

Pupil premium strategy statement – Beaver Primary School (2023-2024)

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Headteacher
Pupil premium lead	Mrs Nicola Edwards
Governor / Trustee lead	Mrs Kryshia Winkler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,780
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£21, 507
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£240,287

Part A: Pupil premium strategy plan

Statement of intent

‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’
(Sir Kevan Collins)

The ultimate aim at Beever Primary School is to use the Pupil Premium fund to close the attainment gap for disadvantaged children. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high levels of attainment in all areas of the curriculum. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Our Pupil Premium strategy sits at the heart of a whole school effort, with all staff understanding the strategy and their role within it. The EEF’s Guide to the Pupil Premium has informed the spending of our Pupil Premium to maximise the benefit for the children at Beever Primary School:

- The report recommends school take a tiered approach to Pupil Premium spending. Teaching is the top priority, including professional development, training and support for early career teachers.
- Targeted support for struggling pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Pupils across the school often display a lack of resilience and lack of self-confidence: this can inhibit their ability to produce their best work. In some cases, learning behaviours may also need developing, for example, organisation and commitment.
2	A significant proportion of children enter EYFS with very low language skills which impacts on speaking and listening, phonics, reading and writing across the school.

3	A significant proportion of children's basic understanding of number is poor and fails to sufficiently support their further development in mathematics.
4	Some pupils are not working at an age-related level and have conceptual gaps or misconceptions.
5	Evidence shows the attendance of PP pupils is more likely to be lower than that of other pupils and PP pupils are also more likely to be classed as persistent absentees. In 2022-2023, 25.7% of pupils were persistent absentees- this is above the PA national average of 17%
6	A significant number of PP pupils are not ready to learn when they come to school. This lack of readiness to learn is compounded by issues related to challenging home situations and, child protection factors. Vast majority of pupils on the CP register are children in receipt of PP funding.
7	Many PP pupils have few opportunities to benefit from cultural and social events and experiences. Parents/carers are unable to fund curricular enrichment opportunities, including trips. Financial constraints result in inability to purchase educational resources, including study support materials, reading books and educational games.
8	<p>82.5% of the school population live in areas within the bottom 1% of the most deprived households nationally [National Index of multiple deprivation (IMD) profile (2023)]. These high levels of deprivation can lead to a large number of children:</p> <ul style="list-style-type: none"> • needing pastoral intervention • not having their basic needs met at home (food/clothes etc.) • not having access to resources, such as books, libraries and life experiences. • not having experienced visits to places of interest such as museums, national parks or interest centres. • enter the nursery and are not 'school ready'- these children often display a wide range of complex issues. • having inconsistent levels of attendance and punctuality. • not having the opportunity to participate in organised games or clubs outside of the school environment. • lacking the cultural capital that will enable them to access a better quality of living once they leave school. • having low levels of aspirations within the school community. • having a lack of regular routines including home reading, homework, spellings and having correct equipment in school. • having speech and language issues. • historically failing to achieve GDS in writing at KS1 and KS2.

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
Improve oral language skills for pupils eligible for PP in Reception in Early Years. Support PP pupils to accelerate progress in key areas of learning.	Pupils in Reception eligible for PP make accelerated progress by the end of the year so that they achieve a good level of development.
Continue to raise attainment in reading in EYFS and KS1 by developing children's understanding and effective use of phonics and other early reading strategies. Raise attainment in reading across KS2 by developing pupils' understanding of language and inference skills.	The % of pupils eligible for PP achieving the expected standard in reading is in line with the % for non PP. The % of pupils eligible for PP passing the phonics screening test in year 1 is in line with NA.
The progress of pupils in receipt of PP is comparable to the progress of non-disadvantaged pupils.	The % of pupils eligible for PP achieving the expected standard in reading, writing and maths is in line with the national averages. Where this is not the case, PP children are making more rapid progress and the gap is closing.
The provision for PP children with special educational needs is sufficiently strong so that their attainment and progress is raised.	The % of pupils eligible for PP and with SEND achieving the expected standard is in line with the % for non PP pupils. Where this is not the case, PP children are making more rapid progress and the gap is closing.
To enable all PP pupils to make significant progress in learning through a range of targeted strategies designed to support and increase pace of learning.	Termly assessments show PP pupils make at least expected progress.
To improve attendance and punctuality for all pupils (with a focus on PP pupils).	Data shows the level of attendance for the year for PP pupils is equivalent to non-PP pupils nationally. Reduce the number of persistent absentees among pupils eligible for PP.
All PP pupils fully access all facets of the school, regardless of family income and personal circumstances.	Pupils are provided with affordable opportunities to participate in educational visits. Pupils are provided with opportunities to participate in extra-curricular activities at no charge. Pupils are supported in being able to afford quality uniform and footwear.
Increased resilience and ability to self-regulate their behaviour.	Access to pastoral leader support on a personalised basis.

