Beech Grove Primary School
Pupil premium strategy statement 2024-25

Engage, Enrich, Excel

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	Beech Grove Primary
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25, 2025-26, 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	Termly / July 2025
Statement authorised by	Claire Joyce
Pupil premium lead	Karen Turnbull
Governor lead	Andrew Kimber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Recovery premium funding allocation this academic year	£5,220
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	£111,270

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives

- To ensure all disadvantaged pupils make rapid progress across all areas of the curriculum so that they attain as highly as non-disadvantaged pupils and at least in-line with national expectations.
- To achieve our school vision for every child, as set out below:

At Beech Grove we:

ENGAGE our pupils in the joy of learning through a broad, balanced and inspiring curriculum that is driven by pupil needs and interests. We seek to develop our pupils as creative thinkers, problem solvers and collaborators, who have the motivation, resilience and self-belief to shape their own futures and make a positive contribution to society.

ENRICH our pupils' learning by connecting them to their local, national and global world and by opening doors to new experiences and opportunities. We recognise and nurture talent through specialist teaching in art, music and sport.

Support every pupil to **EXCEL**, regardless of what barriers or challenges they may face and are committed to building an inclusive school that raises aspirations for all.

Achieving these objectives

We recognise that ensuring all pupils receive good teaching is the most important lever we have to improve outcomes for our disadvantaged pupils. Research conducted by the 'Education Endowment Foundation' (EEF), suggests that using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.

In addition, we recognise the importance of understanding the specific barriers our children face, so that we can tailor our provision accordingly.

We have employed a range of strategies within this plan, including:

- Improving the quality of teaching in reading, writing, maths and SPAG
- Maintaining a nurture provision
- Implementing high quality, targeted interventions to close gaps and address misconceptions
- Tutoring for small groups in year 6
- Supporting the Social, Emotional and Mental Health needs of our pupils so that they are ready to learn and develop positive behaviours for learning
- Providing access to enrichment opportunities across the curriculum

Key principles

By following the principles below, we believe we can maximise the impact of our pupil premium spending:

High expectations	no excuses for underperformance; belief in and high aspirations for every child
High profile	knowing our children, prioritising their needs
Early intervention	accurate and early identification of need and swift action to address weaknesses
Inclusive provision	ensuring all our pupils can fully access the curriculum and make the most of the wider opportunities on offer
High quality teaching	ensuring all pupils have access to the best teaching in all subjects
Emphasis on basic skills	strong focus on achieving high standards in reading, writing and maths

We are aware that, whilst pupils eligible for the Pupil Premium are more likely to be low-attaining than other children, tackling disadvantage is not only about supporting low attainers. Data shows that disadvantaged pupils who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.

Challenges

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

Challenge number	Detail of challenge
1	Increasing numbers of pupils entering reception with language and communication difficulties and English as an additional language.
2	Challenging behaviours impacting on pupils' engagement and learning outcomes in all subject areas.
3	Social, Emotional and Mental Health needs impacting on pupils' readiness to learn, resilience and self-esteem.
4	Weaknesses in basic English skills; sentence construction, grammar and punctuation use, reading comprehension.
5	An increase in the number of SEN and disadvantage children with language difficulties.

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
Develop the provision for disadvantaged pupils with a focus on language so that disadvantaged pupils are well prepared for future learning.	Disadvantaged pupils who have weaknesses in their language and communication skills, catch up with their peers by the end of reception. Where this is not possible, the gap is significantly reduced. Data and discussions with pupils (e.g. TALK assessments, entry/exit data for NELI intervention) show that pupils make rapid progress in the development of their language skills. EAL children are able to access and follow the same curriculum as their peers. The percentage of EAL and disadvantaged pupils achieving GLD is as high as non-EAL and non-disadvantaged pupils.
There is clear, consistent and effective implementation of the school's relationship policy. Disadvantaged pupils attain as highly as non-disadvantaged pupils.	Pupil's demonstrate good learning behaviours and consistently follow the 3 school rules: Be Ready, Be Safe, Be Respectful. There is a consistent approach to managing behaviour across all staff. Learning walks and discussions with pupils/parents/staff indicate that pupils come to school ready to learn. They demonstrate high levels of resilience and positive behaviours for learning. Incidents of poor behaviour are rare because pupils' needs are met. Internal/external data shows that disadvantaged pupils attain as highly as non-disadvantaged pupils in reading – yr6, writing and maths
Pupils are secure in the basic writing skills appropriate for their year group e.g. sentence construction, spelling and handwriting.	100% of disadvantaged pupils pass the Phonics Screening Check in Year 1 and the re-take in Year 2. (64% passed) All pupils have a secure knowledge of spelling common exception words and tier 1 words in their writing. Pupils are exposed to and using tier 2 and 3 words across the curriculum in both classroom discussions and written work. Work in books and teacher assessments show that standards in spelling and grammar are high across the school for all pupils. Data from SPAG tests shows that pupils have a secure grasp of the objectives for their year group and that disadvantaged pupils make good progress attaining as highly as non-disadvantaged pupils. Attainment in SPAG in Year 6 is in line with the national expectation for disadvantaged pupils and above zero for progress. Outcomes in writing for disadvantaged pupils are in-line with the national average in Year 6.
Disadvantaged pupils on the SEN register make strong progress in reading, writing and maths	Maths data shows that disadvantaged SEN pupils are making comparable progress to that of non-disadvantaged SEN pupils. Disadvantaged SEN children are using colourful semantics to support their understanding of sentence structure and composition. Pupil voice shows that disadvantaged children have positive attitudes towards writing and maths. Attainment in reading, writing and maths for SEN disadvantaged pupils in Year 6 (22%) is in-line with the national average (24%)

