

Pupil premium strategy statement 2022-2024

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.

This 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 ongoing 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.	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. Improving Literacy in Key Stage 2 EEF Metacognition Self-Regulated Learning Moving Forwards, Making a Difference 2022-2023. Literacy and mathematics in Early Years and Key Stage 1	1, 2, 3, 4, 5, 7
Structured additional booster reading and mathematics using teachers after school and highly competent	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	1, 4, 6,7

retired headteacher and senior leader.	and depth at Key Stage 2. (metacognition) EEF Literacy and Reading Key Stage 1 and Key Stage 2 as above.	
Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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) Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1,6
Purchase of standardised diagnostic assessments	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2, 6
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	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): EEF_Social_and_Emotional_Learning.pdf	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
<p>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>	<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>	<p>1,3,4,5,6,7,</p>
<p>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>	<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>1,3,4,5,6,7</p>
<p>Early morning 8.30 catch up reading and Mathematics.</p>	<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>	<p>1</p>
<p>Oracy and phonics programmes in Reception and Year 1 taught by a teacher.</p>	<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>	<p>1,3,4</p>

Teaching Assistants trained in bespoke mathematics programmes. (EEF approved and researched.	Research evidence shows progress in Mathematics of an additional 5 months gain in pupils. Trained TA's <i>1stclass@Number.</i>	
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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.	Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics. Arts participation EEF	7, 1
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	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 programme for disadvantaged pupils.	20 week intervention programme – oracy for Reception. 8 pupils of bottom 20%. DFE funded Reception Language Programme ‘Nuffield Early Language Intervention.’	1,3,4
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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	At expected level or higher	At higher standard	Progress scores
Year 6			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 is 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 two-year approach and will adjust our plan over time to secure better outcomes for pupils.