

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	306
Proportion (%) of pupil premium eligible pupils	44.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 -2024
Date this statement was published	1 st December 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Paul Arnold
Pupil premium lead	Clair McCarthy
Governor / Trustee lead	Sarah Catlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,230
Recovery premium funding allocation this academic year	£ 20,000
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>	£
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>	£ 257,230

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 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 disadvantaged children.

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	Close the gap between PP and other children through establishing small group interventions for disadvantaged pupils falling behind age-related expectations.
2	Development of The HUT provision to provide therapeutic support for children in need of wellbeing sessions.
3	Provision of additional support from extended services to improve lifestyles and pupil outcomes. Limited language/restricted vocabulary Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident in EYFS through to KS2 and are, in general, are more prevalent among our disadvantaged pupils than their peers.

4	<p>To provide aspirational opportunities for PP children and offer further widening opportunity experiences.</p> <p>Low aspirations/low expectations of themselves in and out of school</p> <p>Observations and discussions with pupils suggest that disadvantaged pupils have low expectations.</p>
5	<p>Emotional wellbeing</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils including their attainments.</p>

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 2024 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 2024, 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 23-24 for Year 1 Phonics and Reading at end of KS1 and KS2 meets current targets of 70%.</p> <p>Assessment in Summer 2024 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>Pupil Premium pupils achieve the expected standard in wider curriculum subjects. Pupils are well prepared for their next phase of education.</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. This will be through Hut provision.</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. Magic breakfast to be provided.</p>
<p>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. Speech therapist to support children who need extra support. TA trained to provide this intervention.</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. Books provided for each class and year group to enrich classroom curriculum.</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>Additional Rocksteady places provided for free. Children access activities and experiences which enhance cultural capital and this impacts positively on their aspirations and their potential to achieve.</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. Ongoing training to staff regarding oracy development within the classroom.</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: £ 43,553

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"> - Staff INSETs - Subject leader release time and monitoring - MAT-wide curriculum development for subject leaders - MAT-wide year group development for teachers 	<p>Teachers and teaching assistants with good and outstanding levels of subject ad pedagogical knowledge secure the best possible outcomes for pupils.</p> <p>Provision of interventions and challenge teaching for children identified as needing to catch-up – see The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p> <p>Mary Myatt Learning - learning, leadership and the curriculum</p> <p>EEF launches updated Teaching and Learning Toolkit EEF</p>	1, 2, 3, 4
RWI Training for all staff and RWInc lead and school head teacher	<p>Reading Framework.</p> <p>The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p>	1, 3
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, 5
Additional support staff employed to support with groups of children for catch up and pre teach in specified year groups.	<p>Staff will identify children within year groups, especially years 2 and 3. Children will be grouped according to their specific needs.</p> <p>Targeted support by TA and HLTA's</p>	1, 3
Current support staff member given SALT training to focus on EYFS children to ensure gaps are closed as quickly as possible.	Assessments carried out by member of staff to identify the children with the most needs to have catch up sessions regularly.	1, 3
<p>Read, Write Inc Program to be embedded across Nursey, EYFS, KS1 and lower Key stage 2 to improve the % of those pupils achieving ARE in reading and writing at the end of KS1 and ultimately KS2</p> <p>This program will bring a consistency of approach to</p>	<p>EEF toolkit</p> <p>Coaching and support programme delivery on a consistent basis with all staff who are delivery RWInc.</p> <p>Support and training on non pupil days for support staff</p> <p>Portal access for staff to include resources, monitoring and tracking process.</p> <p>RWI delivery days</p>	1,2

how the school teaches phonics, spelling, reading and writing. Coaching and training will be supplied weekly for all staff delivering RWInc.		
Pupil Premium Strategy course: Pupil premium support network PP lead attended days 4 and 5 of 5 day course.	Networking with other PP leads Presentations from speakers who lead on this area Links to networks/support that can be obtained EEF	1,2

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

Budgeted cost: £ 87,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – Staff to complete BAE audit to assess SEMH needs of all children.	Evaluation Reports – ELSA Network	2, 4
Additional phonics sessions for those children falling behind the expected time frames for a given phase	Phonics EEF +4 months	1,2
Thrive – staff to use Thrive audits to support the SEMH needs of children through targeted class support. Hut provision daily.	Impact and Evidence The Thrive Approach	1,2, 4
Counsellor service for specific children	Overview Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges Guidance NICE 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
Wider outside agencies including specific speech, EP	SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)	3

