

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	320
Proportion (%) of pupil premium eligible pupils	67 children (21%)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
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	£103,305
Recovery premium funding allocation this academic year	£10,295 based on £145 per child (71 children at the time of the Oct 22 census)
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£113,600</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	Weaker language and literacy skills (Writing, phonics and reading)
2	Weaker mathematical skills
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 – unauthorised absences are higher than peers

## 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 23 – July 24)
Improved Writing progress among disadvantaged pupils	100% of PP children will achieve at least expected progress in Writing (6 steps from July 23 – July 24)
Improved Maths progress among disadvantaged pupils	100% of PP children will achieve at least expected progress in Maths (6 steps from July 23 – July 24)
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 75% 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 60% 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: £ 51,653

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

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> <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</li> </ul>	1,2,3 and 4

	<p>pupil to help them to learn, to practice, and to record their learning</p> <ul style="list-style-type: none"> <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 verbal feedback is well evidenced and has a high impact on learning outcomes. Effective verbal 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
Effective coaching and mentoring of Teachers	<p>Mentoring and coaching of Teachers – national institute of teaching July 2023.</p> <ul style="list-style-type: none"> <li>Research has shown that: Coaching and mentoring can lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment</li> </ul> <p>EEF states that effective coaching and mentoring:</p> <ul style="list-style-type: none"> <li>Build knowledge</li> <li>Motivates teachers</li> <li>Develops teaching techniques</li> <li>Embeds practice</li> </ul>	1,2,3 and 4
Tilting	<p>Quality First Teaching Principles – DfE</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> </ul>	1,2,3 and 4

	<ul style="list-style-type: none"> <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>	
Oracy	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind 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>	1,3 and 4

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

Budgeted cost: £ 25,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant Deployment and Interventions</p> <p>Targeted interventions to support language development, literacy and numeracy</p>	<p>EEF guide to selecting interventions - common elements of interventions:</p> <ul style="list-style-type: none"> <li>• Timing</li> <li>• Assessment</li> <li>• Resourcing</li> <li>• Give it time</li> <li>• Expert delivery</li> <li>• Teacher links</li> </ul> <p>Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p>	1,2,3 and 4

RWI Catch up and Fresh Start Programmes	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.  Phonics/Toolkit strand/Education Endowment Foundation/EEF	1, 3 and 4
Pupil Premium Champion Programme	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 –  <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

Budgeted cost: £ 25,826

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

	<ul style="list-style-type: none"> <li>• Nurture support for regulating and supporting children to engage with their learning</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
Supporting children's social, emotional and behavioural needs	<p>EEF – social and emotional learning key findings:</p> <ul style="list-style-type: none"> <li>• Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</li> <li>• Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores</li> <li>• Whole class SEL learning and targeted supported for pupils with particular social and emotional needs should be considered</li> <li>• There is particular promise for approaches that focus on improving social interaction between pupils</li> </ul>	1,2,3,4 and 5
Communicating with, and supporting parents	<p>EEF – parental engagement key findings:</p> <ul style="list-style-type: none"> <li>• Parental engagement has a positive impact on average of 4 months' additional progress.</li> </ul>	1,2,3,4 and 5

	<ul style="list-style-type: none"> <li>• Personalised messages linked to learning can promote positive interactions</li> <li>• Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how parental engagement can be maintained as children get older.</li> <li>• Consider what support can be given to parents to ensure home learning is of a high quality. Provide practical strategies with tips and resources.</li> </ul>	
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: £ 103,305**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome
100% of PP children will achieve at least expected progress in Reading (6 steps from July 22 – July 23)	<p>45% of PP children (34/76) achieved expected progress in Reading (6 steps +)  16% of PP children (12/76) achieved accelerated progress in Reading (7 steps +)</p> <p>To put in context:  30% of PP children joined throughout the year so are missing from this data (23/76)</p> <p>On average PP children made 5.6 points of progress for Reading from summer 22 – summer 23 throughout the whole school (including FS)</p>
100% of PP children will achieve at least expected progress in Writing (6 steps from July 22 – July 23)	<p>42% of PP children (32/76) achieved expected progress in Writing (6 steps +)  13% of PP children (10/76) achieved accelerated progress in Writing (7 steps +)</p> <p>To put in context:  30% of PP children joined throughout the year so are missing from this data (23/76)</p> <p>On average PP children made 5.5 points of progress for Writing from summer 22 – summer 23 throughout the whole school (including FS)</p>
100% of PP children will achieve at least expected progress in Maths (6 steps from July 22 – July 23)	<p>37% of PP children (28/76) achieved expected progress in Maths (6 steps +)  9% of PP children (7/76) achieved accelerated progress in Maths (7 steps +)</p> <p>To put in context:  30% of PP children joined throughout the year so are missing from this data (23/76)</p> <p>On average PP children made 5.7 points of progress for Maths from summer 22 – summer 23 throughout the whole school (including FS)</p>

Phonics results Year 1	6/11 (55%) of PP children passed the phonics screening check in Year 1
Year 2	2/5 (40%) of PP children passed the phonics re-take in Year 2
Attendance to be in line with national average (96.5%)	Average Attendance for 2022 – 23 was 90.2% for PP children. This absence was made up of 8.5% authorised absences and 1.4% unauthorised absences.
Children have a willingness to challenge themselves and have positive learning behaviours.	Through book looks, learning walks, progress meetings with teachers, weekly check-in meetings there was evidence to suggest that PP children in many classes had a willingness to challenge themselves and showed positive learning behaviours. They showed that they were engaged in the learning. In other classes, however, these were still developing.
Books, learning walks and assessments show that children have improved progress and attainment in language and literacy skills, particularly in writing.	Attainment is improving for most children however, there is still a gap between non PP and PP children. The EAL/PP percentage has risen this last year meaning that children's language skills are developing at a slower rate. The percentage of children during the academic year 2021-2022 that were both PP and EAL was 32% The percentage of children during the academic year 2022-2023 that were both PP and EAL was 37% showing a significant increase
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.	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.
Books, pupil voice, learning walks, progress meetings show that children have a willingness to challenge themselves and have positive learning behaviours.	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

	positive learning behaviours. In other classes, however, these were still developing.
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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 (2023-24)

	Expenditure	Income	Notes
		£10,295	
Phonics Catch-up sessions	£1,594.60		Fresh Start KS2 30 minutes x 4 times a week. RWI Catch up KS1 1 ½ hours x 4 times a week
Reading Groups	£2,391.90		Reading comprehension x 4 times a week Moon Dog reading x 4 times a week Extended phonics code x 4 times a week  1:1 readers x 4 times a week – lowest 20% of children (all classes)
Writing Groups	£1705.50		Year 4 colourful semantics and letter formation Year 3 Dough disco and colourful semantics Year 3 1:1 colourful semantics
Year 6 Booster Groups			am sessions (core subjects) - Please note supported from GAG (Deputy Head taking sessions)
<b>Total Expenditure</b>	<b>£11,588.80</b>		
<b>Balance</b>	<b>-£1293.80</b>		