

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	267
Proportion (%) of pupil premium eligible pupils	48.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -2025
Date this statement was published	1 st December 2024
Date on which it will be reviewed	March 2025
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	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£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>	£ 237,230

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	<p>Provision of additional support from extended services to improve lifestyles and pupil outcomes.</p> <p>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.</p>
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 additional needs and PP are supported with high quality adaptive teaching, appropriate intervention and challenge.</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>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>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>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>High quality teaching targets the needs of all children, including those with SEMH needs, utilising adults available throughout the school day.</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,</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</p>

<p>SEMH support or advice to improved educational outcomes.</p>	<p>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. These are topic linked.</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 given to PP child/children.</p> <p>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>Class encouragement to encourage children into school. Staff to share at the end of the day what exciting lessons the children will be having the next day to encourage children to attend.</p>

	<p>Weekly attendance cup to be presented to winning KS1 and KS2 classes.</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>
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 59,525

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
<p>RWI Training for all staff and RWInc lead and school head teacher</p>	<p>Reading Framework.</p> <p>The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p>	1, 3

	RWInc lead to attend coaching training and feed into staff at assembly time each week.	
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.	Staff will identify children within year groups, especially years 2 and 3. Children will be grouped according to their specific needs. Targeted support by TA and HLTA's	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 how the school teaches phonics, spelling, reading and writing. Coaching and training will be supplied weekly for all staff delivering RWInc.</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>	1,2

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

Budgeted cost: £ 81,367

Activity	Evidence that supports this approach	Challenge number(s) addressed
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ELSA – Staff to complete BAE audit to assess SEMH needs of all children.	Evaluation Reports – ELSA Network	2, 4
TIS – staff to use TIS strategies 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 3 and 4	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
RWINc Staff allocated to support year groups where reading is lowest attainment. Reading leads to work with children from pivotal groups from year 2 and 3.	Data points Following pupil progress reading lead targeting support in the year group EEF toolkit +5 months. PP pupils in particular not spending as much time reading at home than non PP pupils	1,2
Bookbags purchased for all pupils in EYFS	Taking a pride in reading – showing the school values	

	reading and it is a priority for the school.	
HLTA's to deliver 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	

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

Budgeted cost: £ 96,338

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture Provision to support SEMH needs, specifically in year 3 and 4.</p> <p>Outreach visits for specific pupils with specific needs</p> <p>Pupils offered a slow start to the day through nurture breakfast in the HUT.</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>Research & Evidence – NurtureUK</p> <p>Daily groups developed with children tackling specific social and emotional needs.</p> <p>Use of Edison centre Forest school Virtual school All provisions are in place to support pupils access to</p>	2, 3, 4, 5

	<p>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%20breakfast</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>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>	1, 2, 4
<p>FSN to set up groups and provide training and support for parents both in and out of school time.</p>	<p>Groups are advertised and are free for parents to take part in. There are a mixture of advice and support for all parents. Opportunities for parents to engage with their children available for some groups.</p>	3, 5
<p>Attendance mentor to monitor attendance and work closely with SLT to ensure pupils</p>		

attendance is line with national figures for all groups.		
Parents able to greater access the school, engage in their children's work and receive training and support from FSN so they know how to support and challenge their children at home.	Parent engagement EEF +3 months	

Total budgeted cost: £ 237,230

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024 strategies and impact

Close the gap between PP and other children through establishing small group interventions for disadvantaged pupils falling behind age-related expectations.

Data at the end of reception year.

23-24 38 pupils	Currently at GLD	Read % ARE	Write% ARE	Number% ARE
PP	53%	59%	53%	59%
NPP	75%	80%	75%	80%
All	65%	65%	65%	70%

Data for years 1 -6

- Reading
- In all year groups PP pupils do not attain as highly as their non PP counterparts. Attainment gaps are still present but have narrowed in EYFS, Year1, year 2 and year 3.
- Writing
- In all year groups PP pupils do not attain as highly as their non PP counterparts with the exception of Year 6 Spring data attainment gaps narrowing - except Y4
- Maths
- In all year groups PP pupils do not attain as highly as their non PP counterparts, Spring data attainment gaps narrowing - except Y4

23-24 38 pupils	Currently at GLD	Read % ARE	Write% ARE	Number% ARE
PP	53%	59%	53%	59%
NPP	75%	80%	75%	80%
All	65%	65%	65%	70%

22-23 44 pupils	Currently at GLD	Read % ARE	Write% ARE	Number% ARE
PP	50%	56%	50%	56%
NPP	67%	68%	64%	68%
All	60%	64%	59%	64%

% of pupils reaching ARE in R,W and M Is greater this year than last for PP, non PP and all.

The % of pupils across the school attaining at ARE in reading has increased for PP, NPP and all since this time last year.

% of pupils on track or above in reading	Summer 23	Summer 24
PP	41%	47%
NPP	52%	59%
All	46%	53%

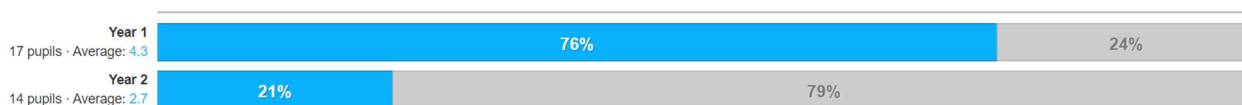
Yr 1 data Feb 2024	Reading % at ARE	Y1 data July 24
PP	25%	35%
NPP	44%	56%
ALL	37%	47%

Yr 2 data	Reading % at ARE July 2023	Reading % at ARE July 2024
PP	53%	64%
NPP	67%	78%
ALL	61%	72%

Yr 2 data	Reading % at ARE Feb 2023	Reading % at ARE Feb 2024	Reading % at ARE July 2024
PP	29%	38%	64%
NPP	47%	67%	78%
ALL	38%	54%	72%

All this data is taken from the end of term assessments at the end of summer term. It demonstrates the impact of the RWInc coaching and development over the year. It also demonstrates that the gap between PP and non PP children has been narrowed, giving PP children a better chance of succeeding in other subjects due to their success in reading.

