

Pupil Premium Strategy 2021-2022

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	Beechwood C E Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	55% (110 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	22.10.2021
Date on which it will be reviewed	06.09.2022
Statement authorised by	Sophie Blick
Pupil premium lead	Dave Pardoe
Governor / Trustee lead	David Peters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,740
Recovery premium funding allocation this academic year	£16,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£139,740



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

The overall aim of this strategy is to close the gap between disadvantaged pupils and the school population. Research and knowledge of our school community informed the planning of this strategy. Ensuring quality first teaching is integral in the plan as well as implementing targeted interventions for the most vulnerable pupils. Reducing and overcoming barriers is crucial we strive to ensure that all pupils have an equal opportunity to attend school and flourish and thrive in their learning and personal development. Ambitious targets are set for pupils and the interventions are identified, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. *Our Pupil Premium Strategy is underpinned by our Christian Vision where pupils aspire to flourish and thrive so we can make a difference to the world together.*

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of disadvantaged pupils
2	Gaps in knowledge and skills including the impact of the pandemic on academic achievement
3	The impact the pandemic has had on the mental wellbeing of pupils and their families
4	Poor language and communication skills of pupils
5	Pupils experience social and economic deprivation which result in children not being ready to learn
6	Phonic knowledge and reading skills are not well developed
7	Attainment on entry is well below the national expectations
8	A considerable number of pupils in receipt of pupil premium are on the SEND register
9	Safeguarding issues and emotional barriers are experienced by pupils
10	Pupils with English as a second language are not fluent in the acquisition of English.

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
The outcomes for all pupils' premium pupils will improve in English and Mathematics across the school.	Attainment measures at the end of EYFS, KS1 and KS2 will close the gap on national outcomes Pupil premium pupils are given support to narrow the gap in attainment for English and Mathematics All pupils will make good progress from their relative starting points The progress measures at key points is in line with national progress measures
Continue the improvement in the quality of teaching	Quality teaching to be consistently good across the school and all pupils making strong progress
Improve attendance of PP pupils to be close to national expectations	Pupils in receipt of pupil premium regularly attend school Pupils in receipt of pupil premium are punctual for school Less pupil premium pupils are persistently absent
Improve pupil the oracy of pupils through speech and language support	Pupils to speak fluently and interact with their peers appropriately Pupils will be able to access their curriculum and engage with their learning
Improved attendance of those pupils in receipt of pupil premium funding	Attendance will be in line with other key pupil groups across the school Attendance Less pupils in receipt of pupil premium will be persistently absent
Improve the offer for enrichment and enhanced opportunities e.g. clubs, visits, visitors, trips	Pupils to have a broad and exciting curriculum and can take part in life changing experiences beyond the classroom
Provide support for children and families	Additional pastoral support for children who are experiencing barriers to learning including SEMH needs

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: £41,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further develop quality first teaching by :</p> <ul style="list-style-type: none"> -senior leaders coach teachers so the quality of teaching is at least good -ambitious targets are set for teachers and teachers are supported to meet those with coaching, team teaching and monitoring. faculty leaders effectively lead, monitor and evaluate the quality of education 	<p>Education Endowment Foundation:</p> <p>Individualised instruction +4 months Feedback +8 months</p> <p>Uncommon School – Get Better Faster – Instructional Coaching, 2016 "... As a teacher, leader, or team member at Uncommon, you will receive high-quality one-on-one coaching, support, and professional development from a team that believes in your success. In every role and at every level, team members have a manager who invests in their professional growth. For teachers, we offer a continuous cycle of classroom observations and feedback with instructional coaches. We teach with our classroom doors open and welcome the support and feedback of our colleagues."</p> <p>Deans for Impact, 2018 (taken from Ambition Institute ECF) "Expert teachers have well-developed mental models of that things should look like in the classroom. This ranges from how the pupils should enter the classroom to what an explanation of a complex idea should like like. Noice teachers need to be shown what things should look like, and then have it broken down and explained."</p>	<p>2,5,6,7,8,9,10</p>
<p>To continue to improve the quality of teaching and learning so that pupils develop skills and</p>	<p>Great Teaching Toolkit</p> <p>1. Understanding content</p>	<p>2,5,6,7,8,9,10</p>

<p>knowledge they need to succeed in life, with a focus on disadvantaged.</p>	<p>2. Creating a supportive environment</p> <p>3. Maximising opportunities to learn</p> <p>4. Activating hard thinking</p> <p>Great Teaching Toolkit: "Evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided buy formative feedback in a supportive professional learning environment."</p> <p>Education Endowment Foundation:</p> <p>Reading comprehension strategies +6 months</p> <p>Effective Feedback +8 months</p> <p>Metacognition +7 months</p> <p>Collaborative learning +5 months</p> <p>QFT in phonics +4 months</p> <p>Renaissance Learning – gov.uk pupil progress 2020/21 "In reading, boys, pupils in receipt of FSM, pupils from EAL backgrounds and SEND pupils, experienced less catch-up by the second half term of the autumn than the average for all primary pupils (FSM 0.4m/non-FSM 0.8m)"</p>	
<p>Ambitious targets are set for all pupils and progress is tracked throughout the year.</p>	<p>Tracking pupil data throughout the year, at key points such as teacher judgements or following summative tests, allows timely interventions to be made.</p>	<p>2,6,7,9,10</p>

