

Pupil Premium Strategy Statement – Nov 2022

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Beaver Road Primary School
Number of pupils in school	962
Proportion (%) of pupil premium eligible pupils	120 (12.47%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Liz Hardy
Pupil premium lead	Stephanie Reding
Governor / Trustee lead	Emma Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,471
Recovery premium funding allocation this academic year	£13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£164,596

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We understand that there is not a ‘typical’ Pupil Premium child.

Our main objectives are:

- To ensure that the totality of provision for Pupil Premium children is effective.
- To level up the difference between disadvantaged and non-disadvantaged children.
- For all of our disadvantaged children to make progress in line with the nationally expected progress rates.
- To support our disadvantaged children with their health and well-being so that they are ready to learn and can access their learning at an appropriate level.

We aim to do this by:

- Ensuring that all children have access to high quality teaching and learning (quality first teaching and latest EEF research).
- Putting appropriate provision in place for disadvantaged pupils, especially those that belong to other vulnerable groups.
- Monitoring the progress of disadvantaged pupils regularly and assessing the impact of provisions.
- Promoting ambition and having high expectations of all disadvantaged children.

Achieving these objectives:

- High quality teaching with targeted support, alongside the use of collaborative learning structures.
- Research-based interventions put into place and monitored to assess impact.
- Provide further enrichment and leadership opportunities for disadvantaged children.
- Monitor progress regularly and evaluate outcomes robustly.
- Addressing emotional and social needs through emotion coaching and restorative practice to improve well-being and readiness to learn.
- Support payment for enrichment activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Use family engagement officer to improve parental engagement and involvement.

Challenges

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

Challenge number	Detail of challenge
1	Attendance/punctuality, parental engagement and involvement
2	Emotional well-being, behaviour and readiness for learning
3	Vocabulary gap between advantaged and disadvantaged children
4	Curriculum deficits caused to disadvantaged children by COVID school closures
5	Further opportunities including leadership and enrichment experiences

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
Achieve national average progress scores for disadvantaged pupils in KS2 Mathematics.	Progress score to be -0.7 (national average for disadvantaged pupils).
Disadvantaged pupils to catch up with their non-disadvantaged peers, despite the deficits caused by COVID.	Children to be making at least expected progress.
Achieve national average expected standard in the PSC.	Phonics Screening Check results to be in line with the national standard for disadvantaged pupils.
Improve attendance of disadvantaged pupils to national average.	Attendance for disadvantaged pupils to be at least 94.3% (national average for disadvantaged pupils).
Improving readiness to learn, confidence, motivation, inclusion and equality for the most disadvantaged pupils.	PP children accessing clubs, trips, music lessons and to become leaders across the school.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD (E.g. Pupil Premium, Kagan, Maths Hub, NPQs etc.)</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p>10 members of staff are enrolled onto an NPQ course this year such as the NPQH, NPQSL, Leadership and Teaching etc. Although the course is currently being funded by the DfE, we will use some funding to cover release time to ensure that our staff can access high quality training which will improve practice and outcomes.</p> <p>Some example research of the benefits of the CPD we engage with and complete:</p> <p>Collaborative learning (+5) - The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>Mastery learning (+5) (e.g. Maths Hub) - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery'.</p> <p>Metacognition (+7) - The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>NPQs – NPQs are designed to provide training and support for teachers and school leaders at all levels and deliver improved outcomes for young people.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Appointment of new experienced teachers</p>	<p>The EEF states, “Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient</p>	<p>1, 2, 3,4 and 5</p>

	<p>of a successful school and should rightly be the top priority for Pupil Premium spending.”</p> <p>Recruitment and retention is highly valued at Beaver Road, with many opportunities for CPD and leadership roles. This is reflected in our current teaching team, many of whom have UPS and/or other leadership responsibilities. This year we hired a highly experienced Head of Year to join our wider school leadership team.</p>	
<p>Establish small group interventions in Maths, Reading and Writing for disadvantaged pupils falling behind age-related expectations</p>	<p>Research by the EEF states that there is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>Pupil Premium children will be discussed in detail in our termly pupil progress meetings. Interventions will be rigorously monitored and reviewed using EduKey.</p>	3 and 4

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

Budgeted cost: £69,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapy	<p>Occupational therapy sessions will support children with their fine and gross motor skills, as well as their handwriting. This intervention will also support children with emotional regulation and sensory needs. Children with attachment needs are particularly prone to having sensory difficulties.</p> <p>The Occupational Therapist will be in school once a fortnight, providing sessions for the children and training for staff so that the sessions can continue regularly.</p>	2 and 4
HLTA mentoring and support	<p>Lunch – Support at lunch times, transitions and behaviour. Use of playground leaders and structured areas for children to play in so that they have a successful and happy lunch time. This makes the transition back into class smooth and ensures a readiness to learn.</p> <p>Class – Targeted, in-class support can add on 3 months of impact across the year.</p>	2, 3 and 4

