

# Pupil Premium Plan



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The Beeches Primary School
Number of pupils in school	2021/2022 - 608 2022/2023 – 617 2023/2024 - Estimate 601
Proportion (%) of pupil premium eligible pupils	2021/2022 - 36% 2022/2023 - 36% 2023/2024 – Estimate 38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date(s) on which it will be reviewed	September 2022 September 2023 July 2024
Statement authorised by	Will Fisk, Headteacher
Pupil premium lead(s)	Will Fisk, Headteacher & David French Curriculum Manager
Governor	Nicola Claire – 2021/2022 Gavin Bateman – 2022/2023 David Newman – 2023/24

## Funding overview

<b>Detail – 2021/2022</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£280,433
Recovery premium funding allocation this academic year	£30,233
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£310,666
<b>Detail – 2022-2023</b>	<b>Amount</b>
<b>Pupil premium funding allocation this academic year</b>	£308,135
<b>Recovery premium funding allocation this academic year</b>	£32,045
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	£34.58
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£340,180
<b>Detail – 2023-2024</b>	<b>Amount</b>
<b>Pupil premium funding allocation this academic year</b>	£293, 910
<b>Recovery premium funding allocation this academic year</b>	Estimate: £16,023
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Estimate: £309,933

## Part A: Pupil premium strategy plan

### Statement of intent

## Black Text – Original Plan Content

## Green Text – Added 2022/2023

## Blue Text – Added for 2023/2024

At The Beeches Primary School, our intention is that all pupils, regardless of their environment or the challenges they face, make good or outstanding progress and achieve high attainment across all subject areas. Our pupil premium strategy is focused on supporting disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the unique challenges faced by vulnerable pupils and some of the unseen consequences of multiple lockdowns. We have outlined in this statement how we intend to support their needs, regardless of whether they are disadvantaged or not. We aim to teach 'to the top' because we know that all pupils in our classes are entitled to high expectations. We know that disadvantaged children can achieve well at The Beeches. We draw on national and international research as well as our own past successes. **We have set an ambitious target for Pupil Premium children to exceed the standards attained by non-premium children.**

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The gap between those children officially considered as disadvantaged and those families who are 'just about managing' is small. Therefore, many of our precise strategies can be used more globally to impact all children.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. *A study of the tuition package administered by the school has been collected by 'Impact Education'. Data has been submitted with the return of analysis expected by the end of October 2022.*

Our approach will be responsive to common challenges and individual needs, rooted in half-termly robust diagnostic assessment, through Pixl. No assumptions about the

impact of disadvantage will be made without accurate assessments from teachers and the pastoral team. The approaches we have adopted complement each other to help pupils flourish. Leaders will:

- monitor carefully the impact of all provisions on disadvantaged children. **This is completed in all subjects half-termly.**
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reception Intake</b></p> <p>Initial assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils in Reception. In general these are more prevalent among our disadvantaged pupils than their peers. There is a high proportion of SEND and many of the intake had a disrupted nursery phase due to Covid.</p> <p><b>September 2022 Update – A broadly similar view of the 2022 cohort exists with continued COVID legacy issues. The current Y1 and YR have had a disrupted beginning to their childhood development.</b></p> <p><b>Intake numbers for 2023 are broadly similar. It is expected that many children will join after the normal September entry, raising challenges for missed early content.</b></p>
2	<p><b>Mathematics – Whole School</b></p> <p>Internal data, teacher assessments and observations suggest that children's mathematics skills are below compared to national figures. Research nationally identifies weakening mathematical fluency as a national issue following Covid.</p> <p><b>Mathematics remains a priority and links to other key challenges, including mobility.</b></p>