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: **£4571**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused CPD to embed the 'Book Writes' and Rethink reading approaches. CPD and English Lead support **£500** **Rethink reading has been embedded across the school. Children are enjoying guided reading. Internal data shows most pupils are making good progress.** **Writing curriculum has moved from T4W to Book Writes. CPD is building teacher confidence and expertise.**	The EEF guide to the pupil premium, tiered approach: teaching is the top priority, including CPD. CPD will further develop staff's expertise and confidence in teaching writing and reading. (Sept 2024) Outcomes for disadvantaged pupils is below that of non-disadvantaged pupils nationally (Sept 2024)	1,4,5
Focused CPD in maths. Bolean Maths Mastery programme (NCTEM), staff CPD and Math Lead time. **£500** **KS1 have embedded a mastery approach. Pupils factual recall has greatly improved. LKS2 have implemented NCETM curriculum since September 24 and year 5 will use the program from Sept 2025.**	The EEF guide to the pupil premium, tiered approach: teaching is the top priority, including CPD. Focused CPD to develop teachers' subject knowledge in maths will support improvements in the quality of teaching. (Sept 2024) Children have weakness in their understanding of number and recall of basic facts, impacting on their fluency. Missed time in school has added to the gaps in pupils' understanding. (Sept 2024) Ensuring pupils have access to the best teaching will help to address this. (Sept 2024)	2,5

Implementation of an enriching and engaging reading provision Library Assistant 1 x 1.5 hrs per week **£1771** **The AR program was no longer meeting the needs of our children. from Sept 2025, books will be chosen from 3 ability ranges – stage 1,2 and 3** **School have invested in more quality and appropriate texts.**	EEF +5 months for pupils eligible for FSM. (July 2023) AR is listed by the EEF as an effective programme to raise outcomes in reading, particularly for pupils in receipt of FSM. (Sept 2024) Pupils in KS2 find it difficult to select books at the right level for them and lack motivation in reading. AR matches books to pupils' reading ability and motivates them through rewards and celebrating success. (Sept 2024)	2,4
Focused CPD - meeting the needs of pupils with SEND. Additional EP support **£1800** **Teachers are becoming more skilled and confident in carrying out diagnostic assessments, writing high quality IEPs and adapting teaching to meet children's needs.**	The EEF guide to the pupil premium, tiered approach: teaching is the top priority, including CPD. (July 2022) Pupils with the dual barrier of SEN and socio-economic disadvantage do not make as much progress as non-disadvantaged pupils. Focused CPD will help to develop teacher expertise and quality of teaching. (July 2022)	1,2,3,4,5,

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

Budgeted cost**: £28,261**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to deliver targeted interventions. RWI - 1 TA x 4 afternoons - 1TA x 3 afternoons **£6000** Small group for pupils in Years 6 and 5 Pupil premium champion **£10,241** TA X 2hrs per day	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. (Sept 2024) Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Additional small group support should	1,4,5

£4800 **Yr 6 PP SATs results were:** **Reading –70% (NA 63%)** **Writing –80% (NA 59%)** **Maths –50% (NA 64%)** TA to deliver targeted reading comprehension intervention - Fresh Start TA - 3 x 30 Mins per week **£720** Teacher to deliver reading comprehension booster 1hr per week **£ 1000** **SATs results are in line with NA** Speech and Lang 3 TA x 1.5hrs **£2500** NELI language intervention led by teaching assistant in EYFS **£3000** **Entry and exit data shows that pupils made good progress.**	be considered as part of a school's pupil premium strategy. (Sept 2024) Having analysed our cohorts we have identified that gaps in reading, SPAG and maths across key stage 2 could be effectively addressed through small group tuition. Pupils have significant gaps in their learning and these gaps have widened over the last academic year. We have a significant number of pupils in our current reception cohort who have very poor oral language and communication skills. 16% of the school are EAL. Within the EYFS cohort 33% are EAL	

