <p>Phonics/Toolkit strand/Education Endowment Foundation/EEF</p>	1 and 2
Pupil Premium Champion Programme	<p>Children who have an advocate in school who champion their needs are more likely to achieve. Barriers to learning are identified and supported. The attainment gap between non PP and PP children will narrow –</p> <ul style="list-style-type: none"> <li>• Support completion of home learning</li> <li>• Read with the children on a regular basis</li> <li>• Check in with the children throughout the day</li> <li>• Provide equity for the child through resources and reasonable adjustments</li> <li>• Thinking outside the box to support children</li> </ul>	3,4 and 5

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence –</p> <ul style="list-style-type: none"> <li>• Embed principles of good practice set out in the DFE's Improving School Attendance Advice.</li> </ul>	3,4 and 5

	<ul style="list-style-type: none"> <li>• One to one contact with families to support children getting into school</li> <li>• EWO support</li> <li>• Sensory circuits for regulating children on entry to school</li> </ul> <p>EEF Strategies -</p> <ul style="list-style-type: none"> <li>• Encouragement in attending Breakfast club so that children are ready for their learning</li> <li>• PP champions</li> </ul>	
Extra-curricular activities, uniform, funding for trips and Year 6 residential	<p>An Unequal Playing Field – Extra-Curricular Activities, Soft Skills and Social Mobility Report The Social Mobility Commission</p> <p>Learning is contextualised in concrete experiences and language rich environments</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils</p>	3,4 and 5
Contingency fund for acute issues	Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4 and 5

**Total budgeted cost: £ 80,330**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome
<p>100% of PP children will achieve at least expected progress in Reading (6 steps from July 21 – July 22)</p>	<p>80% of PP children (45/56) achieved expected progress in Reading (6 steps +)            30% of PP children (17/56) achieved accelerated progress in Reading (7 steps +)</p> <p>Comparison data between PP and Non PP children shows the following for Reading            2020-21 Expected progress gap 22%            2021-22 Expected progress gap 6%            - Showing a reduction in the gap of 16%</p> <p>2020-21 Accelerated progress gap 20%            2021-22 Accelerated progress gap 11%            - Showing a reduction in the gap of 9%</p>
<p>100% of PP children will achieve at least expected progress in Writing (6 steps from July 21 – July 22)</p>	<p>77% of PP children (43/56) achieved expected progress in Writing (6 steps +)            38% of PP children (21/56) achieved accelerated progress in Writing (7 steps +)</p> <p>Comparison data between PP and Non PP children shows the following for Writing            2020-21 Expected progress gap 19%            2021-22 Expected progress gap 15%            - Showing a reduction in the gap of 4%</p> <p>2020-21 Accelerated progress gap 20%            2021-22 Accelerated progress gap 8%            - Showing a reduction in the gap of 12%</p>
<p>100% of PP children will achieve at least expected progress in Maths (6 steps from July 21 – July 22)</p>	<p>71% of PP children (40/56) achieved expected progress in Maths (6 steps +)            23% of PP children (13/56) achieved accelerated progress in Maths (7 steps +)</p> <p>Comparison data between PP and Non PP children shows the following for Maths.</p>

	<p>2020-21 Expected progress gap 21%</p> <p>2021-22 Expected progress gap 17%</p> <p>- Showing a reduction in the gap of 4%</p> <p>2020-21 Accelerated progress gap 23%</p> <p>2021-22 Accelerated progress gap 4%</p> <p>- Showing a reduction in the gap of 13%</p>
<p>Phonics results</p> <p>Year 1</p> <p>Year 2</p>	<p>2/8 (25%) of PP children passed the phonics screening check</p> <p>0/5 (0%) of PP children passed the phonics re-takes.</p>
<p>Attendance to be in line with national average (96.5%)</p>	<p>Average Attendance for 2021 – 22 was 90.1% for PP children.</p>
<p>Children have a willingness to challenge themselves and have positive learning behaviours.</p>	<p>Through book looks, learning walks, progress meetings with teachers, weekly check-in meetings there was evidence to suggest that PP children in certain classes had a willingness to challenge themselves and showed positive learning behaviours. In other classes, however, these were still developing. PP conferencing took place less often than was planned due to COVID restrictions.</p>
<p>Books, learning walks and assessments show that children have improved progress and attainment in language and literacy skills, particularly in writing.</p>	<p>Data shows that PP children have improved progress in Reading and Writing as written above. Attainment is improving however, there is still a gap between non PP and PP children.</p>
<p>PP children who are also SEND have a willingness to challenge themselves and use oracy techniques within the classroom. Seen through: Pupil voice, learning walks, verbal feedback and progress meetings.</p>	<p>Through pupil voice, learning walks, verbal feedback and progress meetings there was evidence to suggest that PP children who are also SEND in certain classes had a willingness to challenge themselves and use oracy techniques within the classroom. In other classes, however, these were still developing.</p>
<p>Books, pupil voice, learning walks, progress meetings show that children have a willingness to</p>	<p>Through book looks, learning walks, progress meetings with teachers, there was evidence to suggest that PP children in certain classes had a willingness to challenge themselves and showed</p>

challenge themselves and have positive learning behaviours.	positive learning behaviours. In other classes, however, these were still developing. Data shows that the gap between PP and Non PP children has reduced.
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## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read, Write, Inc. Phonics and Catch-Up	Oxford University Press
Read, Write, Inc. Fresh Start	Oxford University Press

## Recovery Grant (2022-23)

Covid Recovery Grant	Expenditure	Income	Notes
Grant 2022/23		£8,410	
<b>Total Income Carried Forward</b>		<b>£8,410</b>	
Phonics Catch-up sessions	£8,474		Fresh Start KS2 30 minutes x 4 times a week. (Mrs Khaliq, Mrs Allen and Mrs Wagner) & RWI Catch up KS1 1 ½ hours x 5 times a week (Mrs Hartley)
Year 6 Booster Groups			am sessions (core subjects) - Please note supported from GAG (Deputy Head taking sessions)
<b>Total Expenditure</b>	<b>£8,474</b>		
<b>Balance</b>		<b>-£64</b>	

## National Tutoring Programme (2022-23)

£8,748 15 hours per PP child.
6 groups of children x 6 groups a week will be taught by a qualified teacher (1 hour per session from Autumn 2)

Focus: Reading and Writing

PP/SEND children will be chosen as a result of analysing data – this will be reviewed half way through the Spring term and new groups assigned.