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

Budgeted cost: £71,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for Phonics and early reading across the school	EEF: Small group tuition +4months Within class attainment groups +2 months Reducing class size +2 months Metacognition and self regulation +7 months Quality first teaching in small groups of pupil premium pupils. This includes core subjects and the wider curriculum where core skills will be applied and practiced.	2,4,6,7,8,10
Targeted support for Phonics and early reading in the EYFS	EEF: Early years interventions +5 months Oral language and communication interventions +5 months Effective Feedback +8 months Quality first teaching in small groups of pupil premium pupils.	2,4,6,7,8,10
Targeted support for speech, language, communication, and interaction	EEF: Early years interventions +5 months Oral language and communication interventions +5 months Small group tuition +4months Effective Feedback +8 months	2,4,6,7,8,10

Provision for pupils on the inclusion register and in receipt of pupil premium is monitored. Appropriate CPD is offered to teachers and teaching assistants	55% of the pupils on the SEND register are in receipt of pupil premium funding. Targeted interventions, with close monitoring, will improve the outcomes for these pupils. CPD on inclusion strategies, will allow these strategies to be embedded into the usual classroom practise. This in turn raising outcomes, alongside independent learning skills and resilience, so that pupils are ready for the next stage in their learning.	2,4,6,7,8,10
Pupils with significant needs are support in small group interventions outside of the classroom	All children have the right to access education, small group interventions for pupils with specific needs allow children to work towards personalised targets, using appropriate resources and with specialist staff planning the next steps in their learning journey.	2,4,6,7,8,9, 10

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

Budgeted cost: £24,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance worker and strategies in place to improve attendance	A high proportion of persistent absentees are in receipt of pupils premium funding. An attendance worker to support these families is a vital resource. The attendance worker tracks attendance and punctuality, work informally and formally with family to encourage good attendance, completes relevant paperwork and reports weekly to the SLT. Our attendance worker is part of our pastoral team and works closely alongside DSLs so able to highlight cause for concerns promptly and offer Early Help. Supporting families with attendance has a direct link to improved outcomes for pupils.	1,3,5,9
Pastoral support for pupils	EEF Self regulation and Metacognition +7 months	3,5,9

	<p>Social and Emotional Learning +4 months</p> <p>A number of children arrive at school each day unable to begin learning, without the support of additional adults in school. A lack of self-regulation results in disrupted learning for themselves and others around them. The pastoral manager and SENDco co-ordinate this support. Additionally, the pastoral manager also attends meetings and makes referrals relating to safeguarding. Supporting pupils and carers with pastoral issues improves outcome for pupils.</p> <p>Teaching staff make referrals for pupils who would benefit from emotional support so they can access their learning successfully.</p>	
<p>Additional support for families</p>	<p>EEF:</p> <p>Parental involvement +3 months</p> <p>Home work +2 months</p> <p>Workshops for parents/carers so parents receive information about the curriculum and are more able to support their children with their learning and home work.</p> <p>The number of families requiring additional support, for all areas of their lives has increased.</p> <p>Support is provided so parents/carers can access local services to ensure the needs of their children are met and therefore more ready to attend school. Additional support for parents/carers who are struggling to manage pupils behaviour at home. Supporting pupils, parents and staff with challenging behaviours has a direct link to improved outcomes for all pupils.</p>	<p>1,3,5,9</p>
<p>Strategies to raise aspiration, confidence, and resilience, including: instrument tuition, arts programmes,</p>	<p>EEF:</p> <p>Outdoor and adventurous activities +4 months</p> <p>Arts appreciation +2 months</p> <p>Collaborative learning +5 months</p> <p>Delivery of the Rights Respecting Schools Programme and Arts Connect programme will</p>	

<p>enrichment days, educational visits,</p>	<p>provide opportunities for pupils to develop their confidence and resilience. Engagement in additionality results in pupils who are more engaged in school life, willing to take on more responsibility, have better resilience and perseverance and overall are more prepared for the next stages in their life.</p>	
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Total budgeted cost: £131740

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.

All pupils made progress from their relevant starting points however this is no statutory data available for 2021 due to Covid-19.

Due to the national lockdowns, bubble closures and requirement for self isolation, the attendance for 2020-2021 is varied.

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
Exemplary Leadership Programme	Star Institute
Accelerated Reader	
Arts Connect	Arts Connect
Music Service	Dudley Performing Arts
Wellcom Programme	