

Pupil premium strategy statement – Beech Grove Primary School



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.

School overview

| Detail | Data |
|---|----------------------|
| Number of pupils in school | 400 |
| Proportion (%) of pupil premium eligible pupils | 250 = 62.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | 31.12.2023 |
| Date on which it will be reviewed | 31.12.2024 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Mrs C Steel-Brewster |
| Governor / Trustee lead | Mrs S Richardson |

Funding overview

| Detail | Amount |
|--|-------------|
| Pupil premium funding allocation this academic year | £363,750 |
| Recovery premium funding allocation this academic year | £10,138.50 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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. | £ 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> | £394,463.50 |

Part A: Pupil premium strategy plan



Statement of intent

Our Pupil Premium strategy sits at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Beech Grove Primary is in the 5th quintile for deprivation and has a well-above national percentage of children who receive free school meals (IDSR.) Our school team speak with one voice in their determination to improve the life-chances of our disadvantaged children; this desire is firmly rooted in our school ethos which is evidenced in our bespoke curriculum design and is interwoven through our School Development Plan.

Beech Grove Primary's Ultimate Aims for Disadvantaged Children

- Outcomes and progress for disadvantaged children is comparable if not better than national average for all children by the end of KS2.
- Disadvantaged children who begin EYFS with very low starting points (particularly in language and communication) make rapid progress.
- All children will leave primary school as fluent readers and will have developed a life-long love of reading

Children are given aspirations and the tools to succeed in their next stage in education and for later life. Children's cultural capital is addressed so their knowledge of the world is comparable to their more advantaged peers. This is particularly important for our higher ability disadvantaged children: evidence suggests that they are much less likely than their peers to receive top grades at GCSE. (EEF)

It is our aim that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.

Our CPD and curriculum development ensures evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions. This in turn ensures our children receive high quality teaching which we know to be the most important lever schools have to improve pupil attainment, including for disadvantaged learners. *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. EEF*

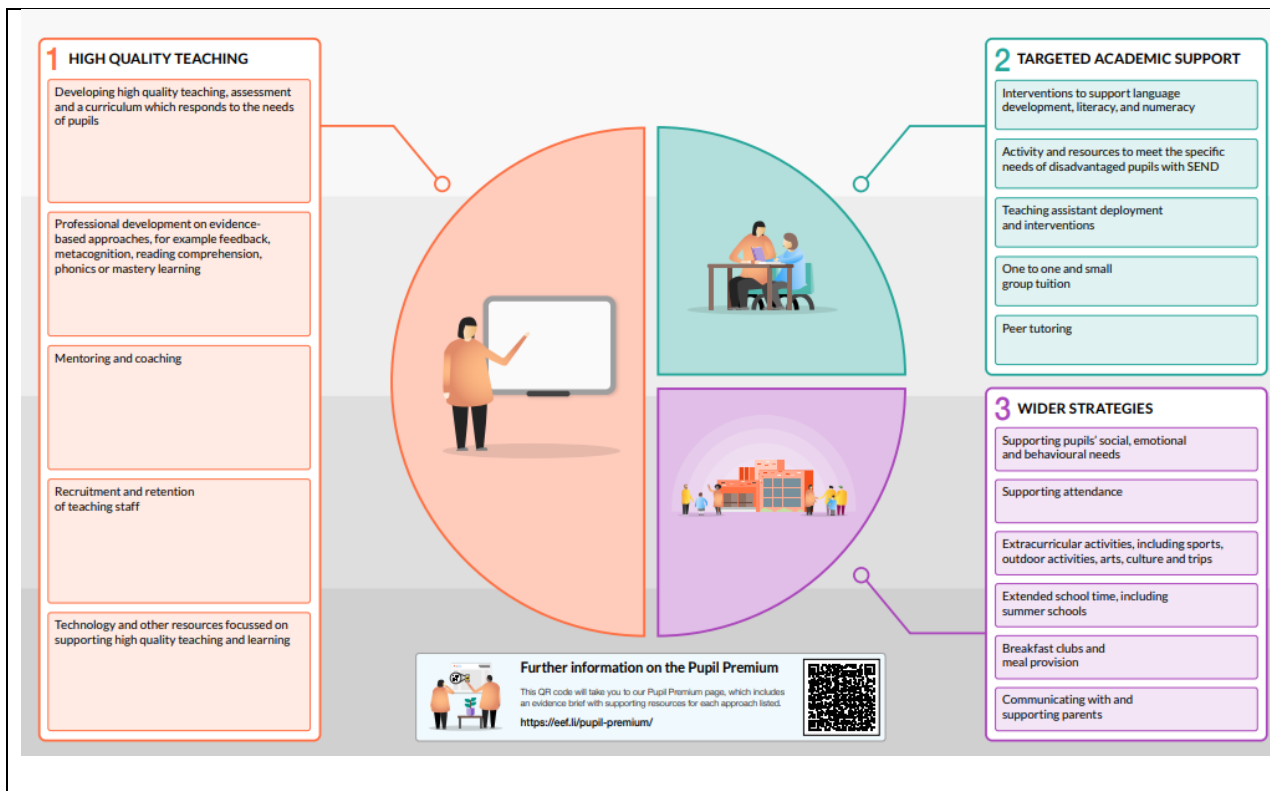
We acknowledge that there is a strong evidence base showing the impact that high quality interventions can have on the outcomes of disadvantaged children. Our teaching assistants expertly deliver a range of interventions. Reactive and pre-learning interventions are planned to ensure our children keep up not catch up. TAs deliver high quality 1:1 and small group structured interventions, which are informed by educational research. They receive CPD regularly to ensure their effectiveness.