	<p>Tiered approach using HLTAs and Teachers</p> 	
<p>Catch up sessions</p>	<p>Catch up funding</p> <p>Information about the Government Catch-Up funding can be found here: Catch-up premium - GOV.UK (www.gov.uk)</p> <p>More information on our use of this money can be found here: Beaver Road Primary School: Catch Up Funding</p>	<p>4</p>
<p>School Led Tutoring</p>	<p>National Tutoring Programme</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>More information can be found here: About the National Tutoring Programme - NTP</p>	<p>4</p>

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

Budgeted cost: £45,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor the attendance of disadvantaged pupils closely throughout the year, using the role of the Family Engagement Officer and Senior Attendance Lead.</p>	<p>Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Evidence from the EEF shows that small improvements in attendance can lead to meaningful impacts for academic and behavioural outcomes.</p>	<p>1 and 2</p>
<p>Raise the profile of music for disadvantaged pupils (e.g. through assisted funding for music lessons).</p>	<p>EEF +3</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p>	<p>2 and 5</p>

Ensure that disadvantaged pupils have access to a range of quality enrichment activities throughout the year, such as trips, educational visits and workshops. Use the ATLs to record and monitor this.	Research by the EEF shows that skills such as self-control, confidence, social skills, motivation and resilience underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.	1, 2, 3, 4 and 5
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Total budgeted cost: £164,596

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 pupils in the 2020 to 2021 academic year.

Intended outcomes set in October 2021:

Intended outcome	Success criteria
Achieve national average progress scores for disadvantaged pupils in KS2 Mathematics.	Progress score to be -0.7 (national average for disadvantaged pupils).
Disadvantaged pupils to catch up with their non-disadvantaged peers, despite the deficits caused by COVID.	Children to be making at least expected progress.
Achieve national average expected standard in the PSC.	Phonics Screening Check results to be in line with the national standard for disadvantaged pupils.
Improve attendance of disadvantaged pupils to national average.	Attendance for disadvantaged pupils to be in line with the national average for disadvantaged pupils.
Improving readiness to learn, confidence, motivation, inclusion and equality for the most disadvantaged pupils.	PP children accessing clubs, trips, music lessons and to become leaders across the school.

Progress made so far for these outcomes (November 2022):

Phonics Data (% of children who passed PSC)			
PP (School): 50%	PP (National): 62%	FSM (School): 42.9%	FSM (National): 62%

We are currently 12% away from the National standard for disadvantaged pupils. We are 20% away from the National standard for those children who receive FSMs.

KS1 Data					
Reading		Writing		Maths	
PP Achieving EXS (School): 61.5%	PP Achieving EXS (National): 51 %	PP Achieving EXS (School): 46.2%	PP Achieving EXS (National): 41%	PP Achieving EXS (School): 53.8%	PP Achieving EXS (National): 52%
PP Achieving GDS (School): 0%	PP Achieving GDS (National): 8%	PP Achieving GDS (School): 0%	PP Achieving GDS (National): 3%	PP Achieving GDS (School): 0%	PP Achieving GDS (National): 7%

Due to the Coronavirus pandemic, analysis by Prior Attainment Group (PAG) cannot be provided. The current cohort of KS1 pupils did not undertake formal EYFS Profile assessments.

KS2 Data – Attainment					
Reading		Writing		Maths	
PP Achieving EXS (School): 62.5%	PP Achieving EXS (National): 62%	PP Achieving EXS (School): 43.8%	PP Achieving EXS (National): 55%	PP Achieving EXS (School): 50%	PP Achieving EXS (National): 56%
PP Achieving GDS (School): 25%	PP Achieving GDS (National): 17%	PP Achieving GDS (School): 0%	PP Achieving GDS (National): 6%	PP Achieving GDS (School): 6.3%	PP Achieving GDS (National): 12%

PP RWM Combined EXS (School): 37.5%	PP RWM Combined EXS (National): 43%
PP RWM Combined GDS (School): 0%	PP RWM Combined GDS (National): 3%

Internal Data (2021-2022)

Progress from Spring to Summer and from Prior Attainment Group (PAG):