3	<p><b>Reading &amp; Phonics</b></p> <p>Reading and Phonics remain a priority for the school. Often children join the school with under-developed English skills. Many children do not speak English as a first language.</p> <p>Above average numbers of children join the school in various year groups without prior exposure to English.</p>
4	<p><b>Missed Schooling/Mobility</b></p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p>September 2022 Update - Although much improved, legacy issues remain and gaps in pupils knowledge are still apparent. This continues to be an important challenge for the school.</p> <p>14% arrival mobility between Sep 22 and June 23, excluding Reception starters in September (Data June 2023). 16% departed between Sep 22 and Jun 23. 40% of departures originated from Central or Eastern Europe. 27% of all new arrivals are Romanian. 16% of all new arrival are African. In the vast majority of cases, the children have missed schooling or have no spoken/written English skills.</p>
5	<p><b>Behaviour Support</b></p> <p>Behaviour incidents are higher amongst disadvantaged children. Incidents are recorded accurately and show that children eligible for Pupil Premium are more likely to experience challenges outside of the learning environment (playtime/after school). 100% of the children at risk of exclusion are eligible for Pupil Premium. In 2020/2021, 67% of incidents (from those identified with behavioural needs) were involving disadvantaged children.</p> <p>September 2022 Update – The challenges from 2021/2022 remain. 100% of exclusions were pupil premium children.</p> <p>With a significantly higher proportion of children eligible for pupil-premium working with a social worker, and incidents of behaviour more profound, this is evidence that the safeguarding and behaviour priority remains pertinent.</p>
6	<p><b>Attendance/Mobility</b></p> <p>Regular attendance continues to be a challenge for the school, exasperated by the continued rise in Covid cases locally. The school continues to have high mobility with many children joining or leaving mid year – many of whom are eligible for Pupil Premium.</p>

	<p>Attendance is broadly 2% less amongst Pupil Premium children. Out of the 11 A2 letters issued for significantly poor attendance, 9 were for pupil premium children (82%) between Sep 21 and Nov 21. We know that vast majority of children with the poorest attendance are disadvantaged.</p> <p>September 2022 update - 2021/2022 figures show that attendance for children eligible for Pupil Premium is slightly above the school average, but below the national average. Attendance and mobility continue to be significant challenges..</p> <p>Average attendance for PP children is 90.64%. Poor attendance is having a disproportionate impact on children eligible for pupil-premium, although national data does suggest this is the case across the country. Of the 14 children from Y1-Y6 that have below 80% attendance, 79% are eligible for pupil-premium and 29% are SEND. 43% are of Roma ethnicity, showing a severe disproportionality and further evidence of the need to support Roma families using the PP grant.</p>
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils in Reception.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils in Reception. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment linked to the EYFS curriculum</p> <p>(SDP Target 1.1)</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2023/24 show that disadvantaged pupils exceed the expected standard in line with the national average by 5% The school continues to see no discernible difference between the attainment of pupil premium children compared to non-pupil premium.</p> <p>(SDP Target 1.3)</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2023/24 show that disadvantaged pupils exceed the expected standard in line with the national average by 5%. The school continues to see no discernible difference between the attainment of pupil premium children compared to non-pupil premium.</p> <p>(SDP Target 1.3)</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>There will be a sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a reduction of 'incidents' recorded on SP.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils (clubs)</li> <li>• Well trained staff have developed therapeutic strategies for managing behaviour leading to better learning behaviour and outcomes.</li> </ul> <p>(SDP Target 3.3 and 2.2)</p>
<p>To continue to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%.</li> <li>• Improved attendance leads to children accessing the full offer of the curriculum.</li> </ul> <p>(SDP Target 3.2)</p>
<p>To provide bespoke support for children new to the school or returning from other countries.</p>	<p>Children new to the school make rapid progress each year, demonstrated by:</p> <ul style="list-style-type: none"> <li>• Improved attainment outcomes in all subjects</li> <li>• Rapid progress in reading through the Little Wandles programme.</li> <li>• An improved understanding of missed maths through timely time-limited impactful programmes.</li> </ul> <p>(SDP Target 2.2)</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 2021/2022: **£213,154.51**

