

# Pupil premium strategy statement – Beechwood Primary Academy

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	341
Proportion (%) of pupil premium eligible pupils	46.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023 to 2024 - 2025
Date this statement was published	31 <sup>st</sup> December 2022
Date on which it will be reviewed	31 <sup>st</sup> July 2023
Statement authorised by	Tamsin Bailey
Pupil premium lead	Tamsin Bailey
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,337
Recovery premium funding allocation this academic year	£ 22,330
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <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>	£ 245,667

# Part A: Pupil premium strategy plan

## Statement of intent

pupil premium is additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, children who are looked after by the local authority, and the children of service personnel. The funding is intended to enable schools to provide additional support to these pupils to ensure that they reach their full potential.

The amount of pupil premium funding that a school receives is based on the number of children who are eligible for it. Schools are free to decide how they use the pupil premium funding, as they are best placed to identify the specific needs of their pupils. However, they are expected to be able to demonstrate how the funding has been used to support the learning and progress of disadvantaged pupils.

We use Pupil Premium funding to close the achievement gap through providing rich experiences, day trips and experiences are provided free of charge so that all children can participate equally and staff can plan exciting trips and visits. We employ support staff to enable support for pastoral and social emotional needs as well as spending money on extra resources and materials where appropriate. We also use Pupil Premium funding to purchase resources such as membership to organisations that provide counselling and family support services.

Research has shown that the pupil premium can be effective in helping to narrow the attainment gap between disadvantaged pupils and their peers. A report by the Education Endowment Foundation found that, on average, the pupil premium has a positive impact on the progress and attainment of disadvantaged pupils. Our pupil premium is targeted on supporting educational achievement and focusing on the challenges for our

In conclusion, the pupil premium is a valuable resource for schools to support disadvantaged pupils and help them to achieve their full potential. It is up to schools to decide how to use the funding, but it is important that it is used in a targeted and effective way to make a difference to the learning and progress of these pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<b>To close the gap between PP and other children through establishing small group interventions for disadvantaged pupils falling behind age-related expectations.</b>

2	<b>Development of The HUT provision to provide therapeutic support for children in need of wellbeing sessions.</b>
3	<b>Provision of additional support from extended services to improve lifestyles and pupil outcomes.</b>
4	<b>To provide aspirational opportunities for PP children and offer further widening opportunity experiences.</b>

## 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
<p>Disadvantaged pupils to continue to make progress to maintain that made in previous year/key stage.</p> <p>Pupils who have fallen behind, will make accelerated progress to close the gap through high quality teaching.</p> <p>Children with IEPs and PP are supported with high quality teaching and appropriate interventions.</p> <p>Children will have access to a range of texts matched to their current reading levels and ability.</p> <p>Professional Development for all staff through training to ensure high quality teaching of reading/RWI to develop key reading skills and a love of reading from EYFS to Year 6.</p>	<p>Assessment data from End of Year 2023 shows that the gap between PP and non PP children has narrowed and is less than 10%.</p> <p>Assessment data from End of Year 2023, will show that 5 – 10% of disadvantaged children have made accelerated progress from previous summer data.</p> <p>Interventions provided for disadvantaged pupils to be monitored to demonstrate positive impact from starting point to accelerate progress.</p> <p>Accelerated reading programme to be used effectively from Year 2 – 6 to monitor progress and provide targeted academic support for identified children to close the attainment gap in reading.</p> <p>Assessment data 22-23 for Year 1 Phonics and Reading at end of KS1 and KS2 meets current targets of 70%.</p> <p>Assessment in Summer 23 for all non statutory year groups, will show that 90% of disadvantaged children will have made expected progress from the previous Summer assessment point. 5% of these pupils will have made accelerated progress from this point.</p>
<p>SEMH staff support ensures that making access to learning and SEMH support available.</p>	<p>High quality teaching targets the needs of all children, including those with SEMH needs, utilising adults available throughout the school day.</p>

<p>Release of INCO (non teaching) to ensure that provision is mapped out, timely and effective and demonstrates impact on children from disadvantaged groups.</p> <p>Ensure that pastoral provision is targeted to improve children's interactions with others and a greater self-awareness of behaviour and emotions.</p>	<p>INCO/Family Support Worker to identify and support families and children to alleviate the barriers to learning. BAE audit is used to monitor the SEMH/Attendance/Behaviour of all children to provide target support for identified children.</p> <p>Identified children to attend nurture breakfast with Thrive staff to support the transition into school. HUT space is available to all children to support with SEMH needs and behaviour across both break and lunch playtimes. Additional targeted support for identified children provided in small groups and 1-1 sessions.</p>
<p>Two members of staff are centrally based and trained to support wellbeing.</p> <p>Funds are directed to external services to provide avenues of external support for families or children to improve parenting, SEMH support or advice to improved educational outcomes.</p>	<p>Children with significant SEMH needs access trained staff who build a therapeutic programme of support. This will be tracked and monitored by INCO.</p> <p>MAST support and EP support purchased for additional hours, as well as the opportunity to pilot a CBT intervention for a small, significant number of children.</p>

