

Pupil premium strategy statement 2023 to 2024



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

Beechwood Primary School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Lanforth
Pupil premium lead	Sarah Lanforth
Governor / Trustee lead	Barbara Mulroy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,826
Recovery premium funding allocation this academic year	£30,450
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£355,276

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The key focus of our pupil premium strategy is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils and for all disadvantaged pupils in school to make or exceed nationally expected progress rates.

We will consider the challenges faced by vulnerable pupils and those most affected by the recent pandemic and subsequent cost of living crisis. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our intention is that Pupil Premium pupils in all cohorts will make at least expected progress in English and Mathematics across the year, as a result of focused quality first teaching as well as the provision of high quality individual and small group support focussing on areas of identified need. We will also provide a range of wider measures to address the non-academic barriers our pupils face to ensure we are providing protective measures for our pupils and involving their families and other agencies where appropriate.

We plan to maintain and increase engagement in learning as a result of participation in a range of motivational first-hand experiences, leading to increased pupil progress and attainment.

We aim to increase communication and language skills as a result of: whole school communication and language strategies; early identification of pupils with speech, language and communication needs and the implementation of group or individual speech, language and communication plans.

- We intend to increase self-esteem, resilience and 'readiness for learning' as a result of a range of personal, social and emotional support strategies.

We intend to support our pupils with attendance by diagnosing and addressing any barriers that they may face.

- We recognise and support the role of parents and carers in their children's wellbeing, attendance and academic progress so plan to work with families and

support home learning. We aim to increase communication between parents/ carers and teachers through the promotion of our bespoke home school diaries, increased opportunities for home learning, newsletters, content on the website and online learning platforms as well as increased opportunities for parents to come into school and see firsthand the learning taking place.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- continually review and refine our strategy being responsive to need.

Challenges

Challenge number	
1	Assessments, observations, and discussions with pupils indicate communication and language barriers, particularly in relation to vocabulary among many disadvantaged pupils. These are evident from nursery through to the end of KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils were impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in pupils having more difficulties in accessing age related material from the start of the year as well as significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with a range of reading skills including phonics, reading fluency, vocabulary related to wider life experiences and higher order reading strategies and this can restrict access to age appropriate texts and so negatively impacts their development as readers.

4	Internal assessments indicate that pupils maths fluency, maths vocabulary and reading skills to support access to reasoning and problem solving questions among disadvantaged pupils is significantly below that of non-disadvantaged pupils affecting their attainment.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. In relation to persistent absentees, our core group of pupils with low attendance (below 90%), in 2020 to 2021 43 out of 62 (69%) were pupil premium pupils, as compared to 31% non pupil-premium pupils. In 2021 to 2022 this gap increased further to 50 out of 65 (77%) pupil premium, as compared to 23% non pupil premium pupils. In 2022 to 2023 the number of pupils increased to 107 though the percentage of pupil premium decreased. 59 out of our 107 pupils in the core were pupil premium (55%), as compared to 45% non pupil premium pupils. Our assessments and observations also indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Self-esteem, 'readiness for learning' and stamina for learning have all been adversely affected by the pandemic. The lack of enrichment opportunities inhibited pupil experiences affecting the progress and attainment of all our pupils and our disadvantaged pupils in particular. Referrals from teachers, parent/ carers and external agencies for inclusion and wellbeing support markedly increased during the pandemic while capacity from external agencies became more stretched. This situation has continued in subsequent years with the cost of living crisis putting further pressure on vulnerable families. Children's wellbeing has been affected with increasing awareness of the financial hardships their families face.
7	Pupil support data from the lockdowns demonstrated that parental engagement when home learning was required was lower amongst pupil premium families compared to non-pupil premium families despite prioritising them for phonecalls, home visits and devices. The negative impact of this trend on pupil data has continued in subsequent years. More recently, parental engagement data relating to attendance for parent meetings, workshops and school visits continues to evidence this trend.

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
Progress among disadvantaged pupils at least in line with school expectations and increased % of pupils reaching expected age-related standard in reading, writing and mathematics.	Analysis of in-school data as well as outcomes of standardised assessments showing that disadvantaged pupils are making progress at least in line with school expectations and a greater % of disadvantaged pupils are reaching the