	Progress From SPR			Progress From Prior Attainment Group		
	TOT AL PP	At Least Expected	Above Expected	Ungraded	At Least Expected	Above Expected
Year 1	23 (4 UG)	R: 18 (95%) W: 18 (100%) 5UG - W M: 18 (95%)	R: 7 (37%) W: 7 (39%) 5UG - W M: 2 (11%)	5 – MR 4 - W	R: 17 (94%) W: 17 (100%) M: 17 (94%)	R: 13 (72%) W: 13 (72%) M: 8 (44%)
Year 2	17 (2 UG)	R: 14 (93%) W: 15 (100%) M: 15 (100%)	R: 6 (40%) W: 2 (13%) M: 2 (13%)	4	R: 12 (92%) W: 12 (92%) M: 11 (85%)	R: 7 (54%) W: 8 (62%) M: 5 (39%)
Year 3	21 (1 UG)	R: 19 (95%) W: 18 (90%) M: 20 (100%)	R: 4 (20%) W: 2 (10%) M: 7 (35%)	2	*R: 16 (84%) *W: 15 (79%) *M: 18 (95%)	*R: 6 (32%) *W: 3 (16%) *M: 5 (26%)
Year 4	13 (1 UG)	R: 12 (100%) W: 12 (100%) M: 11 (92%)	R: 1 (8%) W: 0 M: 2 (17%)	6	*R: 6 (86%) *W: 6 (86%) *M: 7 (100%)	*R: 1 (14%) *W: 1 (14%) *M: 0
Year 5	12	R: 12 (100%) W: 12 (100%) M: 12 (100%)	R: 1 (8%) W: 1 (8%) M: 1 (8%)	4	R: 6 (75%) W: 8 (100%) M: 8 (100%)	R: 4 (50%) W: 1 (13%) M: 1 (13%)
Year 6	19	R: 13 (72%) W: 13 (72%) M: 16 (89%)	R: 8 (44%) W: 7 (39%) M: 5 (28%)	3	R: 11 (69%) W: 12 (75%) M: 13 (81%)	R: 6 (38%) W: 4 (25%) M: 4 (25%)

Expected **progress from the Spring data** is looking strong across most of the school with at least 90% of children making at least Expected progress (with the exception of Y6). In Year 5, 100% of children have made Expected progress in all three subjects. In terms of Above Expected progress, Year 6 are the strongest cohort.

When considering progress made from children's **Prior Attainment Groups (PAG)**, Expected progress has continued to improve since the last data drop. When looking at EXS<, all year groups are achieving at least 70% (with the exception of Y6 Reading). Year 1, 4 and 5 have achieved 100% in some subjects. Both Year 3 and 4 data do not have official PAG due to COVID19 so this has been taken from teacher assessment.

Trips and Residential Trips –

Children who qualify for Free School Meals (FSMs) receive all trips and workshops fully funded. Children in Years 3-5 get their residential trip reduced by half and children in Year 6 get their residential trip fully funded.

All 15 FSM children in Year 3 attended their residential trip.

6 out of 11 FSM children in Year 4 attended their residential trip.

3 out of 10 FSM children in Year 5 attended their residential trip.

14 out of 19 FSM children in Year 6 attended their residential trip.

Breakdown of enrichment/leadership –

<u>Type of Enrichment/Leadership</u>	<u>Amount</u>
House Captain	24 (22.4%)
Clubs	39 (36.4%)
Rights Champ	9 (8.4%)
Eco Champ	5 (4.6%)
Musical Instrument	10 (9.3%)
Curriculum Ambassador	65 (60.7%)
Sports Competitions (Y6)	8/19 (42.1%)
Peer Mentors (Y6)	2/19 (10.5%)

Attendance –

School attendance (%):
94.8%
Overall attendance for PP children:
91.85%

Last year, our overall attendance for PP children was 91.85% (3.3% behind our overall school percentage). The National attendance for PP children was 92%, so we are virtually in line with this national average.

Pupil Voice –

“My attendance has improved so now I’m experiencing more things, like sports. I sometimes used to miss PE days but now I don’t. I’m really enjoying learning new things. I get to go to different clubs. I’m currently doing homework club which is helping with my learning. I have built strong friendships as I am in school more so I spend more time with my friends.” – Voice of Year 6 child



Further information (optional)

As part of our Pupil Premium Promise, we ensure each child entitled to the premium receives their own Access To Learning Plan (ATL), tailored to their individual needs. The ATLs are written by class teachers, using their professional judgement alongside pupil and parent voice. ATLs contain detailed information about the child – an ‘about me’ section, their strengths and concerns and their current attainment. In addition to this, teachers outline targets and plans specific to that child. This can be seen by parents, which enables them to support their child at home. The ATLs are a working document and are reviewed regularly by teachers, parents and children.

In addition to this, Pupil Premium children are discussed at length in pupil progress meetings and starting this year, we have introduced strategy meetings in which we regularly review and share best practice and research with both school leaders and staff.

We offer numerous enrichment activities for Pupil Premium children who are currently receiving Free School Meals. We believe these opportunities encourage children to participate fully in all the school has to offer and gives them new experiences that they otherwise may not have access to.

At present, all children who currently receive free school meals are entitled to:

- Join in the National Tutoring Programme (dependent on current attainment).
- Priority access to all school led clubs, including multi-sports, free of charge.
- Reduced music lessons for one musical instrument within an academic year - £4 Per Lesson, Reduced From £8.
- Free school trips and planned workshops throughout the year.
- The cost of residential trips reduced by half in Years 3, 4 & 5.
- A fully funded place for the Year 6 residential trip to Ghyll Head.

Children who are identified as Pupil Premium are also encouraged to apply for leadership roles across the school such as house leaders and playground leaders. We know that these opportunities develop children’s confidence and life-long ambitions to become leaders of the future.

*We recognise that there are socially disadvantaged children who are not registered or do not qualify for Free School Meals, but who will benefit from the pupil premium alongside disadvantaged pupils and the wider class. The EEF states that: ‘The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.’