RWInc coaching and 121 interventions have been a success and made an impact on the children. 76% of children in year one made above expected progress in their latest RWInc assessment. For year 2 it was 21% (all children) but most children (79%) did not need to be assessed due to being off the RWInc programme. Fresh start has not progressed due to staff illness.



The impact is also highlighted in the phonics screening scores, both for year one children and the children in year 2 who had to retake.

70% pass rate for PCS June 2024

Predictions was 62%, Target was 77%

- 58% of PP passing
- 74% of N-PP passing

66% (4 out of 6) year 2 pupils passed the phonics screening this year.

- 60% of PP passing.

All pupil progress meetings now have a time to talk specifically about PP children where discussions take place between class teacher and senior leaders about what is being put in place for the children. The school SENCO has ensured that these children are supported appropriately with a focus on SEND and PP children. These are monitored at data points to ensure they are making the expected progress. When teaching is monitored in classroom observation, support for PP children is expected to be seen and staff able to talk about the progression the children are making.

TAs have been strategically placed; including the planned implementation of temporary 1:1 staffing support to help a child exit a behavioural cycle. Recovery funding – implementation of additional supply TAs in Yr 3, Yr1 and Yr4. Continued support in Yr2 and Yr5. All of the children being supported are PP.

Development of The HUT provision to provide therapeutic support for children in need of wellbeing sessions.

HUT Timetabling for learners who have previously been unable to manage the classroom environment (100% PP children) has been incredibly positive; with all learners now having regular, sustained periods of time in their class. These have been designed and implemented with a child centred approach – ensuring success is experienced by the learners. Therapeutic resource area for play and group work, including safe space and outside area. Timetable support for break and lunchtimes, as well as specialized interventions and groups for identified children. Groups such as Lego therapy have supported PP children (100%) throughout the year.

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. EHCP's in place where required, as well as pending.

Provision of additional support from extended services to improve lifestyles and pupil outcomes.

Low levels of oracy/speech is evident in EYFS through to KS2 and are, in general, are more prevalent among our disadvantaged pupils than their peers. CPD from English lead on oracy in classrooms has raised the profile of the importance of oracy at all stages. Non negotiables of oracy in each classroom and lessons taught weekly. Access to speech and language for specific children (70+% are PP). The programmes have been carried on by class teachers to ensure the development. Targets are added to children's IEP's and are discussed at pupil progress meetings to ensure progress is being made and tracked.

Attendance support for low attenders. Year 6 rewards were introduced to boost attendance for this year group, especially around SAT's time. This had some impact but was not consistent throughout the weeks. Staff were encouraged to big up the next day so that children would want to attend school. Pupil premium attendance forum to be set up where we can discuss ways in which we can support these families to be in school more often. Use the Summer attendance network meetings to gather further evidence and initiatives.

18 families on IAPs' (22 pupils), 78% PP.

64% of pupils have had their attendance increase since starting the plan.

To provide aspirational opportunities for PP children and offer further widening opportunity experiences.

Club opportunities have increased over the year to include clubs targeting specific groups of children and the range of clubs offered. Over the year, the percentage of PP children participating in a club has been over 40% for each one, staying in line with the percentage of children in the school. The only club with under 40% uptake was the half marathon club which required carers to transport children on the Sunday of the half marathon. This may have been a factor in the number attending so it might be possible to make other arrangements for this in following years.

Sporting opportunities have ensured that PP children are represented appropriately in the different teams that are available.

All year groups have been on at least one school trip this academic year with all costs supported by the school. Two residential trips have included a proportion of PP children as well as giving future year groups longer periods of time to pay for the trip where needed.

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.

Courses below carried out by On-course South West are as follows. Safeguarding Course (5 week course) – 8 attendees (1 SEN / 2 EHCP / 2 EAL / 7 PP) Wellbeing Through Crafting – Needlecraft (5 week course) – 7 attendees (1 SEN / 1 EAL / 6 PP) Baby Massage (6 week course) – 6 attendees (1 SEN / 1 EAL / 3 PP) Children’s Challenging Behaviour (5 week) – Starting w/c 26/02/24 Wellbeing Through Crafting – Spring Garlands (5 weeks) – Starting w/c 26/02/24. Some of these courses required the children to be part of which engaged the families positively within the school environment, as well as learning and developing new skills. Devon and Cornwall Trust provide food bank donations each Tuesday. We currently have 5 families accessing this service (5 PP / 1 EAL)

Pupil voice survey was carried out with PP children in summer term 2 regarding their feelings towards/positivity towards the Happy Minds project that was started in Spring term. The children talked positively regarding the positive effect the programme (especially the happy breathing element) has had on them both at home and school. Anecdotal evidence is available for this monitoring but included how children now find it easier to talk about their feelings, how they have used happy breathing in situations outside school where they have needed to calm down, understanding how brains work, and they have the space to express their feelings from their journals or just by talking more freely.

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

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Service pupil premium funding (optional)

<p><i>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</i></p>
<p>Service funding was spent on a range of activities for service children, including running a regular group. We take advantage of events that are open to service children and we are developing our in school offering for this group. The children have been on a trip to the local Clip and Climb centre in the summer term.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Staf have worked with these children to develop a pastoral support, providing 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.</p>

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.