Budgeted cost 2022/2023: £199,810

Budgeted cost 2023/2024: £179,504

Activity	Evidence that supports this approach/ details	Challenge number(s) addressed
Training for Teachers (CPD)	The school participates in local and national networks to provide high quality training for school leaders and teachers in curriculum development and 'narrowing the gap' in achievement and progress between vulnerable learners and others. Pixl training is specifically designed to look closely at the most vulnerable pupils, many of whom are eligible for PP. Staff will be training to deliver small theory sessions aimed at diminishing the difference, <b>(SDP Target ALL)</b>	1,2,3,,4, 5
Additional Teachers	PP children across the school have the benefit of smaller teaching group sizes for basic skills work in reading, writing and mathematics, with teaching more dovetailed to needs. <b>(SDP Target 1.3 and 2.2)</b>	2,3,,4, 5
Enhancement of our maths teaching and curriculum planning.  We will fund teacher release time to embed key elements of guidance in school and to access Maths No Problem, Training for EYFS	The guidance is based on the best range of evidence available and the continuation of a successful scheme.  <b>(SDP Target 1.3 and 2.2)</b>	2

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><u>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF (Whole Education)</u></p> <p>(SDP Target 1.3 and 2.2.)</p>	<p>2, 3, 4</p>
<p>Time limited impactful programmes to support children new to the school or new to English in upper KS2.</p>	<p>Leaders are taking a proactive approach to a need identified within the self-evaluation and detailed understanding of the school context.</p> <p>Leaders and teachers quickly assess the gaps in knowledge across all subjects through formative and summative strategies. Through rigorous pupil progress meetings, leaders plan for and develop time limited impactful programmes for Y6 children who have gaps in their English and Mathematical knowledge.</p> <p>Using a fourth teacher, clear, precise teaching is delivered to small groups to address learning needs. Leaders monitor and assess this through further assessments (mainly formative)</p> <p>All new arrivals join Catch-up phonics as well as accessing bespoke support from the Mobility guide.</p> <p>Leaders for pupil premium monitor progress and provide staff training.</p> <p>(SDP Target 2.2)</p>	<p>2,3 and 4</p>

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

Budgeted cost 2021/2022: £45,403.73

Budgeted cost 2022/2023: £87,391

Activity	Evidence that supports this approach/ details	Challenge number(s) addressed
AR Reader	<p>PP children at school manage their reading, to provide teachers with assessment of the reading ability of a class, and to encourage reading.</p> <p>Assessment of a student's reading level through the STAR (Standardized Test for the Assessment of Reading) test A system of levelling trade books using the ATOS reading formula which includes average sentence length, average word length, vocabulary grade level, and number of words in the book</p> <p>Assessing comprehension by means of a computer based quiz that tests general knowledge in a multiple choice format of 3-20 questions</p> <p>Providing a range of reports for parents and teachers that detail ongoing student progress.</p> <p>(SDP Target 1.3)</p>	3, 4
Pixl Therapy Groups	<p>Children in Reading / Writing (inc ALL PP pupils) and Y6 pupils in Maths have the opportunity to receive short term 1 to 1 tuition and small group booster sessions according to individual need in Reading, Mathematics and Writing to cover gaps missed in their education or to address misconceptions.</p> <p>Whole class and/or targeted teaching through bespoke lessons.</p> <p>(SDP Target 1.3 and 2.2)</p>	2, 3, 4
Century	<p>Children have regular access during the school day and in tuition sessions to this intuitive platform to work on skills they need to develop within the core curriculum.</p> <p>Combining the latest research in learning science, artificial intelligence and neuroscience to ensure CENTURY is</p>	2, 3, 4

	<p>underpinned by evidence-based scientific and pedagogical techniques.</p> <p>(SDP Target 1.3)</p>	
Music Tuition	<p>All PP children will have the opportunity to take part in 45 minute music tuition every week. Additionally, PP children from Y5 and 6 have the opportunity to formally learn an instrument during small group, weekly lessons. Studies have shown that music produces several positive effects on a human's body and brain. Music activates both the left and right brain at the same time, and the activation of both hemispheres can maximise learning and improve memory.</p> <p>September 2022 Update - Provision extended to all pupils from Y1 – Y6</p> <p>(SDP Target 4.1 and 4.2)</p>	5,
Phonics – TWLS Purchase of a Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>September 2022 Update - Provision extended to more pupils.</p> <p>(SDP Target 1.3 and 2,2)</p> <p>The key research elements include: cooperative learning as the best way to engage and motivate students, using quarterly assessments to monitor student progress, stopping students from falling behind with one-on-one tutoring</p> <p>Purchasing of Phonics flash cards for children to use at home and improve engagement.</p>	3 and 4
EYFS Provision	<p>Developing Oracy and Vocabulary through consistent role-play opportunities, Deconstructed role play, Costume design stations, All staff fully trained in principles, Environment, in and out, supporting this. Introducing child interest-led themes alongside existing cross-curricular topics.</p> <p>(SDP Target 1.1)</p>	1

