



2023-2024 Beechfield School pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	389
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
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	£125,130.00
Recovery premium funding allocation this academic year	£12,470.00
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	£137,600.00

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.
- Children will make accelerated progress from starting points in Writing
- 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 will be 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 will be 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 this 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 School trips are planned sequentially with learning</i>	<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> <p>Children can articulate learning from school trips and link it to their learning in class</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> <p>Children show positive behaviour for learning</p>
<p><i>(5) School has run a range of workshops to support parents with helping their children at home</i></p>	<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>
<p><i>(6) Families who need support with technology have been identified and supported</i></p>	<p>All families have access to a device and the internet to support children's learning</p>

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.

High quality teaching

Budgeted cost: £48,497.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>In house training (staff INSET) and development to improve high quality teaching</i>	<p>John Hattie: Improving the quality of teaching is the single most important factor in improving outcomes especially those with disadvantaged backgrounds</p> <p>Without explicit, fully-guided instruction, pupils lacking in prior knowledge are prone to developing misconceptions (Kirschner et al., 2006).</p> <p>Explicit teaching of metacognitive strategies may improve pupils' learning and increase their independence (EEF, 2017)</p> <p>Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils (Using pupil premium: guidance for school leaders, DfE March 2022)</p>	1,2,3,4,6
<i>Following on from high quality teaching training, upskill all staff to support children with SEND via quality first teaching and explicit instruction</i>	<p>The SEND Code of Practice (2015) -teachers are responsible and accountable for the progress of pupils with SEND in their class</p> <p>Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. (EEF, 2020)</p> <p>Teachers need to use strategies to support long term memory for pupils with SEND (NASEN 2020)</p>	1,2,3,4,6
<i>Talk for Writing teacher CPD</i>	<p>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</p> <p>Support from literacy experts and ongoing professional development in literacy can develop teachers' literacy knowledge (International Reading Association, 2012)</p>	1,2,3,4,6
<i>Maths mastery</i>	<p>EEF: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year</p>	1,2,3,4,6
<i>Word Aware training for EYFS</i>	<p>Ofsted 2022: At both primary and secondary level, the gap between those who are word-rich and those who are word-poor correlates with lasting socio-economic and health inequalities. Children with a language deficit at the age of 5 are 4 times more</p>	1,2,3,4,6

	likely to have reading difficulties when they are adults. Developing spoken language, including vocabulary, is essential for the academic progress of all children. Developing vocabulary explicitly, especially in the early years, is therefore critically important. Without action to tackle it, the word gap grows.	
<i>Vocabulary, speaking and listening training</i>	Pupils from more advantaged backgrounds arrive at school with a vocabulary twice the size of their less advantaged peers (Hart & Risley, 2003) There is a link between pupils' early vocabulary acquisition and later academic success (Bleses et al., 2016, Ofsted 2022)	1,2,3,4,6
<i>Teaching Assistant CPD – Effective feedback, AfL and metacognition</i>	EEF: Low attaining pupils tend to benefit more from explicit feedback	1,2,3,4,6
<i>Reading fluency</i>	Pupils, particularly those from disadvantaged backgrounds, often start secondary school below the expected standard for reading and subsequently struggle to access the full breadth of the curriculum (EEF, 2019a) If pupils cannot read fluently, they will be more likely to experience cognitive overload when trying to acquire new knowledge through reading (Murphy & Quigley, 2017)	1,2,3,4,6

Targeted academic support

Budgeted cost: 38,376.61 (and 12,470.00 recovery funding - tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1/small group work for Reading, Writing, Maths with a focus on pre-teaching</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 Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundle, 2017; Earle and Rickard, 2017; Munket al, 2010; Lalleyand Miller, 2006). Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalleyand Miller, 2006). When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging (Polak, 2017). Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Mikel, 2015).	1,2,3,4,6
<i>Reading fluency intervention Years 2-6</i>	Pikulski and Chard (2005) describe fluency as a bridge from word recognition accuracy to text comprehension Through repeated reading, readers become more adept and efficient at employing prosodic features into new passages not previously read (Rasinski 2012)	1,2,3,4,6

	Fluency, however, is usually considered a lower level reading skill, one that should be mastered early in a student's literacy development (Rasinski 2012)	
<i>Word Aware teaching strategy</i>	Students learn the meanings of targeted words to a greater extent when an extended method of vocabulary instruction is used (DfE and Coyne, McCoach & Kapp (2007)	1,2,3,4,6
<i>Maths mastery</i>	EEF: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year	1,2,3,4,6
<i>Interventions from Teaching Assistants</i>	EEF: TA interventions provide children with four additional months' progress	1,2,3,4,6
<i>Tutoring support</i>	High quality teaching is the most powerful lever schools have for improving pupil outcomes. However, especially post-pandemic, there may be children in need of additional support with their learning. When one-to-one and small group tutoring are implemented well, following key principles, it is likely that it can be impactful	1,2,3,4,6

Wider strategies

Budgeted cost: 38,225.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 EEF - Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy, including attendance data	1,2,3,4,6
<i>Analysis of data to: identify gaps needing to be addressed via teaching or interventions and monitor impact of teaching strategies, e.g. Talk for Writing, reading fluency, White Rose Maths, etc</i>	EEF: Collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify trends and target additional support	1,2,3,4,6
<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	1,2,3,4,6
<i>Completion of Boxall profiles to identify pastoral support</i>		1,2,3,4,6
<i>Pastoral support for families</i>	EEF: Parental engagement has a positive impact on average of 4 months' additional progress	1,2,3,4,6
<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>Talk for writing monitoring for high quality teaching – implementation and consistency</i>	Ofsted, 2022: teachers need to develop children's spoken language as well as accurate word reading and spelling.	1,2,3,4,6
<i>Maths mastery monitoring for high quality teaching – implementation and consistency</i>	See above	1,2,3,4,6
<i>Pupil premium allowance per pupil</i>	Improved wellbeing for children	1,2,3,4,5,6

Total budgeted cost: £137,600.00

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 2022-2023 academic year.

KS2 attainment

13/49 children were considered disadvantaged (27%)

- Reading/Writing/Maths combined: 69% were working at or above age related, compared to 64% non-disadvantaged children

Reading:

85% were working at or above age-related expectations, compared to 72% non-disadvantaged children

Reading progress was +2.01 – above local and national figures

Writing:

77% were working at or above age-related expectations, compared to 72% non-disadvantaged children

Writing progress was +3.36 – well above local and national figures

Maths:

85% were working at or above age-related expectations, compared to 81% non-disadvantaged children

Maths progress was +3.29 – well above local and national figures

KS1 attainment

10/26 children were considered disadvantaged (14%)

- Reading/Writing/Maths combined: 30% were working at or above age related, compared to 51% non-disadvantaged children

Reading:

- Reading: 60% were working at or above age-related expectations, compared to 68% non-disadvantaged children

Writing:

- Writing: 40% were working at or above age-related expectations, compared to 57% non-disadvantaged children

Maths:

- Maths: 50% were working at or above age-related expectations, compared to 64% non-disadvantaged children

Attendance during 2022-23:

All – 92%

Reception – 85%

Year 1 – 91%

Year 4 – 94%

Year 2 – 90%

Year 5 – 91%

Year 3 – 94%

Year 6 – 93%