Beech Grove Primary School
Pupil premium strategy statement

Engage, Enrich, Excel

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	Beech Grove Primary
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	26%
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	October 2021
Date on which it will be reviewed	Termly / July 2022
Statement authorised by	Claire Joyce
Pupil premium lead	Karen Turnbull
Governor lead	Emily Walters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,941
Recovery premium funding allocation this academic year	£10,440
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	£112,381

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 and maths
- Reducing class sizes
- Implementing high quality, targeted interventions to close gaps and address misconceptions
- Tutoring for small groups
- Supporting the Social, Emotional and Mental Health needs of our pupils so that they are ready to learn and develop effective 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 poor oral language and communication skills.
2	Social, Emotional and Mental Health needs impacting on pupils' readiness to learn, resilience and self-esteem.
3	Limited opportunities to engage in first-hand experiences and enrichment opportunities outside of school, leading to reduced cultural capital, poor vocabulary and low aspirations.
4	Lack of basic number skills including recall of facts which decreases fluency and leads to cognitive overload when reasoning and problem solving.
5	Dual barrier of SEN and socio-economic disadvantage impacting on learning and progress in reading, particularly at key stage two.
6	Weaknesses in basic writing skills including accurate sentence construction, grammar and punctuation use.

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
Gaps in oral language and communication skills are rapidly closed in EYFS 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. The percentage of pupils achieving GLD is above the national average.
Disadvantaged pupils demonstrate positive behaviours for learning and attain as highly as non-disadvantaged pupils.	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. Fixed term exclusions are rare and well-below the national average. Attendance is above 97% for disadvantaged pupils. BVPT data shows improving scores for disadvantaged pupils. Internal/external data shows that disadvantaged pupils attain as highly as non-disadvantaged pupils in reading, writing and maths.
Pupils are equipped with the knowledge and cultural capital they need to succeed in life.	Records show that all disadvantaged pupils take part in trips, residentials, lunch time/after school clubs and enrichment opportunities. Pupil voice shows that disadvantaged pupils have highly positive attitudes to learning and to school and high aspirations for their future. First-hand experiences across the curriculum support pupils' vocabulary acquisition. As a result, progress measures in reading and writing are above zero at the end of KS2 and attainment is high.
Pupils are secure in the basic number skills for their year group and demonstrate high levels of mathematical fluency.	All pupils have a secure knowledge of the times tables and corresponding division facts for their year group. At least 90% of pupils in Year 4 achieve 20/25 or more in the Multiplication Check. White Rose Maths/PUMA assessment data shows that disadvantaged pupils make good progress in maths and attain as highly as non-disadvantaged pupils. Attainment in Year 6 is above the national expectation for disadvantaged pupils and above zero for progress.
Disadvantaged pupils on the SEN register make strong progress in reading. 'Every child is a reader'.	STAR Reading tests and PIRA data shows that there is no gap between the attainment of disadvantaged pupils compared to that of non-disadvantaged pupils. 100% of disadvantaged pupils pass the Phonics Screening Check in Year 1 and 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 is in-line with the national average. Progress is above zero.
Pupils' basic skills in handwriting, grammar and punctuation are secure, enabling all pupils to make strong progress in writing.	Work in books and teacher assessments show that standards in writing are high across the school for all pupils. Pupils demonstrate positive attitudes towards writing. Data from SPAG tests shows that pupils have a secure grasp of the objectives for their year group. Outcomes in writing for disadvantaged pupils are in-line with the national average in Year 6.

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: **£58,874**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused CPD to embed the 'Talk for Writing' (T4W) and 'Talk for Reading' (T4R) approaches. Half-termly visits from Maria Richards (English Adviser) to deliver CPD alongside the English Lead **£3500.**	The EEF guide to the pupil premium, tiered approach: teaching is the top priority, including CPD. T4W/T4R CPD will further develop staff's expertise and confidence in teaching writing and reading. Outcomes for disadvantaged pupils is below that of non-disadvantaged pupils nationally (-1.2 in writing compared to 0.3 for non-disadvantaged pupils and -2.7 in reading compared to 0.3 for non-disadvantaged pupils).	1, 6
Focused CPD in maths. Half-termly visits by Tom Hassall (Mastery Specialist) and Tracy Bolton (Maths Adviser) **£1000.**	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. 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. Ensuring pupils have access to the best teaching will help to address this.	4
Maintaining a 12th class for 2021-22. **£44,353**	Reducing class sizes: EEF +2 months. It is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. Adding to this, having 12 classes enables us to keep most classes as single year groups. We have analysed the needs of our year 6 cohort (12% EHCP, 29% PP) and there is a strong rationale for teaching them as two small groups of 21.	4, 5, 6

Accelerated Reader (AR) Subscription, implementation and books **£8521**	EEF +5 months for pupils eligible for FSM. AR is listed by the EEF as an effective programme to raise outcomes in reading, particularly for pupils in receipt of FSM. 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.	5
Focused CPD - meeting the needs of pupils with SEND. Additional EP support **£1000.** Training from the Learning Support Team **£500.**	The EEF guide to the pupil premium, tiered approach: teaching is the top priority, including CPD. 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.	4, 5, 6

