



## Beechfield School pupil premium strategy statement

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	Beechfield School
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Gillian Jackson
Pupil premium lead	Tanya Mortlock
Governor / Trustee lead	Lesly Adams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,775
Recovery premium funding allocation this academic year	£13,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£141,550

## Part A: Pupil premium strategy plan

### Statement of intent

- Gaps in attainment between disadvantaged children and non-disadvantaged children will close. All children meet national expectations.
- All children make good or better progress in their learning.
- High quality teaching will ensure there is an explicit focus on vocabulary so that our disadvantaged children have access to a rich academic language that they can apply in their own learning.
- Our curriculum will include a range of enrichment activities so that our disadvantaged children will have opportunities and experiences that they may not otherwise have in order to enhance their learning experience.
- Social and emotional needs are supported so children have good behaviour for learning. We will ensure that disadvantaged children are equipped with self-regulation strategies needed to succeed academically and socially.
- Parents of disadvantaged children are supported to help their children with learning.

### Challenges

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

Challenge number	Detail of challenge
1	Internal and external school assessments suggests that disadvantaged children do not attain as well as non-disadvantaged children. The challenge is improving attainment.
2	School assessments and observations suggest that some of our disadvantaged children are not yet able to use and understand a range of higher level vocabulary within the curriculum
3	Some of our pupil premium children may not have access to a wide range of different experiences outside of school
4	The volume of teacher referrals for pastoral support suggests that some of our disadvantaged children need additional social and emotional support
5	Feedback from parent consultations shows that some of our children's families would benefit from support from school about how to help their children's learning at home, including access to technology and the internet – which is also reflected in the amount of laptops loaned to families during both lockdowns.
6	Monitoring of attendance shows that some of our families need support to improve their attendance

## 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
<i>(1) The gap is closed in Reading, Writing and Maths between disadvantaged and non-disadvantaged children</i>	<p>Quality first teaching allows pupils to make good or better progress</p> <p>Interventions are in place to support targeted children</p> <p>Termly assessment drops show that gaps are closing and where they aren't, rapid support is put in place</p> <p>More pupil premium children achieve age-related expectations in Reading, Writing and Maths and the gap is closed</p>
<i>(1,2) From Nursery to Year 6, communication and language is embedded across the school</i>	<p>Every classroom environment supports the focus, e.g. scaffolding through speaking frames</p> <p>Talk for Writing approach is embedded across the school</p> <p>Children can use subject specific language in all curriculum areas</p> <p>All adults model correct English and higher level vocabulary when teaching</p>
<i>(2) Children have strategies to find out the meaning of unknown vocabulary in their reading across the curriculum</i>	<p>Pupil premium children read 3 x per week to an adult in school</p> <p>Children are reading at age related standards</p> <p>Reading interventions show good or better progress</p> <p>Specific reading skills are taught daily in class and through interventions</p>
<i>(2) Children can use the vocabulary they have been taught correctly within their learning and when talking about their learning</i>	<p>Learning walks show teachers are using higher level vocabulary</p> <p>Book looks show vocabulary is explicitly taught and used correctly in children's writing</p>
<i>(3) The curriculum provides enrichment opportunities so that children gain additional life experiences and skills that link with their learning</i>	<p>School trips are planned sequentially with learning</p> <p>Subjects offer opportunities to develop life skills, e.g. using money in maths, cooking/baking in DT, etc</p> <p>Children leave school having experienced a wide range of memorable spiritual, moral, social, sporting and cultural activities that they are able to talk and write about</p>
<i>(4) Children recognise their feelings and can use self-regulation strategies</i>	<p>All staff promote the use of zones of regulation and protected behaviours</p> <p>Any children who need support are identified and referred to the pastoral team</p> <p>Interventions run by the pastoral team show impact</p> <p>Children know how they are feeling and the strategies they can use when needed</p>

	Children show positive behaviour for learning
<i>(5) School has run a range of workshops to support parents with helping their children at home</i>	<p>Identified families have taken part in relevant workshops</p> <p>Parent voice shows parents feel they are able to support their children at home</p> <p>Parent consultation evenings provide families with strategies to for parents to support their children at home</p> <p>Families needing additional support, e.g. Home Start, support from the Salvation Army or food bank, etc can access support from the pastoral team</p>
<i>(6) Families who need support with technology have been identified and supported</i>	All families have access to a device and the internet to support children's learning