<p>School will deliver an engaging broad and balanced curriculum from EYFS to KS2.</p> <p>Children will have access to a rich experience to enhance learning, through curriculum and wider-curricular experiences.</p> <p>Children starting with lower-than-average communication and language skills to close the gap with their peers.</p> <p>Children will develop oracy skills to communicate effectively and support with written communication.</p>	<p>The curriculum learning journey is explicit to ensure that learning connections and development and reinforced throughout the curriculum journey. High quality texts will be used to promote knowledge and depth within teaching and learning and broaden experiences.</p> <p>Staff will provide a range of visits and rich experiences to enhance and inspire learning and make it memorable. Staff to use allocated funding to provide rich experiences and events to enthuse children and make connections across all areas of the curriculum.</p> <p>Staff in EYFS will ensure that 80% of children will make the expected progress in communication and language from their starting point. 5% of disadvantaged children will make accelerated progress from their starting point.</p> <p>High quality professional development provided to develop oracy throughout the curriculum.</p> <p>Teachers to continue to provide opportunities to develop and assess speaking and listening, through oracy across the curriculum and evaluate the impact within the assessment of writing and reading.</p>
<p>Disadvantaged pupils to meet national expectations for attendance.</p>	<p>Attendance of disadvantaged pupils to match the national average for non-disadvantaged pupils – 96%+</p> <p>Attendance to be monitored by Head of School, Family Support Worker, EWO and Pastoral Team to increase attendance and persistent absenteeism and lateness for disadvantaged pupils.</p> <p>Increased engagement with parents through regular meetings to provide support and promote attendance and punctuality of disadvantaged children.</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: £ 54,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to engage in high quality CPD to deliver Quality First Teaching and Learning delivered by Trust CPD Lead</p> <ul style="list-style-type: none"> <li>- Walkthrus – Five a day approach to teaching and learning.</li> <li>- Staff INSETs</li> </ul> <ul style="list-style-type: none"> <li>- Subject leader release time and monitoring</li> <li>- MAT-wide curriculum development for subject leaders</li> </ul>	<p>EEF: <a href="https://www.eef.org.uk/what-we-do/our-research/primary/primary-research/primary-research-summaries/primary-research-summary-2020-21/primary-research-summary-2020-21">EEF blog: The Five-a-day approach: How the EEF can support   EEF</a> (<a href="https://www.eef.org.uk/what-we-do/our-research/primary/primary-research/primary-research-summaries/primary-research-summary-2020-21/primary-research-summary-2020-21">educationendowmentfoundation.org.uk</a>)</p> <p>EEF: <a href="https://www.eef.org.uk/what-we-do/our-research/primary/primary-research/primary-research-summaries/primary-research-summary-2020-21/primary-research-summary-2020-21">EEF Blog: Five-a-day - achieving effective learning behaviours...   EEF</a> (<a href="https://www.eef.org.uk/what-we-do/our-research/primary/primary-research/primary-research-summaries/primary-research-summary-2020-21/primary-research-summary-2020-21">educationendowmentfoundation.org.uk</a>)</p> <p>Provision of interventions and challenge teaching for children identified as needing to catch-up – see <a href="https://www.gov.uk/government/news/the-pupil-premium-how-schools-are-spending-the-funding-successfully">The pupil premium: how schools are spending the funding successfully</a> - GOV.UK (<a href="https://www.gov.uk">www.gov.uk</a>)</p> <p><a href="https://www.mymattlearning.co.uk/">Mary Myatt Learning - learning, leadership and the curriculum</a></p> <p><a href="https://www.eef.org.uk/what-we-do/our-research/primary/primary-research/primary-research-summaries/primary-research-summary-2020-21/primary-research-summary-2020-21">EEF launches updated Teaching and Learning Toolkit   EEF</a></p>	1, 2, 4
Trust Teaching and Learning Lead to work with teachers from across the Trust to develop coaching programme within school.	Evidence from Education <a href="https://www.eef.org.uk/what-we-do/our-research/primary/primary-research/primary-research-summaries/primary-research-summary-2020-21/primary-research-summary-2020-21">School planning support 2022-23   EEF</a> ( <a href="https://www.eef.org.uk/what-we-do/our-research/primary/primary-research/primary-research-summaries/primary-research-summary-2020-21/primary-research-summary-2020-21">educationendowmentfoundation.org.uk</a> )	1, 4
RWI Training	Reading Framework. <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">The reading framework: teaching the foundations of literacy</a> - GOV.UK ( <a href="https://www.gov.uk">www.gov.uk</a> )	1, 4
Rich Experiences	Equal access to curriculum related trips and experiences to provide a wide range of opportunities for both social and emotional as well as curriculum learning.	4

