

Pupil premium strategy statement – Beamont Primary School

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	349 (367 inc. Nursery)
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	K. Morris
Pupil premium lead	N. Badley
Governor / Trustee lead	J. Bacon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,255
Recovery premium funding allocation this academic year	£23925 – recovery £10597.50 – national tutoring programme
Pupil funding carried forward from previous years	£0
Total budget for this academic year	£250,883

Part A: Pupil premium strategy plan

Statement of intent

At Beamont Primary school, we have high expectations, aspirations and ambitions for all of our children, regardless of their background. Our intention is that all children make good progress and achieve across all areas of the curriculum. We are determined to ensure that all children realise and reach their full potential.

Pupil premium is an allocation of additional funding provided to schools to improve educational outcomes for disadvantaged pupils. The central aim of our pupil premium strategy is to ensure that high quality teaching and learning is consistently evident across the school and for this to positively impact the progress made by our disadvantaged pupils.

Our strategy will be rooted in research and the latest research around the challenges that disadvantaged children face nationally, alongside challenges arising in the context of our school, will inform the decisions that we make around the spending of pupil premium funding. Challenges that pupils may face might include those of a non-academic nature that affect their progress, attainment and consistent access to high quality teaching. Evidence indicates that these approaches positively impact all children, not just those in receipt of pupil premium funding.

Our school's Pupil Premium Strategy will support our plan of education recovery. Plans for this will be based around thorough and robust assessment and will support children whose education has been most negatively impacted in recent years, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language difficulties, delayed speech and poor oracy and language skills. Assessments show that speech and language skills for disadvantaged children are significantly lower than their peers who are not in receipt of pupil premium.
2	On entry assessment and observations show a lower level of basic skills which prevent pupils from attaining in line with expectations and generate a need for accelerated progress in order to achieve in line with their non-disadvantaged peers and with national standard.

3	Some disadvantaged children have well-being or emotional needs or are facing difficult circumstances in their life which has an impact on their behaviour, attitudes and learning in school.
4	Low aspirations – children have limited experiences beyond their home life and immediate community. There is also a need to improve aspirations for the more able pupils so that they develop a belief that they can achieve high and develop higher aspirations for themselves.
5	Low attendance and persistent absenteeism of pupil premium / disadvantaged children and this can cause a significant loss of learning time.

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
To increase the % of pupil premium pupils achieving ARE or above in reading, writing and maths combined by the end of KS1.	End of year data will show an increase in the number of children achieving ARE out of those children eligible for PP funding and attainment data will be in line with or above national averages. The percentage of PP eligible children passing the PSC will be in line with or above national average.
To increase the % of pupil premium pupils achieving ARE or above in reading, writing and maths combined by the end of KS2.	End of year data will show an increase in the number of children achieving ARE out of those children eligible for PP funding and attainment data will be in line with or above national averages.
To increase the % of pupil premium pupils achieving GD in reading across the school	The number of children achieve an above age related standard in reading by the time that they leave primary school will increase over time.
To increase the % of pupil premium pupils in the early years achieving GLD.	End of year data to show that the percentage of pupil premium pupils achieving GLD in EYFS is in line or above national average.
To increase attendance and punctuality for pupils eligible for pupil premium so that their attendance is in line with national expectations	Pupils eligible for PP funding will match or exceed the national averages for attendance of their non-eligible peers. There will be a reduction in the number of persistent absenteeism for children eligible for PP funding.
To support pupils and families with identified social, emotional and health needs	Increasing engagement, confidence and level of motivation will be reflected in the increasing level attainment and progress. Over time, children will demonstrate increasing perseverance, independence,

	resilience and a growing ability to self-regulate.
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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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funds allocated to provide the teaching staff necessary to allow for smaller class sizes in UKS2 for reading, writing and maths sessions	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p>	2
Ensure the EYFS curriculum is supportive of all pupils, with a focus on supporting the progress of the most disadvantaged in the prime areas of learning. This will be achieved through allocated time for CPD and supportive work from external experts.	<p>Early literacy approaches have consistently been found to have a positive effect on early learning outcomes. The early literacy approaches included in this toolkit led to an average impact of four additional months' progress, with and some studies found that learning was improved by as much as six months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches?</p>	1, 2, 3
Allocated time given to	Overall, studies of communication and language approaches consistently show positive benefits for	1

supporting the development of speech, language and communication and early intervention for additional needs.	<p>young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	

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

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition as pre and post teach sessions to ensure that gaps are closed in Reading, Writing and Maths across all year groups.	<p>Small group tuition proven to have approximately on average an impact of four months additional progress over the year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2
Experienced teacher to tutor children in Y6 to close the gaps in Reading, Writing and Maths.	<p>Small group tuition proven to have approximately on average an impact of four months additional progress over the year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2
Early identification of speech and language difficulties and bespoke interventions for those individuals identified with a need.	<p>Research has shown that improving children’s communication skills at an early age grants them greater access to learning opportunities as they grow older.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</p>	1, 2
Early reading champion role to support with closing the gaps in early reading and phonics.	<p>Small group tuition proven to have approximately on average an impact of four months additional progress over the year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2

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

Budgeted cost: £ 20,773

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children who are identified with specific wellbeing and emotional needs are to be supported by the learning mentor through social and emotional learning interventions.	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5
Attendance lead to support families with attendance and seek to reduce the number of persistent absence and improve overall attendance across the school.	Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes. https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/attendance-interventions-rapidevidence-assessment?utm_source=/educationevidence/evidence-reviews/attendance-interventions-rapidevidenceassessment&utm_medium=search&utm_campaign=site_search_h&search_term=attend	5
Vulnerable children identified and selected to take part in play/art therapy.	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4
A range of after school clubs/extra-curricular opportunities available for children to enhance their lived experiences and	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf	3, 4

broaden the curriculum.		
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Total budgeted cost: £ 254,770

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>To increase the % of pupil premium pupils achieving ARE or above in reading, writing and maths combined by the end of KS1.</p> <p>Reading: Target: 68% Achieved: 75%</p> <p>Writing: Target: 63% Achieved: 69%</p> <p>Maths: Target: 59% Achieved: 81%</p> <p>Combined: Target: 56% Achieved: 69%</p>
<p>To increase the % of pupil premium pupils achieving ARE or above in reading, writing and maths combined by the end of KS2.</p> <p>Reading: Target: 81% Achieved: 56%</p> <p>Writing: Target: 72% Achieved: 53%</p> <p>Maths: Target: 74% Achieved: 53%</p> <p>Combined: Target: 68% Achieved: 47%</p>
<p>To increase the % of pupil premium pupils achieving GD in reading across the school</p> <p>GD increased over all – final PP figures tbc</p>
<p>To increase the % of pupil premium pupils in the early years achieving GLD.</p> <p>Target 53% Achieved 47%</p> <p>C&L, PSED, Writing and Reading being focus areas for the upcoming academic years for children in receipt of PP in the EYFS.</p>

To increase attendance and punctuality for pupils eligible for pupil premium so that their attendance is in line with national expectations

2021-2022 93.03%

2022-2023 94.2%

In line with national averages for all children.

Externally provided programmes

Programme	Provider
Jan Owens	EY2P
Maths Consultant	First 4 Maths
Reading Consultant	Literacy Counts
EYFS consultant	EY2P
Early reading consultant	RWInc

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A