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

Budgeted cost: **£73,218**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision to support mental Health, Well-being and meet SEMH needs. 1 X 4 days Pastoral Lead - **£12,537** Nurture Lead **£18,189** Nurture TA support **£21,759** **There has been a reduction in the number of behaviour incidents across the school.**	A number of our disadvantaged pupils have complex SEMH needs. Participation in nurture provision helps build self-esteem and positive relationships. This supports improved behaviour. (Sept 2024)	2,3

Continue to employ a Safeguarding and attendance officer. **£20,733** **Attendance is in line with the national average. Levels of persistent absence are reducing and are below the national average**	We know that good attendance is crucial to academic success. Our robust approach to managing attendance, led by our attendance officer, has resulted in significant improvement in the attendance of our disadvantaged pupils. We would like to ensure this success is maintained by continuing to focus on attendance and identifying and resolving issues at the earliest opportunity. (Sept 2024) We have seen a decline in the mental health of pupils and parents as a result of the pandemic. To ensure that the needs of our disadvantaged pupils continues to be a high priority, additional time is needed for more regular TAF meetings. These will be led by our safeguarding coordinator. Feedback from wider professionals and the families they work with has shown that regular meetings where agencies work together in a coordinated approach, leads to greater stability and support for vulnerable families. (July 2023)	2,3

Total budgeted cost: £106,050

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic years

Gaps in oral language and communication skills are rapidly closed in EYFS so that disadvantaged pupils are well prepared for future learning.

- The percentage of pupils achieving GLD was 63%, (PP 33% - increase of 19% from 2024), *which is below the national average at 65%.*

Disadvantaged pupils demonstrate positive behaviours for learning and attain as highly as non-disadvantaged pupils.

- The number of behaviour incidents have decreased each term as the new school rules of 'be safe', 'be respectful' and 'be ready' have been imbedded and used consistently.
- Attendance for disadvantaged pupils is above national average at 92.7%
- The overall percentage gap between PP and Non-PP students achieving ARE in reading, writing and maths combined has decreased.
- The PP and Non-PP gap in maths is 28%, reading 0%, SPaG 4% and Writing -8%

Pupils are equipped with the knowledge and cultural capital they need to succeed in life.

- Records show that all disadvantaged pupils have had the opportunity to take part in trips, residentials, lunch time/after school clubs and enrichment opportunities and access
- End of KS2 data shows that our overall reading, writing, maths and SPAG attainment is inline with national average
- Pupil voice shows that disadvantaged pupils have highly positive attitudes to learning and to school and high aspirations for their future.

Pupils are secure in the basic number skills for their year group and demonstrate high levels of mathematical fluency.

- Pupils are developing a secure knowledge of the times tables and corresponding division facts for their year group. 67% pupils in Year 4 achieve 80% (20/25 or more in) the Multiplication Check.
- KS1 assessment data shows the impact of implementing NCTEM, disadvantaged pupils make good progress in maths
- PP Attainment in maths in Year 6 (50%) is inline with national expectation of **% for disadvantaged pupils.**

Disadvantaged pupils on the SEN register make strong progress in reading. 'Every child is a reader'.

- **100% of disadvantaged pupils pass the Phonics Screening Check however 0% passed the re-take in Year 2.**
- Pupil voice shows that they have positive attitudes towards reading.
- Attainment in reading for disadvantaged pupils in Year 6 (70%) **is in line with the national average of**

Pupils' basic skills in handwriting, grammar and punctuation are secure, enabling all pupils to make strong progress in writing.

- Pupils demonstrate positive attitudes towards writing.
- Data from KS2 SPAG tests (73%) shows that pupils have a developing understanding of objectives for their year group.
- Attainment in writing for disadvantaged pupils in Year 6 (75%) i**s above the national average of 58%**

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance Learning
TT Rockstars	Maths Circle Ltd
Dyslexia Gold	Engaging Eyes Ltd
NECTM	Boolean Maths Hub
Nuffield Early Language Intervention (NELI)	Nuffield Foundation

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	• Breakfast provision • Dandelion Club Yr1-6 • Reading intervention • Funded extra-curricular activities

What was the impact of that spending on service pupil premium eligible pupils?	• Teachers highlighted that pupils came in to morning lessons ready to learn. Having a breakfast provided also gave pupils a valuable opportunity to socialise with their peers, building self-esteem and confidence • Pupils' attending Dandelion Club felt that their absent parent was still part of school life and enjoyed the opportunity to discuss their thoughts and feelings due to the parent's absence • Pupils' progress in reading has been supported through a focus on developing comprehension skills • Pupils fedback that they enjoyed the opportunity to attend and try different extra-curricular activities