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

Budgeted cost: **£14,056**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ full time, Academic Mentor. Small group tuition across years 3 and 4 **£4831.** Recruit new TA to deliver targeted interventions. **£4072.** Small group after school tuition for pupils in Years 5 & 6, led by school staff (year 5/6 class teachers; Deputy head and Headteacher). 1 hour per week for 3 members of staff **£2425.** NELI language intervention led by teaching assistant in EYFS **£2728.**	Small group tuition: EEF +4 months progress. Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. 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 be considered as part of a school's pupil premium strategy. Having analysed our cohorts we have identified that gaps in reading and maths across key stage 2 could be effectively addressed through small group tuition. Pupils have significant gaps in their learning in reading, writing and maths. These gaps have widened following extended periods of school closures. We have a significant number of pupils in our current reception cohort who have very poor oral language and communication skills.	1, 4, 5, 6

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

Budgeted cost: **£39,452**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Bug Club **£6262** 8am breakfast club for all pupils in receipt of pupil premium funding. They will be provided with a free breakfast and will enjoy sharing a book with an adult.	Breakfast club: +2 months. Breakfast clubs have been shown to increase pupils' concentration and behaviour, improving outcomes for all children, not just those who actually attend, by creating better classroom environments. The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment. Many of our pupils arrive at school, not ready to learn. This is due to a variety of reasons, including not having had breakfast, their SEMH difficulties or issues at home. In addition, many pupils are not heard read at home; Reading Bugs will provide a valuable opportunity for adults to hear pupils read and settle them in to school ready for learning.	2 (4,5,6)
Subsidise enrichment opportunities including trips and extra-curricular activities. Swimming **£1000** Music tuition **£500** Trips **£1000** Residentials **£1000** Visitors **£1000** Clubs **£500** Forest School **£7270** Breakfast club **£2280** Nurture club **£400**	Arts participation: EEF +3 months. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. For many of our disadvantaged pupils, the financial cost associated with extra-curricular activities, such as music lessons and trips is prohibitive. In addition, lack of parental contribution towards funding curriculum enrichment opportunities means that some activities become unviable for the school, due to budgetary constraints. Our pupils need opportunities to broaden their horizons and build self-esteem and self-efficacy. An enriched curriculum will build cultural capital, broaden vocabulary and support well-being. A number of our disadvantaged pupils have complex SEMH needs. Participation in forest school builds self-esteem and positive relationships. This supports improved behaviour.	2, 3

Continue to employ a Safeguarding and attendance officer. **£18,240.**	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. 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.	2

Total budgeted cost: £112,382

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.

Pupil Premium Attainment 2020-21

The Year 6 data below shows what pupils achieved in the 2019 KS2 SATs tests, which they sat in **May 2021** (the DfE SATs administration guidance was followed). The Year 2 data is based on teacher assessment which was informed by the 2018 KS1 SATs tests which the children took in June 2021.

% Achieving ARE	Reading		Writing		SPAG		Maths		RWM	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Year 2	50	57	58	60			58	73	36	54
Year 6	69	78	54	65	69	70	69	74	54	61

% Achieving GD	Reading		Writing		SPAG		Maths		RWM	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Year 2	0	16	9	3			0	6	0	0
Year 6	23	28	8	12	8	32	15	20	0	0

% Passing the Phonics check	PP	Non-PP
Aut 2020 Y2	86 (6/7 pupils)	97
Sum 2021 Y1	83 (10/12 pupils)	98

- Learning walks and scrutiny of pupils' work indicate that the quality of teaching has continued to improve across the school. Teaching in all classes is enabling pupils to make faster progress. This view is supported by feedback from external advisers.
- However, the extended periods of school closure have impacted negatively on pupils' learning. This is reflected in the attainment of pupils across the school, but particularly our disadvantaged pupils.
- Data shows that disadvantaged pupils did not attain as highly as non-disadvantaged pupils in 2021. However, comparison with data from previous years indicates that this gap is diminishing.
- Attendance rates have continued to improve for disadvantaged pupils (95.5% in 2019 increasing to 97.5% in 2021). Persistent absence for this group has also decreased.
- There has been a significant reduction in the number of fixed term exclusions.

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
Purple Mash	2simple
White Rose Maths	White Rose Maths / Trinity MAT
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 club provision • Music tuition • Reading intervention
What was the impact of that spending on service pupil premium eligible pupils?	• Pupils who were finding it difficult to come in to school due to their anxiety, reported a calmer start to their day as a result of attending breakfast club. Teachers highlighted that pupils came in to morning lessons ready to learn. Attending breakfast club also gave pupils a valuable opportunity to socialise with their peers, building self-esteem and confidence. • Pupils' music learning has supported improved self-esteem and positive attitudes to school. Pupils have performed in assembly, experiencing a sense of pride and personal achievement. • Pupils' progress in reading has been supported through a focus on developing comprehension skills.