## 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

**Budgeted cost: £15,015.68**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>In house training (staff INSET) and development to improve high quality teaching</i>	John Hattie: Improving the quality of teaching is the single most important factor in improving outcomes especially those with disadvantaged backgrounds	1,2,3,4,6
<i>PPG strategy training (including EYFS) for new PPG lead</i>	EEF: A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle	All
<i>PPG lead monitoring and support for teachers + family communication</i>		All
<i>Talk for Writing teacher CPD</i>	EEF: Structured approaches that give students step-by-step guides to writing in various genres, focused squarely on writing outcomes support children in their writing as well as programmes that teach students to assess their own and others' drafts, to give students more feedback and insight into effective writing strategies	1,2

## Targeted academic support

**Budgeted cost: £84,040.97**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1/small group work for Reading, Writing, Maths (Covid catch up)</i>	EEF: On average, one to one tuition is very effective at improving pupil outcomes Small group tuition has an average impact of four months' additional progress over the course of a year	1,2,3
<i>Resources for Maths intervention</i>	EEF: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	1

<i>TA to support EYFS teaching assistant</i>	EEF: The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year	1,2,
<i>TA to support LKS2</i>	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year	1,2
<i>Teaching Assistant CPD – Effective feedback, AfL and metacognition</i>	EEF: Low attaining pupils tend to benefit more from explicit feedback	1,2,3
<i>Interventions from Teaching Assistants</i>	EEF: TA interventions provide children with four additional months' progress	1,2,3

## Wider strategies

**Budgeted cost: £ 42,497.12**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Monitoring and providing support for improved attendance and persistent absentees by admin staff and Assistant Head</i>	Attendance improvements when parents are informed and supported with attendance	1,2,3,6
<i>Pastoral support for children with additional behaviour/wellbeing needs including referrals to and work with external agencies</i>	EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress  EEF: Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning	All
<i>Pastoral support for families</i>	EEF: Parental engagement has a positive impact on average of 4 months' additional progress	4,5,6
<i>Parental workshops to support children's learning and access to curriculum</i>	EEF: Parental engagement has a positive impact on average of 4 months' additional progress	1,2,3,5,6
<i>Pupil premium allowance per pupil for school uniform, trips, resources, etc</i>	Improved wellbeing for children	All

<i>Music sessions</i>	EEF: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum	3
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**Total budgeted cost: £ 141,553.95**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021*

Our 2019 data showed:

#### **KS2 attainment**

14/53 children were considered disadvantaged (26%)

- Reading/Writing/Maths combined: 42.9% were working at or above age related, compared to 59% non-disadvantaged children
- Reading: 71.4% were working at or above age-related expectations, compared to 69.2% non-disadvantaged children (28.6% were working above, compared to 23.1% non-disadvantaged)
- Writing: 71.4% were working at or above age-related expectations, compared to 79.5% non-disadvantaged children (7.1% were working above, compared to 28.2% non-disadvantaged)
- Maths: 64.3% were working at or above age-related expectations, compared to 82.1% non-disadvantaged children (0% were working above, compared to 28.2% non-disadvantaged)

#### **KS2 progress**

- Reading progress scores for disadvantaged were 4.55, compared to 4.49 non-disadvantaged (and 0.60 nationally)
- Writing progress scores for disadvantaged were 3.05, compared to 5.02 non-disadvantaged (and 0.50 nationally)
- Maths progress scores for disadvantaged were 1.39, compared to 4.28 non-disadvantaged (and 0.70 nationally)

#### **KS1 attainment**

11/57 children were considered disadvantaged

- Reading/Writing/Maths combined: 36.4% were working at or above age related, compared to 58.7% non-disadvantaged children
- Reading: 45% were working at or above age-related expectations, compared to 69.6% non-disadvantaged children (18.2% were working above, compared to 21.7% non-disadvantaged)
- Writing: 36.4% were working at or above age-related expectations, compared to 60.9% non-disadvantaged children (9.1% were working above, compared to 8.7% non-disadvantaged)
- Maths: 54.5% were working at or above age-related expectations, compared to 71.7% non-disadvantaged children (18.2% were working above, compared to 21.7% non-disadvantaged)

#### **Attendance during 2020-2021:**

Reception - 88%

Year 1 – 88.1%

Year 2 – 95%

Year 3 – 92%

Year 4 – 97%

Year 5 – 92%

Year 6 – 96%