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

Budgeted cost: £ 80,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Programme	<a href="http://educationendowmentfoundation.org.uk">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
ELSA – Staff to complete BAE audit to assess SEMH needs of all children.	<a href="#">Evaluation Reports – ELSA Network</a>	2, 4
Thrive – Teachers to use Thrive audits to support the SEMH needs of children through targeted class support.	<a href="#">Impact and Evidence   The Thrive Approach</a>	1,2, 4
CBT Counsellor	<a href="#">Overview   Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges   Guidance   NICE</a> Ali A, Hall I, Blickwedel J, Hassiotis A. Behavioural and cognitive-behavioural interventions for outwardly-directed aggressive behaviour in people with intellectual disabilities. Cochrane Database of Systematic Reviews 2015, Issue 4. Art. No.: CD003406. DOI: 10.1002/14651858.CD003406.pub4	3
EP hours	<a href="#">SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</a>	3

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

Budgeted cost: £ 110,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Nurture Provision to support SEMH needs for KS1.	<a href="#">Research &amp; Evidence – NurtureUK</a>	2, 3
Play Leader to support positive playtimes and develop positive relationships.	<a href="#">The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</a>	1, 2, 4

**Total budgeted cost: £ 245,667**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Support teams work with a wide range of Pupil Premium children and class teachers to develop the best possible education support, provision and development of social and emotional skills to enable lifelong learning. Monitoring, improved educational outcomes and pupil progress meetings support. EHCP, EHAT and TAM meetings to support families and identify actions and improvements.

Links with families and courses provided in school to support engagement, strategies and the wider wellbeing of the community. Strategies developed for every child. Well being Walking sessions available to all, support available to all families. Referrals made to outside agencies for support, including food parcels, hardship funding and uniform donations.

S&L programmes are delivered with professional support. Monitoring of progress, ongoing class teacher oversight and increased development of Speech and Language for youngest children, continuation of Oracy and wider staff training and awareness of speech and language strategies.

Rich experiences and development of curriculum to provide broad and balanced curriculum, including life experiences that develop aspirations, such as Medifest, university visits, secondary visits many cultural visits, theme based education and learning with real experiences that apply learning.

CPD ongoing to support and manage, with regular meetings and updates in consultation with class teachers, SLT and families, outside agencies when appropriate.

Timetable support for break and lunchtimes, as well as specialized interventions and groups for identified children.

Therapeutic resource area for play and group work, including safe space and outside area.

Newsletter to share updates and celebrate achievement and learning.

Facebook to communicate regularly including developments and reminders, as well as celebrating learning.

School crossing support for safe entry to school.

Speech and Language targeting support in early years to ensure catch up and good development at the start of the school career, face to face and CPD for staff to continue provision. INCO monitors and assessments are shared regularly.

MAST support for outside agencies, access to services and better access to educational progress, measured and reviews through pupil progress, professional meetings, daily and weekly interactions and targeted support.

Specific, researched resources to ensure that support is targeted and beneficial for need and supports the progress towards age related expectations.

EP time to meet the need of families and children who need support to access education.

External provisions required to support families and children who are finding access to education a barrier and identify support needs as well as develop staff resource and understanding around supporting these children to increase schooling provision.

## 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

## 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***

Service funding was spent on a range of activities for service children, including running a fortnightly group. The Family Support Worker is funded with Pupil Premium Funding to support service personnel and their activities in school. We take advantage

of events that are open to service children and we are developing our in school offering for this group as our new Family Support Worker develops her role.

### **The impact of that spending on service pupil premium eligible pupils**

The FSW has worked with these children to develop a pastoral support, someone who can listen and offer advice and address concerns. The children take part in activities at certain times of the year, such as Remembrance Day and this allows them to connect with other children who have families who work in the services and share common activities together. The impact is that the children understand that there are other children who share their support networks and that they have someone in school that they can talk to about some of the potential issues that may arise with parents leaving or returning. Service activities support their understanding of belonging to a community in school and the service community that is a shared experience.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*