

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	Beaver Road Primary School
Number of pupils in school	889
Proportion (%) of pupil premium eligible pupils	102 pupils (11.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Liz Hardy
Pupil premium lead	Stephanie Reding/Aimee Fox
Governor / Trustee lead	Emma Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,486
Recovery premium funding allocation this academic year	£9,425
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	£139,911

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We understand that there is not a ‘typical’ Pupil Premium child.

Our main objectives are:

- To ensure that the totality of provision for Pupil Premium children is effective.
- To level up the difference between disadvantaged and non-disadvantaged children.
- For all of our disadvantaged children to make progress in line with the nationally expected progress rates.
- To support our disadvantaged children with their health and well-being so that they are ready to learn and can access their learning at an appropriate level.

We aim to do this by:

- Ensuring that all children have access to high quality teaching and learning (quality first teaching and latest EEF research).
- Putting appropriate provision in place for disadvantaged pupils, especially those that belong to other vulnerable groups.
- Monitoring the progress of disadvantaged pupils regularly and assessing the impact of provisions.
- Promoting ambition and having high expectations of all disadvantaged children.

Achieving these objectives:

- High quality teaching with targeted support, alongside the use of collaborative learning structures.
- Use the catch up funding effectively for children who have fallen behind as a result of COVID-19.
- Research-based interventions put into place and monitored to assess impact.
- Provide further enrichment and leadership opportunities for disadvantaged children.
- Monitor progress regularly and evaluate outcomes robustly.
- Addressing emotional and social needs through emotion coaching and restorative practice to improve well-being and readiness to learn.
- Support payment for enrichment activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Use family engagement officer to improve parental engagement and involvement.

Challenges

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

Challenge number	Detail of challenge
1	Attendance/punctuality, parental engagement and involvement
2	Emotional well-being, behaviour and readiness for learning
3	Vocabulary gap between advantaged and disadvantaged children
4	Curriculum deficits caused to disadvantaged children by COVID school closures
5	Further opportunities including leadership and enrichment experiences

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
Achieve national average progress scores for disadvantaged pupils in KS2 Mathematics.	Progress score to be -0.7 (national average for disadvantaged pupils).
Disadvantaged pupils to catch up with their non-disadvantaged peers, despite the deficits caused by COVID.	Children to be making at least expected progress.
Achieve national average expected standard in the PSC.	Phonics Screening Check results to be in line with the national standard for disadvantaged pupils.
Improve attendance of disadvantaged pupils to national average.	Attendance for disadvantaged pupils to be at least 94.3% (national average for disadvantaged pupils).
Improving readiness to learn, confidence, motivation, inclusion and equality for the most disadvantaged pupils.	PP children accessing clubs, trips, music lessons and to become leaders across the school.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD (E.g. Pupil Premium, Kagan, Maths Hub etc.)</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p>A refresher training session for MD and SR. Training for AF who is new to the role.</p> <p>Some example research:</p> <p>Collaborative learning (+5) - The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>Mastery learning (+5) (e.g. Maths Hub) - The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery'.</p> <p>Metacognition (+7) - The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Appointment of new experienced teachers</p>	<p>The EEF states, "Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending."</p> <p>Recruitment and retention is highly valued at Beaver Road, with many opportunities for CPD and leadership roles. This is reflected in our current teaching team, many of whom have UPS and/or other leadership responsibilities. Joining our already experienced and highly skilled team, given the school's ongoing expansion to 5fe, we appointed eight new teachers this academic year - five of which have substantial experience.</p>	<p>1, 2, 3,4 and 5</p>
<p>Establish small group interventions in Maths,</p>	<p>Research by the EEF states that there is a strong evidence base showing the impact that high quality interventions can</p>	<p>3 and 4</p>

Reading and Writing for disadvantaged pupils falling behind age-related expectations	have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £61,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA mentoring and support	<p>Lunch – Pupil Premium playground leaders, support at lunch, transitions and behaviour.</p> <p>Class – Targeted, in-class support can add on 3 months of impact across the year.</p> <p>Mentors - Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Tiered approach using HLTAs and Teachers</p>  <p>1 Teaching for example Professional development Recruitment and retention Support for early career teachers</p> <p>2 Targeted academic support for example Structured interventions Small group tuition One-to-one support</p> <p>3 Wider strategies for example Behaviour approaches Breakfast clubs Increasing attendance</p>	2, 3 and 4
Catch up sessions	<p>Catch up funding</p> <p>Information about the Government Catch-Up funding can be found here: Catch-up premium - GOV.UK (www.gov.uk)</p>	4

	More information on our use of this money can be found here: Beaver Road Primary School: Catch Up Funding	
School Led Tutoring	National Tutoring Programme Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. More information can be found here: About the National Tutoring Programme - NTP	4

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

Budgeted cost: £40,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor the attendance of disadvantaged pupils closely throughout the year, using the role of the Family Engagement Officer.	Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net) Evidence from the EEF shows that small improvements in attendance can lead to meaningful impacts for academic and behavioural outcomes.	1 and 2
Raise the profile of music for disadvantaged pupils (e.g. through assisted funding for music lessons).	EEF +3 Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	2 and 5
Ensure that disadvantaged pupils have access to a range of quality enrichment activities throughout the year. Use the ATLs to record and monitor this.	Research by the EEF shows that skills such as self-control, confidence, social skills, motivation and resilience underpin success in school and beyond. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.	1, 2, 3, 4 and 5

Total budgeted cost: £142,225

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, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Please see: [1032042 \(beaverroad.org.uk\)](https://www.beaverroad.org.uk)

Further information (optional)

As part of our Pupil Premium Promise, we ensure each child entitled to the premium receives their own Access To Learning Plan (ATL), tailored to their individual needs. The ATLs are written by class teachers, using their professional judgement alongside pupil and parent voice. ATLs contain detailed information about the child – an ‘about me’ section, their strengths and concerns and their current attainment. In addition to this, teachers outline targets and plans specific to that child. This can be seen by parents, which enables them to support their child at home. The ATLs are a working document and are reviewed regularly by teachers, parents and children.

In addition to this, Pupil Premium children are discussed at length in pupil progress meetings and starting this year, we have introduced strategy meetings in which we regularly review and share best practice and research with both school leaders and staff.

We offer numerous enrichment activities for Pupil Premium children who are currently receiving Free School Meals. We believe these opportunities encourage children to participate fully in all the school has to offer and gives them new experiences that they otherwise may not have access to.

At present, all children who currently receive free school meals are entitled to:

- Join in the National Tutoring Programme (dependent on current attainment).
- Priority access to all school led clubs, including multi-sports, free of charge.
- Reduced music lessons for one musical instrument within an academic year - £4 Per Lesson, Reduced From £8.
- Free school trips and planned workshops throughout the year.
- The cost of residential trips reduced by half in Years 3, 4 & 5.
- A fully funded place for the Year 6 residential trip to Ghyll Head.

Children who are identified as Pupil Premium are also encouraged to apply for leadership roles across the school such as house leaders and playground leaders. We know that these opportunities develop children’s confidence and life-long ambitions to become leaders of the future.

*We recognise that there are socially disadvantaged children who are not registered or do not qualify for Free School Meals, but who will benefit from the pupil premium alongside disadvantaged pupils and the wider class. The EEF states that: ‘The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.’