	expected age-related standard in reading, writing and mathematics.
Increased engagement in learning and improvement in quality and attainment level of outcomes as a result of increased quality of provision and experiential learning opportunities.	High levels of participation in in school and extra-curricular experiences. Work scrutiny will show direct impact of first hand experiences on quality of pupil outcomes.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, observations and pupil interviews indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increased self-esteem, resilience and 'readiness for learning' as a result of specific teaching strategies as well as a range of personal, social and emotional support.	Sustained improvements in wellbeing demonstrated by: 'Place to Be' records; The Beck, Leeds United and cluster information; inclusion team meeting notes, internal monitoring data and termly reports; Governors' Pupil Support Committee minutes; Pupil progress meeting records; My Mental Health Rocks and the I Can project monitoring records.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils allowing for increased access to teaching and learning.	Sustained high attendance from 2023/24 demonstrated by: the overall absence rate for all pupils being no more than 5% on average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%; the percentage of all pupils who are persistently absent being reduced by at least 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Increased parental support for home learning leading to improved pupil outcomes.	Increased homework completion amongst disadvantaged children shown by teacher records and increased understanding of parent/ carers in how to support their pupils as demonstrated in parent/ carer feedback including surveys.

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: £ 70,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Reading Programme Daily reading programme Y2 to Y6 incorporating strategies from Leicester inference programme and using high quality, age appropriate texts. Half a day spring term training day to develop new reading units following audit and subsequent purchase of new books to increase diversity offer. Support new teachers in model whilst maintaining, monitoring and developing existing structures.	Leicester inference programme 2013-14 data shows ratio gains in accuracy of 7.6 and comprehension of 11.0 (where gains of 4 and above demonstrate remarkable impact) <i>(What works for children and young people with literacy difficulties? Greg Brooks 2016)</i> Research demonstrates that following inference awareness training, an average improvement of 17 months on standardised measure of reading comprehension was reported for children who showed poor comprehender profile (<i>Clarke, Truelove, Hulme and Snowling 2014</i>) Reading comprehension strategies interventions rated +5: <i>(Education Endowment Foundation - Teaching and Learning Toolkit)</i>	2, 3.
Purchase of additional Phonics resources for EYFS, KS1 and intervention phonics groups in KS2 to secure stronger phonics teaching for all pupils. Support/ coaching model to aid teachers and support staff to develop, maintain and monitor phonic	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <i>(Phonics Toolkit Strand Education Endowment Foundation EEF)</i>	3

provision across the whole school. Staff training and release time to support this.		
Strong focus on communication and language strategies to support pupil progress. Elklan principles followed in all classes with supportive visuals, vocabulary support materials and interactive strategies including key Kagan strategies.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Focus on improved maths teaching, CPA and vocabulary development. Monitoring of how we are embedding LEPP maths document with common language models and visuals that support all pupils to explain their thinking and maximise progress.	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 4
Continuing whole school focus on writing. Staff meeting time to support coaching model of support across two year groups. Focus on handwriting, grammar and spelling that support all pupils to maximise progress. LEPP year group moderation work as well as LEPP English subject leader work to support ongoing CPD.	EEF Preparing for Literacy EEF Improving Literacy in KS1. EEF Improving Literacy in KS2. EEF Writing Approaches in Years 3 to 13: Evidence Review. The EEF guidance is based on a range of the best available evidence.	2, 6.

Programme of visits and visitors Day visits Drama providers Subject based visitors (e.g. Ghana)	Work scrutiny and pupil interviews shows direct impact of first-hand experience on quality of pupil outcomes, particularly in writing.	2, 6.
---	--	-------

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

Budgeted cost: £ 208,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional speech and language support from Chatterbug to diagnose, deliver and support staff to deliver programmes to develop listening, narrative, social skills, vocabulary skills and pronunciation for disadvantaged pupils who need this support. Artis dance and drama workshops teaching targeted vocabulary.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Reading Intervention Highly targeted group based phonics teaching in EYFS and KS1 and KS2 where needed.	Model of highly targeted group based phonic teaching has proven success within the school. Targeted small group teaching based on principles from Leicester inference model	3

- Additional reading intervention in KS1 to meet assessed needs in fluency and comprehension. - Additional reading intervention in KS2 to meet assessed needs in fluency and comprehension.	have supported reading improvements in recent past (see above for evidence base). EEF evidences small group tuition in reading supports greater pupil progress, EEF Small group tuition. EEF Reading comprehension strategies. EEF Improving literacy in KS2.	
Maths Intervention - Highly targeted small group intervention from R to Y2 to meet assessed needs in mathematics. - Provide intensive small group intervention from Y3 to Y6 to meet assessed needs in mathematics.	EEF Improving Mathematics in the Early Years and Key Stage One summary of recommendations. EEF Small group tuition. Success@Arithmetic programme data indicates gains of 14.5 months in mathematical development following 4 month programme (13,000 pupils in 2,000 schools). 91% of pupils showed increased confidence in Mathematics.	4
Writing Intervention - Additional writing intervention in KS1 to meet assessed needs in writing inc grammar and spelling. - Additional writing intervention in KS2 to meet assessed needs on grammar and spelling.	EEF Preparing for Literacy EEF Improving Literacy in KS1. EEF Improving Literacy in KS2. EEF Writing Approaches in Years 3 to 13: Evidence Review. EEF Small group tuition.	2, 6
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 3, 4

whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
--	---	--

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

Budgeted cost: £ 76,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Work of BPS inclusion team and support staff Work of external services inc. 'Place to Be' counselling service, Cluster Services, the Beck, Night Light Theatre Co and Leeds United.	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. (educationendowmentfoundation.org.uk)	6
Attendance Support Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Develop strategies for improving attendance including staff training, parental support, attendance monitoring and rewards and liaison with cluster.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Support for Home Learning Strategies to increase involvement of parents in pupil intervention programmes. Purchasing home learning IT programmes including Purple Mash, TTRS and Reading Eggs Introduction of new Home Learning Diaries with our bespoke home learning grids and learning support pages as well as incentives to encourage home learning. Time for school staff to develop sections of school website to further encourage parental support.	The EEF evidences that parental engagement approaches have a positive impact on pupil progress. EEF Parental Engagement. EEF Working with Parents to Support Children's Learning Guidance Report.	7
--	---	----------

Total budgeted cost: £355,276

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/ 23 academic year using the key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The DfE KS2 key stage 2 school performance data for 2023 published in December 2023 demonstrates above average progress scores for disadvantaged pupils in all three subjects. 63% of Beechwood disadvantaged pupils met the expected standard in reading, writing and maths which was only 3% lower than the non-disadvantaged national percentage of 66%. 13% of Beechwood disadvantaged pupils achieved the higher standard in reading, writing and maths which was actually 3% higher than non-disadvantaged pupils nationally. These results evidence excellent attainment and progress. Although it is clear from our internal tracking data that COVID-19 had a significant impact on the education of this cohort, the firm foundations of learning prior to Covid-19 and strategies put in place to mitigate the worst effects for this group of learners demonstrate significant success for many of the children and mean that they are more ready for the transition to high school than previous cohorts affected by the pandemic.

Data from KS1 assessments shows disadvantaged pupils have again made excellent progress over the last two years especially in reading. 74% of the disadvantaged pupils achieved the expected standard in reading as compared with 73% of non pupil premium children nationally. In writing 59% of disadvantaged pupils achieved the expected standard compared with 65% of non pupil premium children nationally and in maths 67% of pupils achieved the expected standard compared with 75% of non pupil premium children nationally. Less children reached the higher standard but firm foundations to build on in KS2 were achieved, which is especially encouraging when considering their starting points in foundation stage two years ago. We will continue to track and support the children as they begin their journey in KS2.

In Year One 73% of our disadvantaged pupils achieved the expected standard in phonics compared to 67% of disadvantaged pupils nationally and 79% of all pupils nationally. This represents excellent progress over the last year and shows the impact of the additional phonics teaching put in place.

Across the school our internal data also demonstrates that pupils have benefited from high quality targeted class teaching, where units of work have been carefully adapted to ensure key skills and knowledge have been taught alongside metacognitive approaches and key vocabulary. A range of targeted interventions planned across the school at group and individual levels have supported children with gaps in their learning and have supported children to make progress both academically and emotionally.

Pupil progress meetings have enabled teaching staff to discuss strategies at wave one, two and three and ensure that plans are effective. Subject leaders have continued to streamline curriculum plans and review any prior learning gaps to ensure that threshold

concepts are built on strong foundations. Staff training has included coaching and observation of key skills in earlier year groups to ensure that all staff have the skills to cater for the changing needs of pupils.

The attainment of our disadvantaged pupils, especially the younger pupils indicates that we need to continue to plan a raft of strategies to support them academically and socially if we are to mitigate the worst effects of Covid-19. The lack of prior learning, the academic and emotional challenges they faced during the lockdowns, the changes in social interaction and pressures on additional services are all clear to see and our plans will continue to be responsive to need and support their progress and wellbeing.

There has been a continued focus on mental health teaching in class and as an enhancement so that all staff and pupils are using and applying the language of resilience and strengths-based learning to sustain their concentration. Pupils are taught that struggle and making mistakes is part of learning and that challenge is part of the journey to mastery. Staff training on metacognition in school and across the Trust has also supported this with pupils having time to reflect on the process of their learning journey.

Absence among disadvantaged pupils was higher than their peers in 2022/23 and persistent absence was also higher. We recognise that this gap is too large so have made sure that attendance support is a key part of our current plan.

Wellbeing and mental health needs remain significantly higher than pre-pandemic levels both for pupils and their families. The impact on disadvantaged pupils and their families has been particularly acute so again we have reviewed our offer and looked at current research to build on our offer and further support children and their families.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider