

Governor's Meeting 21st March 3pm: Headteacher's Report

Pupil numbers 2023

	Nursery	Reception - Miss Hussey	Reception Miss Stuart	Year 1 Miss Halliday	Year 1 Miss Sayania	Year 2 Miss Edmundson	Year 2 Mrs Carter	Year 3 Mr Hancox	Year 3 Mrs Finsbury	Year 4 Miss Pinder	Year 4/5 Miss Walker	Year 5 Mr Campbell	Year 6 Miss Brown	Total
Year 1	0	0	0	22	21	0	0	0	0	0	0	0	0	43
Year 2	0	0	0	0	0	24	22	0	0	0	0	0	0	46
Year 3	0	0	0	0	0	0	0	25	18	0	0	0	0	44
Year 4	0	0	0	0	0	0	0	0	0	30	13	0	0	43
Year 5	0	0	0	0	0	0	0	0	0	0	15	25	0	40
Year 6	0	0	0	0	0	0	0	0	0	0	0	0	37	37
Year R	0	22	24	0	0	0	0	0	0	0	0	0	0	46
Year N1	9	0	0	0	0	0	0	0	0	0	0	0	0	9
Year N2	23	0	0	0	0	0	0	0	0	0	0	0	0	23
Total	32	22	24	22	21	24	22	25	18	30	28	25	37	331

What Governors Need To Know and Question: Headlines

Behaviour: Pupils' behaviour and attitudes continue to be exemplary. The teaching of self-regulation from nursery and reception and high emphasis placed on focus in lessons is key to the success and standards and achievement across the school. All staff are taught, through our Behaviour Policy, the way to achieve routines and the way to model expectations in lessons. There is a whole school approach which enables consistency and continuity across the school. ALL pupils, including those with SEND and pupils taken through Fair Access arrangements learn to behave well. This makes behaviour support workers unnecessary as pupils can exercise self-control, can be trusted with a high degree of freedom in the school because they understand about responsibilities.

Attendance: Full report attached. Whole school attendance is 96.8%.

2021-2022 persistent absentees are now over 90% with the exception of 1 child. School Attendance Panel Meetings have been held (HT Learning Mentor/ Local Authority with those pupils' who are below 90% 2022-2023. All pupils have improved since these meetings and the lowest attendance in 86%.

Governor Question: How does Beecroft maintain such high attendance.

Answer: A rigorous attendance policy is followed in full – traffic light system, regular communication with parents, daily phone calls, rewards, Attendance is the responsibility of every member of staff and pupils themselves know that for the whole school 96% is the magic number.

Attainment National: Validated Data For 2022 Results.

IDSR: All governors have received this document. Beecroft's 2022 Y6 results place it in the top 5% of schools nationally. (See visual explanation – IDSR and results document)

Governor Question: Are the results good enough – how do we know?

Answer: The results are compared with those achieved nationally and in the Local Authority. Different groups of pupils are analysed and compared with the results of those pupils nationally – SEND (Special

educational Needs and disabilities, EAL, Pupil Premium, girls, boys. The school looks for patterns. (See FFT data summary)

In all the groups Beecroft is considerably ahead of national statistics.

Qualitative Work in School: Governors conducted a monitoring visit on 16th March to look at behaviour and work in classrooms. They looked at the consistency across the school and the progress made as demonstrated in pupils' work. They monitored personal development through discussion with the school council.

Extra-Curricular activities: All up and running with sport, drama, music, Eco....

Residential Visits

Castleton Year 6:

Malham Year 4:

Nell Bank Year 5:

The three above are geography field trips and bring to life the language and curriculum in a real context. All pupils are attending and all 3 trips are subsidised by school.

Music

Year 2-6: Musical The Pied Piper (Drama from the Drama Club and singing from the rest of school) dance club performed a rat dance and Year 2 continued the dance with speaking.

Music Instrumental lessons: All Year 4-6

Flute – Miss Turner

Violin- Miss Walker

Recorder Groups – Miss Pinder, Miss Stuart

Keyboard – Mr Rhoades

Guitar – Miss Hussey

Early Career Teachers (ECT)

There are 2 teachers in their second year of ECT and making excellent progress – one in Reception and the other in Nursery.

Healthy School's Assessment 21 April 2022

General: Quotation from the report

"This school is very much about everyone and is very pupil-focused and inclusive. The learning environment promotes healthy living and wellbeing, evident through the beautifully presented physical and emotional health messages and displays that are visible throughout the school. Everyone feels safe, cares for each other and is very friendly. The parents I spoke to could not praise the school highly enough. The school is highly inclusive of everyone.

The commitment, passion, hands-on approach and vision of the head teacher and the Healthy Schools Coordinator/ PSHE lead and Mind-Mate lead are very apparent. There is a strong and well embedded holistic approach to health and wellbeing. They aim to be proactive rather than reactive and are responsive to the needs of the whole school community.

School policies and action plans linked to Health and Wellbeing are clear, robust and regularly updated."

This was a very positive report about the school's approach to personal development and wellbeing.

Areas for development: All are now in place below;

PSHE:

- To further develop and widen the parental consultation when next reviewing the Relationships and Sex Policy.
- To consider expanding the Year 6 RSE curriculum to include conception.
- To use the pre and post assessment sheets as part of evidence collecting and assessment in PSHE.

This is fully in place and was taught in summer 2022

Physical Activity:

- To check that all classes are being provided with a regular 2 hours of PE per week, as per the policy and timetable.

This is fully in place with the appointment of PE teacher Mrs Farthing Kaye

Healthy Eating:

- To consider providing some low maintenance opportunities for pupils to grow food or herbs (e.g. in boxes, buckets or planters) which could be used in the school lunches, enhancing pupils knowledge of where food comes from and sustainability.
- To set up School Food Ambassadors to provide a regular platform where pupils can discuss school food and a team of pupils who can monitor school meals, help at lunchtime etc.

This is fully in place

Pupils' mental health and wellbeing goes hand in hand with all other work in the school.

Priorities are:

- Mind-mate sessions
- Food and feelings daily diary
- Working with catering on the quality of school meals and the inclusion of pupil voice in this.
- Worry box and immediate addressing of pupil issues in the classroom.
- Specific work through – on-line safety, anti-bullying week.
- Bespoke play therapy – individual children with identified problems.
- Appointment of P.E teacher.
- Pupil mentors interviewed and working 1:1 with identified pupils.
- Food and feelings diary on-going

Pupil Responsibilities

1. School Council develop areas across the school with their Development Plan
2. Year 6 Pupil mentors – applied and were interviewed for posts working with pupils for reading, play and friendships.
3. P.E. leaders (pupils) trained to coach other pupils.
4. Librarians for a lunchtime library session.

Importance is attached to pupils' development of leadership, independence and relationship and citizenship skills.

Community And Family Assembly

1. Support with food parcels, uniform and family support has been at a high level since and during Covid.
2. Family Assembly monthly – Coffee organised by FAB (Friends At Beecroft) The assemblies are well attended by governors and parents and carers. Pupils present work – e.g. the last wellbeing day, play music. There are plans for a summer fair, easter egg competition.

Parent Survey Results: 97% of the surveys returned were very positive about the school and would recommend to other parents. Where there are suggestions or comments the Headteacher has rung every parent to have a conversation. Play Therapy has resulted from the conversations.

Play Therapy

March 2023: Appointment of qualified Play Therapist (BAPT) for one day each week. Identified pupils and families affected by Covid 2020 (Mainly Reception pupils in 2020) for Social emotional and Mental Health. Small group therapy and mental health sessions with groups pm. (It is too early at this stage to assess the impact of this although it has been welcomed by stakeholders.)

Governor Monitoring Visits To School

16 March: All governors – monitoring against School Improvement Priorities and speaking to the school council. (Governors to report back)

Mr Quasin – Speaking to Year 6 in his capacity as an Imam of the mosque on forgiveness for their RE work.

Family Assembly Monthly: Community and parent governors monitor the atmosphere and ethos, behaviour and wellbeing.

SEN Governor: SEN updates and returns.

Safeguarding: Annual return and checks

Progress With The School Improvement Plan

1. Governors' visit to school – monitoring the fundamental principles of: behaviour, attendance, 5 a day teaching strategies, attendance, reading policy, writing policy. The governors will report on their visit on Agenda Item 6a The majority of areas are about sustaining practice and not initial implementing. On-going training is weekly and through our coaching model.
2. See also Updated Curriculum Book March 2023.
3. Monitoring Visit Sam Golia (School Improvement Adviser) 22 March 2023 Deep Dive Geography
4. Previous visit reports on website – Reading Deep Dive March 2022 and Healthy Schools Report April 2022
5. Arts mark silver and gold award September 2022

An Update on Early Reading And Phonics (local authority priority)

Pupil premium strategy statement 2022-2024

This

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

statement details our school's use of pupil premium (and recovery premium for the 2022-2024 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	Beecroft Primary School
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	21.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2024
Statement authorised by	June Turner (Head)
Pupil premium lead	J. Turner/N. Brown
Governor / Trustee lead	P. Gradys

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,740
Recovery premium funding allocation this academic year	£ 8,950
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	£96,690

Part A: Pupil premium strategy plan

Statement of intent

At Beecroft Primary School high quality teaching and learning is at the heart of our approach. The development of metacognition and self-regulation within the 5 a day teaching strategy (drawing upon EEF guidance reports is a key feature of our strategic plan across the school. Pupils in receipt of pupil premium, at Beecroft Primary School, do particularly well due to the supportive structure of the school balanced with the rigour, repetition and in-built teaching of resilience within the school ethos. The proven intention is that all pupils including those who are disadvantaged, reach at least age-related expectations. Resilience, when learning is explicitly taught which enables those pupils on pupil premium to develop self-confidence and application. Determination to achieve is talked about daily and rewarded when demonstrated by pupils. Very high standards of behaviour, expected from all, and high attendance levels, support strongly the high expectations and our belief, communicated to the pupils' that 'All pupils can achieve high standards of work, behaviour and attitudes to others.' Pupils have a strong moral code based on the lead given by the school. It is achieved through the on-going dialogue with all pupils in the school and their inclusion in the policy making and developments.

The intention supports high attainers to achieve their goals. Those who are non-disadvantaged will also benefit from the approaches and actions and activities. As the school has 72.7% minority ethnic groups – many new to English and 42.9% English Additional Language – they also benefit both from the bespoke packages and the consistency in the high-quality teaching.

The challenges, at Beecroft have been assessed through robust assessments, observations and take account of our unique challenges with attendance levels - holidays taken in term time, by vulnerable Pakistani groups. A robust Attendance Policy (drawing on DFE guidance and written in 2022) underpins the attendance strategy.

At the core of the teaching is the intent within all subjects which is to widen and develop vocabulary and oracy, develop reading and comprehension strategies so that pupils, many of whom are second language learners, can work confidently and successfully across the curriculum.

All pupils benefit from the approach which is highly aspirational. It takes account of the recent educational recovery through the use of teachers in our setting working with groups after school.

Where there are vulnerabilities within non- pupil premium pupils – additional money from Beecroft Primary School's school budget provides family support and targeted well-being through the Learning Mentor. Targeted support is also provided through recognised DFE

interventions for which support staff are trained. (Success in Arithmetic and Nuffield Early language Intervention. NELI)

The intent will lead to the intended outcomes because:

- Disadvantaged pupils are challenged and expectations of teaching in whole class and small group work is aspirational and high quality.
- Initial assessments diagnose in Reception
- There is a whole school approach which is based EEF (Education Endowment Foundation Research) Training for reading, writing and the 5 a day approach is rigorous. Metacognition and self-regulation is at the heart of learning
- Disadvantaged pupils benefit from wider strategies such as the school music programme and learn to play a musical instrument, as they also do from the out of school clubs. They benefit from the language opportunities in the whole school drama.

Challenges

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

Challenge number	Detail of challenge
1	On entry assessments and observations indicate underdeveloped oral language skills – both those with English as an additional language and those who are white British. This is more prevalent with disadvantaged pupils from Year Reception to Year 6. Primary baseline assessments show early language is underdeveloped which impacts on reading and maths.
2	Attendance data (particularly after Covid) indicates that work to remedy potential persistent absence, is mainly amongst the disadvantaged. 20% of the disadvantaged group need attendance intervention. By the end of the year the gap has been closed. Whole school attendance is 97% annually. (96.2 in 2022)
3	Disadvantaged pupils' have more difficulty with phonics than their peers and targeted groups are needed.
4	Observations and monitoring shows that pupils from disadvantaged families do not engage with the home-school reading programme as readily so comprehension skills are not embedded at home.
5	Whilst 70% of the whole school attended during Covid lockdown, a significant minority did not attend and there are gaps in learning amongst the disadvantaged groups.
6	70% of Reception pupils show limited mathematical knowledge on the Reception baseline assessment and this impacts from YR to Year 6.
7	Wellbeing and emotional resilience (healthy schools and wellbeing survey) show lack of enrichment and out of school activity.

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
Improve oral language skills and vocabulary amongst disadvantaged pupils	Through triangulation of lesson observations, book scrutiny and reading related comprehension pupils demonstrate increasing vocabulary and oral skills. Test results at the end of Year 6 show that all pupils achieve age related expectations.
Achieve and sustain improved attendance to 'high' (At least 96% and 0% persistent absence.)	Attendance is high for the whole school at 97% sustained over 5 years. (96.2% in 2022) Achieve this level with disadvantaged pupils through sustained engagement with families and rigorous implementation of the new Attendance Policy.
Sustain phonics attainment at 100% with all pupil groups including the disadvantaged	All pupils achieve Pass in the Year 1 phonics unless there is a cognitive special educational need.
Engage families in home -school reading so that outcomes are high at the end of Key Stage 2	Disadvantaged pupils reach age related expected outcomes in reading at the end of Key Stage 2.
To achieve and sustain wellbeing	As indicated in: <ul style="list-style-type: none"> • All disadvantaged pupils attend a club. • Qualitative data from pupils, parents and teacher observations. • 'worry box' and feelings scales indicates less anxiety and improved attitudes to learning and peers. • All pupils' premium pupils play a musical instrument and achieve 'copper' by the end of Year 6.
Mathematical language and skills enable pupils to achieve at least age-related expected levels at the end of Key Stage 2.	Through triangulation of lesson observations, book scrutiny and reading related comprehension pupils demonstrate increasing vocabulary and oral skills. Test results at the end of Year 6 show that all pupils achieve age related expectations.
Address gaps in learning with the minority of disadvantaged pupils who missed learning during lockdown periods.	Engagement in school, attendance at 'booster' sessions after school. Through triangulation of lesson observations, book scrutiny and reading related comprehension pupils demonstrate increasing vocabulary and oral skills.

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: £ 56,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching using EEF strategies – 5 a day is key. Leaders demonstrate lessons through our 'coaching policy' Reading and writing school policies are embedded in daily teaching strategies.	<p>Research shows that the writing process must be taught rigorously and cumulatively so that pupils gain control of the process. Reading comprehension strategies are taught alongside breadth and depth at Key Stage 2.</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Metacognition Self-Regulated Learning</p> <p>Moving Forwards, Making a Difference 2022-2023.</p> <p>Literacy and mathematics in Early Years and Key Stage 1</p>	1, 2, 3, 4, 5, 7
Structured additional booster reading and mathematics using teachers after school and highly competent retired headteacher and senior leader.	<p>Research shows that the writing process must be taught rigorously and cumulatively so that pupils gain control of the process. Reading comprehension strategies are taught alongside breadth and depth at Key Stage 2. (metacognition)</p> <p>EEF Literacy and Reading Key Stage 1 and Key Stage 2 as above.</p>	1, 4, 6,7
Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<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: language teaching should develop breadth (vocabulary size) and depth understanding and use in context)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1,6
Purchase of standardised diagnostic assessments	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1,2, 6

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf</p>	7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost £40,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all pupils identified as in need of additional reading support have time provided after school in either small groups or on an individual 1:1 basis.	<p>There is a strong evidence base showing the impact that high quality interventions can have. They are effective because they are deployed alongside activities to improve teaching.</p> <p>(The EEF guide to Pupil Premium)</p> <p>Teaching Assistant Interventions EEF</p>	1,3,4,5,6,7,
Small group and 1:1 from retired headteacher for reading and senior leader for maths. Strategies used are those embedded in school practice and reinforce the class work.	<p>Research shows that the writing process must be taught rigorously and cumulatively so that pupils gain control of the process. Reading comprehension strategies are taught alongside breadth and depth at Key Stage 2.</p> <p>Improving Literacy in Key Stage 2 EEF</p>	1,3,4,5,6,7
Early morning 8.30 catch up reading and Mathematics.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1

Oracy and phonics programmes in Reception and Year 1 taught by a teacher.	<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:</p> <p>DfE validated Systematic Synthetic Phonics programme</p> <p>Nuffield Early language Intervention (NELI)</p>	1,3,4
Teaching Assistants trained in bespoke mathematics programmes. (EEF approved and researched.	<p>Research evidence shows progress in Mathematics of an additional 5 months gain in pupils. Trained TA's</p> <p>1stclass@Number.</p>	

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

Budgeted cost: £ 11,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Healthy schools and wellbeing at the heart of class teaching with direct teaching of resilience. High quality feedback focus on the task, subject and self-regulation strategies.	A Learning Support Assistant dedicated to the emotional wellbeing and academic achievement children. Feelings books and 'worry box' supports the approach.	7
Small group music instrumental teaching on keyboard. 1 hour each week from retired Head of Music All pupils learn to play a musical instrument.	<p>Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p> <p>Arts participation EEF</p>	7, 1
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance 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>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Beecroft's own Attendance Policy 2022 is based on this guidance and is rigorous, reliable and relevant.	2
Teacher trained in Reception intervention	20 week intervention programme – oracy for Reception. 8 pupils of bottom 20%.	1,3,4

programme for disadvantaged pupils.	DFE funded Reception Language Programme 'Nuffield Early Language Intervention.'	
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Total budgeted cost: £ 108,347 (Additional costs met from carry forward school balance)

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The development of metacognition and self-regulation and the use of the 5 a day teaching strategy (drawing upon the EEF guidance reports) is a key feature of our strategic plan which benefited all pupils in 2021-2022. The approach is to be embedded in 2022-2023. That and the targeted academic support and new attendance policy meant that the y6 cohort 2022 achieved highly overall and disadvantaged pupils did exceptionally well. Beecroft is in the top 5% nationally for progress (see below) All pupils achieved the expected level apart from one non-disadvantaged pupil waiting for an EHCP. Pupils were prioritised to be in school over covid due to the high proportion of EAL and pupil premium and this decision reaped advantages. Fidelity to the new phonics scheme meant 100% achieved a pass in Y1. Key Stage 1 *results compare favourably with the local authority and national*. The language centred school approach ensured that writing achievement and attainment is high as are spelling scores which are high across all pupil groups. Our internal assessments during 2021/2022 suggest that the performance of all pupils, including disadvantaged pupils, were high throughout the school and in line with previous years in the key areas of the curriculum of English and mathematics. A greater challenge in 2022-2023 is with Y6 where 44% are FSM/disadvantaged. Of this cohort the majority of the 9 persistent absentees in 2021-2022 are in the current 2022-2023 Year 6. Substantial progress has been made with attendance (4 had extended leave in Pakistan), 2 pupils are 'stuck' and the rigorous attendance policy is applied on a daily basis. Overall attendance was significantly above national at 96.2%. However, with small cohorts' persistent absence can have a detrimental impact even with 9 pupils. (This reduced from 15 earlier in 2021/2022)

Cohort 2021-2022 Year 6	At expected level or higher	At higher standard	Progress scores ASP Dec 2022
Reading	97% (1 pupil)	66%	4.40
Writing	97%	48%	4.40
Maths	97%	62%	4.45
Science	Teacher assessment	100%	N/A
All three subjects combined at expected level = 97%			
All three subjects combined at higher standard = 38%			

The outcomes for our pupils remained high, in part because 70% of the pupils were in school during lockdown where they continued to receive a high-quality curriculum and quality first teaching. A strategy of actively engaging with parents of disadvantaged pupils also ensured that the vast majority of pupil premium pupils were in school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were not impacted during the last 2 years due to COVID-19 related issues. This is because we ensured that the majority of pupils (70%) were in school throughout the year continuing to receive a quality education without disruption to their learning and routine.

Behaviour is not included in our pupil premium strategy plan as it is outstanding due to the rigorous and constant training of staff. Both our targeted interventions and universal approaches have a positive impact in the school.

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
None	

Further information (optional)

Our pupil premium strategy is supplemented by additional activity that is not funded by pupil premium or recovery curriculum.

- 1 senior leader will, (July 2022) was trained as mental health leads. Wellbeing is at the heart of our work in school. Pupils have a voice and parents are involved in collaborating about wellbeing through our Healthy Schools and wellbeing programme.
- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate because a detailed plan ensures that they are not overlooked. Some activities are arranged at lunchtime for this reason.
- Instrumental music teaching at Key Stage 2. All pupil premium pupils learn to play an instrument – mapped. The instruments – flute, recorder, guitar, keyboard, violin, ukulele are bought by school and music medals (ABRSM) are purchased by the school.

Music Medal Total Numbers 2021-2022 – 50 at copper, bronze, silver or gold

- Learning Mentor family support over and above the strategy together with teacher phone calls to parents on a regular basis.
- Purpose built design and technology room and specialist teachers for art and DT. A well taught broad curriculum extends language, motivation and success across the curriculum

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated our success in using EEF research documents to underpin our training and policies. EEF research underpins all the work at Beecroft. With ECT staff there is a need for explicit teaching and training and repetition to embed approaches across the school.

Beecroft Primary School his highly aspirational and always compares itself with what the best schools do regardless of the number of disadvantaged families. It looks at 'high' outcomes for all.

[eef teacher feedback to improve learning](#) will be planned into whole staff training over the next year and a whole school policy will be based on the evidence.

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.