TA to support specific group of children with EHCP social and emotional needs in years 2 and 3	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
School led tutoring programme will be utilised with recovery premium used to cover the 40% costs the programme requires.	Small group par tuition EEF +4 months One to One tuition EEF +5 months	1,2,5
RWINc Staff allocated to support year groups where reading is lowest attainment. Reading lead to work with children from pivotal groups from year 2 and 3.	Data points Following pupil progress reading lead targeting support in the KS1 year groups EEF toolkit +5 months. PP pupils in particular not spending as much time reading at home than non PP pupils	1,2
HLTA's to deliver to consistent and targeted support in EYFS and KS1, focussing on reading specifically who are pivotal and PP, supporting them in the classroom.	Evidence from data points and pupil progress meetings Target in specific classroom Small group tuition EEF + 4 months One to one tuition EEF https://maximisingtas.co.uk/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
All PP pupils to be bought SATS revision guides in Reading, Maths and GPS alongside supportive examples and models. Jan 2023) Teachers spending session time + intervention time to support learning in these areas using these resources.	Small group tuition EEF +4 months	1

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

Budgeted cost: £ 96,000.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision to support SEMH needs, specifically in year 2 and 3.	Research & Evidence – NurtureUK Daily groups developed with children tackling specific social and emotional needs.	2, 3, 4 ,5
Outreach visits for specific pupils	Use of Edison centre	

<p>with specific needs</p> <p>Started on the Nurture breakfast scheme – lead person is FSA.</p> <p>Families to be financially supported so that all pupils can access and have the opportunity to enjoy rich experiences linked to their learning.</p> <p>Rocksteady places provided free of charge for certain children who would benefit.</p>	<p>Forest school Virtual school</p> <p>All provisions are in place to support pupils access to learning and enrichment opportunities.</p> <p>Nurture breakfast offered to all children to ensure they have the resources at home to eat breakfast before they start the school day.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=nurture%20breakf</p> <p>All school trips are provided for free so that all children have access to rich learning experiences. Extra paid trips can be accessed, and payment plans developed to help.</p> <p>Opportunities to take part in additional music lessons for children that would otherwise not be able to afford the cost.</p>	
<p>AHT to support behaviour of key pupils. Pre-empting issues, liaising with parents and supporting pupils to be able to access all aspects of the school curriculum.</p>	<p>EEF toolkit – behaviour interventions +4monthth</p>	<p>1,2,5</p>
<p>1:1 adult support throughout the school day for 4/5 pupils involving SENCO and up to 4 TA's.</p>	<p>Individualised instruction EEF toolkit +3months</p> <p>Learning styles + 2 months</p> <p>1:1 tuition + % months</p> <p>Social emotional learning +4months EEF</p>	<p>1,2,5</p>
<p>Play Leader to support positive playtimes and develop positive relationships.</p> <p>Play leader to run groups within the school day to support.</p>	<p>The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</p>	<p>1, 2, 4</p>
<p>FSA to set up groups and provide training</p>	<p>Groups are advertised and are free for parents to take part in. There is are a mixture of advice and support for all parents.</p>	<p>3, 5</p>

and support for parents both in and out of school time.	Opportunities for parents to engage with their children available for some groups. Support with attendance group and encouraging parental engagement Parent engagement EEF +3 months	
Attendance mentor to monitor pupils, follow up quickly on absences, liaise closely with parents, provide advice and guidance	If pupils are not in school, they cannot access the school's full offer.	3
Parents able to greater access the school, engage in their children's work and receive training and support from FSA so they know how to assess their children at home	Parent engagement EEF +3 months	

Total budgeted cost: £ 227,503

This plan will be reviewed at the end of each term, taking into account the progress of pupils, their wellbeing and opportunities for further support to be implemented

*Money is set aside from the total budget to finance the introduction of strategies and support programmes for PP pupils throughout the coming year. These support programmes include literacy and maths-based resources that will enable disadvantaged pupils to diminish the difference between themselves and non-disadvantaged pupils.

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 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 regular 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.

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.