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: £ 57,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in a comprehensive Professional Development Programme to support Teacher's knowledge & understanding.</p> <ul style="list-style-type: none"> • Read Write Inc • Power Maths • Accelerated Reader • Elklan • Blast/Welcomm • Consultancy support 	<p>Teaching quality is a crucial factor in raising pupil attainment and professional development is likely to be more effective when design and delivery involves specialist expertise from a range of sources.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://epi.org.uk/wp-content/uploads/2020/02/EPI-Wellcome-CPD-Review-2020.pdf</p>	<p>1,2,3,4,8</p>
<p>Resources to support our curriculum provision:</p> <ul style="list-style-type: none"> • Read Write Inc portal • PM ActiveLearn • Accelerated Reader • LbQ • Reading Cloud • Lexia Core 5 • Blast and Wellcomm resources etc. • Numberstacks • dB Learning online learning platform • Historical association subscription • Charanga subscription • Primary Languages Network subscription 	<p>High quality resources purchased to support teaching and learning.</p> <p>Using digital technology effectively to improve pupils' learning including the improvement of the quantity and quality of pupil practice has been summarised by the EEF.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/productio/n/eeef-guidance-reports/digital/EEF-Digital-Technology-Summary-of-Recommendations.pdf?v=1698759364</p>	<p>1,2,3,4,8</p>

Standardised assessments purchased to provide staff with useful information which can be acted upon.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	3, 4
Music: Wider opportunities & Further opportunities and Beaver Music Scholarship. Also 'Hands & Voices' (Early Years)	All Year 3 children have the opportunity to learn to play a musical instrument. Offer further opportunities to a group of ten children who show promise to continue with music lessons in Year 4. The Beaver Music Scholarship to be offered to a small group of children at the end of Year 4 who show aptitude and promise to ensure they are able to receive free music lessons and a musical instrument for their final two years at Beaver. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	7, 8

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

Budgeted cost: £ 116,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics 1:1 tuition sessions targeted at disadvantaged pupils who require further phonics support.	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 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 4, 8
Reading intervention (1:1, small group and Lexia Core 5) targeted	There are evidence based recommendations for teaching specific strategies that pupils can apply to monitor	4, 8

at disadvantaged pupils who require further reading comprehension support in KS2.	and overcome barriers to comprehension. This is summarised by the EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Highly skilled TA3 support across all KS1/KS2 classes to provide high quality teaching support, same day intervention and feedback as part of QFT.	There is strong evidence on the principles of good feedback and positive impacts on learning. TAs are well trained and attend most CPD for teachers. This ensures they are able to support pupils effectively and have a high impact on T&L. EEF guidance summarises this: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1, 2, 3, 4, 8
Termly teacher/pupil/parent meetings.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	6, 8

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

Budgeted cost: £ 66,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise overall levels of attendance by applying principles of good practice set out in the DfE attendance advice.	SLA with local authority so external EWO support can be used to support attendance procedures. Regular attendance panel meetings complemented by weekly attendance reports. Attendance awards to support good attendance. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance	5, 6, 8

<p>To support children and families with a range of issues including attendance, housing, behaviour and, through this, support learning/progress in school. Employment of a pastoral leader.</p>	<p>The Pastoral lead works extensively with our vulnerable children, removing barriers to their learning and ensuring support agencies are involved where necessary. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Children can only learn when they are in a mindset to do so, children in emotional crisis will struggle to achieve.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours</p>	<p>1, 6, 8</p>
<p>To provide a wide range of experiences for PP pupils to engage in learning. This ensures they have the opportunity to access a wide range of cultural/educational experiences.</p>	<p>Pupils are taken on visits or have visitors into school every term. Trips/visitors are heavily subsidised by school. Children who are exposed to educational trips will have an enhanced knowledge and understanding of the world. This helps build confidence and self-esteem.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p>	<p>7, 8</p>

Total budgeted cost: £240,287

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Development days with the RWI consultant were positive: staff benefitted from the high level of external expertise and this impacted positively on pupil outcomes. In 2023, 78.57% of Year 1 pupils passed the PSC (up from 76.67% the previous year). Disadvantaged pupils performed well with 78.26% meeting the standard (an increase of 13.26% from the previous year).

Targeted use of teaching assistants to deliver language based interventions in Early Years impacted positively.

	2022	2023
Listening, Attention and Understanding	64.3%	73.1%
Speaking	71.4%	80.8%

Attendance data across the school for 2022-2023 was 92.9% (up 0.7% from 92.2% the previous year). The number of persistent absentees reduced by 3.5% to 25.7%. There was only a 1% gap between disadvantaged (92.7%) and non-disadvantaged (93.7%) pupils. Close monitoring of attendance, support for families and involvement of other agencies when needed continues to be a priority at Beever Primary School. In the new academic year, school leaders will be working with other schools to improve attendance via the DfE Attendance Hubs programme.

The pastoral leader played an integral role by working closely with our most vulnerable families. She provided them with essential support, signposting them to relevant agencies who could assist with housing, finance, employment, routines in the home etc. She also continued to support our most vulnerable children, giving them emotional support to become more independent and self-motivated, whilst leading the school in developing our wellbeing strategies. The pastoral leader worked in conjunction with the named senior leader for attendance, analysing reports, tracking pupils, liaising with parents/carers and working with the Local Authority Attendance Officer. She often makes home visits and facilitates access to the school day for children who might otherwise be at home.

Breakfast Club was well attended each morning. This provision helped to reduce the stress of the morning routine for families and enabled the children to have up to an hour before school started so they could relax, play, eat and socialise, all without the

rush of getting to school. Breakfast Club supported some families who otherwise experienced attendance/punctuality difficulties.

Disadvantaged pupils continued to have access to a wide range of enrichment experiences having benefitted from one or more off-site visits as well as visitors to school to support the learning/curriculum. The wider opportunities programme was accessed by all children in Year 3, seeing them benefit from weekly music lessons by a specialist teacher and learning to play a brass instrument. The further opportunities programme was offered in Year 4 together with small group tuition in Year 5 and Year 6. In Early Years Foundation Stage, the Hands & Voices programme was run successfully, providing additional support to the children's speaking and listening skills.

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	Ruth Miskin
Power Maths	Pearsons
Accelerated Reader	Renaissance
Lexia Core 5	Lexia Learning Systems
Wellcomm and Wellcomm Primary	GL Assessment

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A