	<a href="#">Purchasing of Phonics flash cards for children to use at home and improve engagement.</a>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u>  And in small groups:  <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p><a href="#">September 2022 Update – Provision to be refined based on previous years 'lessons learned'. For example, higher impact recorded with small groups. Face to face tuition vs self led learning on IT platforms.</a></p> <p><a href="#">(SDP Target 1.3 and 2.2)</a></p>	2,3 and 4
<p>Implementation of Opening Worlds Curriculum  Training for staff and ongoing CPD (staff meetings) to ensure the curriculum is being taught appropriately and that staff are adequately prepared.</p> <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Purchasing of Now Press Play</p>	<p>Substantive content in History, Geography and RE blocked throughout year three and four and in projected plans for year five and six. Teacher subject knowledge supports scope, rigour, coherence and careful sequencing. Disciplinary content in history, geography and RE progressive and linked to big ideas previously identified in our cornerstones whole school curriculum</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="#">September 2022 Update – Programme now live in Y2 – Y5.</a></p> <p><a href="#">September 2023 – Programme live in Y2-Y6.</a>  <a href="#">Now Press Play Cancelled – 2023/2024</a>  <a href="#">(SDP Target 1.2, 1.3 and 2.2)</a></p>	1, 2, 3, 4 and 5

<p>Ensure Reading certainties /routines continue to be embedded.</p>	<p>Reading sequence followed weekly. Pre-reading strategies (annotations) used to gain meaning from a text.</p> <p>Breakdown strategy tool kit used by pupils to work out the meaning of unfamiliar vocabulary.</p> <p>'At risk readers' heard every day by a member of staff.</p> <p>Termly planning meetings to ensure appropriate coverage and progression.</p> <p>Pupils who can't read have tailored intervention to meet their needs.</p> <p>DEAR happens every day. Reminder of types of whole class reading eg Echo Reading / Popcorn / Switch / in unison.</p> <p>ERIC happens every day.</p> <p>Continue to develop vocabulary across the school – consider a range of prototypes for new words including modelled dictionary definitions.</p> <p>High expectations for Reading skills are reflected and applied in other subjects (including non-core).</p> <p>These approaches stem from ongoing work with the Local Authority.</p> <p>September 2022 Update – Staff Training x2 in September 2022. Additional training in Summer 1 with modifications made to how the pre reading develops. Introduction of Super 6, vocabulary focus.</p> <p>Purchase of high quality reading materials. (SDP Target 1.3)</p>	<p>3 and 4</p>
<p>Forest School Provision</p>	<p>Identified PP children to access additional sporting activities through festivals etc. Selected PP to access The Forest School provision to build confidence and resilience. A recent study looked at the effects of long term forests school programmes on the resilience, confidence and wellbeing of children and “established that long term Forest Schools programmes had positive impacts on children's resilience, confidence and wellbeing”</p>	<p>5 and 6</p>

	<p>September 2022 Update – Provision extended. Two further staff trained in July 2022.</p> <p>3 additional teachers trained for 2023/2024 year.</p> <p>(SDP Target 4.2)</p>	
Subsidized Clubs	<p>PP children and families have access to a rich menu of activities outside the school day, from 8am until 4.30pm. PPG pupils are fully funded according to family needs. All pupil costs capped to ensure fairness to all families. Opportunities focused on those new to most children. Over 475 minutes of Sports Clubs are offered in school per week, and a further 565 minutes of other curriculum clubs.</p> <p>September 2022 Update – Clubs reviewed and redesigned based on ‘lessons learned’. Club times extended.</p> <p>A range of lunchtime clubs, daily, will be available for all children to support their mental and physical health.</p> <p>A varying and wider range of after school clubs will be available and free of charge to all pupil premium children.</p> <p>(SDP Target 2.2, 4.1 and 4.2)</p>	5 and 6

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

Budgeted cost 2021/2022: £52,099.93

Budgeted cost 2022/2023: £50,812

Budgeted costs 2023/2024 £41,929

Activity	Evidence that supports this approach/details	Challenge number(s) addressed
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Attendance and Family Support Worker	Vulnerable children and families are supported through parenting groups, meetings with local agencies, supporting admissions and meeting with teacher to discuss progress and ways to help children learn at home. Attendance is improved. Families of Roma PP pupils are supported. Missing out on the social side of school life. Poor attendance can affect children's ability to make and keep friendships; a vital part of growing up. <b>(SDP Target 3.2)</b>	5 and 6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <u><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></u> September 2022 Update – New policy introduced in Sep 2022. <b>(SDP Target 3.1)</b>	5
To develop leadership of Therapeutic Behaviour.	Peer Review Project, working with other schools to develop leadership skills and improve outcomes for children. Attend training for NPQSL and undertake a leadership project on Therapeutic Behaviour September 2022 Update – Programme ongoing. <b>(SDP Target 3.1)</b>	5
Play Therapy for identified children.	Play is an essential parameter of children's growth and expression and this is the reason of why the use of play therapy is considered as fundamental means of preventing and dealing with problems and difficulties presented to children.	



	<p>Research shows that play therapy as a form of prevention and treatment is suitable mainly for preschool and school age children. It is delivered to children who are in a transition period of their lives (after a divorce, a loss), with difficulties in managing feelings, in socializing or children who have behavioural problems. It can also be for children who have been witnesses of domestic violence, who have suffered some form of abuse, children who are to undergo a major surgery or those who have speech disorders. Furthermore, it is suitable for children who have some kind of developmental disorder (autism or attention deficit / hyperactivity disorder). Its efficiency is demonstrated by numerous research papers reporting a significant decrease of negative emotions and behaviours by its use.</p> <p><b>(SDP Target 3.1)</b></p>	
<p>To implement training to develop healthy, self and other aware individuals through trauma responsive practices.</p>	<p>Plan and complete Action Research Project on Self Esteem and feedback results. (Emotional Literacy Support Assistants) PASS completed for Year 5 pupils, selected pupils across schools.</p> <p>Embed good practice from Action Research Project.</p> <p>Creation of safe spaces in school and in the grounds, where children can safely co-regulate emotions with adult support. Creation of individual sensory bags to help with regulation in class. Embed Emotion Coaching: Teaching children about emotions; giving children strategies to deal with the ups and downs; accepting difficult emotions; using</p>	<p>5</p>

	<p>moments of challenging behaviour as opportunities for teaching; and building trusting and respectful relationships</p> <p>Embed consistency in implementing the STEPS Behaviour Policy</p> <p>Participate in termly meetings with NHS Mental Health Support Team</p> <p>Make referrals for families to MHST.</p> <p>September 2022 Update – Current Y6 completed. Y5 to complete in Summer 1 to aid transition.</p> <p>(SDP Target 3.1)</p>	
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>(SDP Target 3.1)</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>This includes refugee emergency costs as to need (eg food, equipment, clothing)</p> <p>(SDP Target ALL)</p>	All

**Total budgeted cost 2021/2022: £310,658.17**

**Income received (including Recovery Premium): £322,139**

**Total budgeted cost 2021/2022: £322, 249**

**Total budgeted cost 2022/2023: Estimate £309,933**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupil each year of the plan.

#### FINAL REVIEW – July 2024

Leaders have conducted a full review of pupil premium outcomes and have formed conclusions based on data, staff and pupil feedback, book reviews, lesson observations, external audits, and governance checks.

#### Attendance

Attendance of all children has improved year on year for the last three years. Currently, Attendance is above the NA and PA is well below the NA. Attendance of DA pupils has improved year on year for the last three years. The gap to NA is almost closed for attendance and the gap to NA for DA in terms of PA has dramatically reduced. When comparing PA from 22-23, the vast majority of pupils have improved (and often significantly improved) attendance this year.

AO has been extremely consistent and proactive in terms of A1 letters, and A2 meetings if required were carried out earlier. Meetings with target families to discuss challenges and solutions as well as reiterating policy and procedure were well received. As a result, there are only a small number of repeat PA pupils have not improved their attendance. PP families receive additional support from FSW. 100% attendance for the year (and each term) is rewarded.

#### ALL PUPILS Y1-6

YEAR	Overall Diff to National	PA	Diff to National
23-24	94.7% +1%	13.9%	- 4%
22-23	93.4% -0.3%	21.3%	+3.6%
21-22	92.8% -1%	24.7%	+7%

#### DISADVANTAGED PUPILS Y1-6

YEAR	Overall Diff to National	PA	Diff to National
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23-24 93.4% -0.3% 18.8% +1.1%

22-23 92.2% -1.5% 28.8% +11.1%

21-22 90.7% -3% 34.5% +16.8%

### Well-being

The School has continued to develop a Therapeutic Thinking approach to the social, emotional and mental health needs of pupils. Staff have had training on emotion coaching, developing relationships and safe spaces.

Every child in years R, 2, 3 and 5 have had a Forest School experience. In years 1 and 4 this has been offered to an identified target group, including around 40% disadvantaged children. The school also has staff trained to deliver Drawing and Talking, Emotional Literacy Support and this term Brick Club (a programme with Lego to develop social skills). Thirty 5 children have had a therapy ranging from 6 to 12 weeks. The School also buys in to a play therapist for one day a week for children with more complex needs and trauma. Five children have had this this year. The Mental Health Support Team (MHST) works closely with the school to offer advice about pupils and families and takes referrals to work with families of children who suffer from anxiety. This year the MHST have also delivered a Brain Buddies programme to all children in year 5 to build their resilience and a Brick Club to 6 children in year 5. Young Carers are identified at the School and have the opportunity to attend a weekly group for support.

### Time-limited impactful programmes

Mathematics was chosen initially as the target subject, as this aligned both with the data from initial assessments and the School Development Plan. The aim of the sessions was to support the child in meeting the EXS in mathematics by the end of the year and subsequently, their ability to access the KS3 curriculum and support their flightpath to GCSE.

Using the additional teacher allowed bespoke targeted work based on misconceptions observed during lesson time and those highlighted within weekly and summative assessments. This approach led to precise and timely teaching, meeting the needs of the children quickly. Without this additional support, misconceptions would have taken longer to address and gaps in knowledge widened as the curriculum continued. Rapid intervention that meets the needs of the children is fundamental in both accelerating the progress required in the time frame given but also in extending the confidence needed to accept further challenge. Each class had a focused group of key marginals (8) which will occupy the E1, E2, or B1 banding. The number of children in each band differed on the context of the class itself. The groupings remained flexible with some children only needing four or five weeks in the group before demonstrating their competence and mastery of a topic. In this way other children were able to access the intervention from the

lower bands and receive extra support. This included children with SEND, who at times benefited from the pastoral nature of a smaller group and in turn, supported their transition to KS3.

The school has continued to develop additional support for PP children. All children in KS2 that have not achieved the standard in phonics receive the Catch-Up Programme. They stay in the programme until they achieve the standard enabling to access mainstream reading lessons. All of these pupils receive a phonics pack to practise at home. The pack covers phase 2 to phase 5.

Furthermore, key marginals/ PP receive additional support in lessons including: scripts in maths (they provide support for the maths concept that also prevent cognitive overload). In addition to this, they receive extra adult support and targeted intervention to ensure they can access the mainstream lessons.

Over the past 3 years we have ensured that every child in Reception undertakes a language screening with our speech and language specialist, this allows us to quickly identify children who need additional vocabulary building and also those children who may need speech and language referrals for specific support. By doing this we have seen an improvement in the spoken language of all pupils but especially those who may be disadvantaged.

We have introduced Drawing Club in the first term (pre-writing) which further develops oracy skills amongst the Reception children, by encouraging imagination and talk through drawing and codes in response to a text or short film clip. Teachers deliver this and encourage good use of spoken skills whilst extending vocabulary.

In addition the implementation of the Little Wandle phonics and reading scheme has meant that teachers are spending quality time developing reading skills but also oracy skills and building vocabulary through the use of quality decodable texts. The groups are deliberately small and focussed and the children get those 20 minutes of quiet teacher time 3 times a week - this gives the teacher a fantastic opportunity to really focus on language development through modelling, vocabulary building, repetition and other oracy skills.

#### Data Trend

	Listening & Understanding	Speaking
21/22	47%	51%
22/23	74%	73%
23/24	80%	78%

## Review 2022/2023

Pupil premium children in EYFS have made outstanding progress. In 21/22 (25 PP chn)- 28% of PP achieved GLD for end of year. In 22/23, (27 PP chn)- 67% of PP achieved GLD for end of the year.

Progress for Pupil Premium children in phonics is outstanding. 76% of PP children passed the phonics screening, above national results.

In the Y4 MTC, Pupil Premium children achieved as well, and for full marks, better, than non-pupil premium. 64% of all Pupil Premium children scored 25/25. This compares to 27% nationally in 2022 for all children.

Expected Year 6 Validated Exit Data:

Outcomes have improved for PP children over time. Details are below. Although PP children data is slightly lower than non-PP children, the difference is diminishing in all areas and is exceeding in writing as a result of high quality interventions and support.

	PPG EXS+	<u>Non PPG EXS+</u>	PPG GDS	<u>Non PPG GDS</u>
<b>Reading</b>	72% (102)	75% (102)	9%	15%
<b>Writing</b>	78%	77%		
<b>GPS</b>	72% (104)	74% (104)	41%	34%
<b>Maths</b>	63% (101)	72% (103)	16%	15%
<b>Combined</b>	56%	66%		



## Review 2021/2022

In 2021/22, at the end of Key Stage 2, the gap between the performance of Disadvantaged pupils to that of non-Disadvantaged pupils has reduced and even reversed in some areas. For combined and Reading, the gap is now 5%; although, the gap in Writing and Maths is around 15%. Greater Depth in the combined, Reading and Maths for Disadvantaged pupils is 5% above that of non-Disadvantaged, and significantly above in Writing, which has reversed the trend over the last few

years. The attainment for Disadvantaged pupils has also reduced compared to National figures for ALL pupils: in 2021 for combined, the gap was 7% and in 2022 it was 5% (compared to 16% in 2019). In Reading 2022 the gap has been halved to 12% (compared to 25% in 2019). In 2021 for Writing, the gap was 7%; in 2022 it was 6% (compared to 8% in 2019). In 2021 for Maths, the gap was 16%; in 2022 it was 15% (compared to 12% in 2019). Our in-school data from 2021/22 has shown Year 5 Disadvantaged pupils to be within 5% in all areas of non-Disadvantaged pupils. Year 1 and Year 4 are within 10% in all areas. Year 3 is within 15% in all areas and in EYFS, the gaps were significantly wider across the board.

### **Review 2020/2021**

In **2018/19 and 2019/20**, at the end of Key Stage 2, the performance of Disadvantaged pupils was broadly in line with and sometimes exceeded that of Non-Disadvantaged pupils. Our internal assessments during **2020/21** suggest that, although their actual attainment in Combined and Reading was higher than the previous two years for that group and now much closer to National ALL in 2019, the gap in their performance when compared to Non-Disadvantaged pupils in our school was wider than in the previous two years in key areas of the curriculum (although always within 10%). Attainment in Maths, however, showed that attainment of Disadvantaged pupils was in line with Non-Disadvantaged pupils in our school but the gap to National ALL in 2019 has widened over the last two years. The gap for Disadvantaged pupils achieving GDS when compared to Non-Disadvantaged pupils has widened over the last two years.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 (although attainment was often higher for all groups) were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

In addition, several Disadvantaged children living in overcrowded accommodation led to rises in Covid cases. Attendance figures: 2019/20 Sch. Av. 94.57%, PP 93.81%, Not PP 95.11% compared to 2020/21 Sch. Av. 94.60%, PP 93.02%, Not PP 94.73%

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing



support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

Programme	Provider

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- To develop leadership of SEND and for a teacher to qualify as a SENCO

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.