School Led Tutoring has been used to maximum capacity and effect by our own staff team who know our children intimately and who have skilfully addressed priority gaps in learning. *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 EEF*

At Beech Grove Primary, reading is consistently given the highest priority. We believe it is the key to unlocking learning and the wider world for children who have limited life experiences. Learning to read and reading to learn is a golden thread in our curriculum. We are also passionate about reading for enjoyment and have a member of our leadership team whose sole responsibility is to promote reading for pleasure and to create lifelong readers. *Being a frequent reader is more of an advantage than having well-educated parents. Finding ways to engage students in reading may be one of the most effective ways to leverage social change (OECD)*

The high level of deprivation of our school's wider community means that significant non-academic barriers to success include attendance, behaviour and social and emotional support. We employ expert staff to directly address these issues. Learning mentors support with the wellbeing and behaviour of vulnerable children. A safeguarding team, which includes two Parental Support Officers, have developed close relationships with struggling families whom they support daily. Our Education Welfare Officer works weekly with school to address absence. In addition to the staff team, we access a broad range of agencies to support children and their families. *It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood (Public Health England)*

Our Pupil Premium Strategy is supported by recent, relevant research and uses a tiered approach as recommended by The Education Endowment Fund (EEF.) The model focuses upon high-quality teaching, targeted academic support and wider strategies.



Challenges

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



| Challenge number | Detail of challenge |
|------------------|--|
| 1 | The number of children living in income deprived households means our pupils are not always healthy, happy, safe and ready to learn. |
| 2 | Low expectations of pupil achievement in parents and carers |
| 3 | Exceptionally low starting points for children entering EYFS particularly with language and communication. |
| 4 | Attendance and punctuality |
| 5 | Life experience and low cultural capital |
| 6 | Difficulty completing homework due to lack of parental support, resources and space. |
| 7 | Adverse effect of peer group influences and prevalent negative attitudes in the local community. |

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 |
|--|---|
| Pupil Premium (PP) children will know more and remember more, fulfilling their academic potential | <ul style="list-style-type: none"> Disadvantaged children's outcomes at KS2 in reading, writing and maths will be comparable to children nationally. |
| (PP) children's low starting points will be addressed swiftly. A carefully designed curriculum will address gaps and seek to compensate for a language and communication deficit on entry. | <ul style="list-style-type: none"> Disadvantaged children will have made accelerated progress. Pupil premium children will reach or excel national standards in phonics screening. |
| (PP) children will leave primary able to read fluently (with minimal exceptions) and have a love of reading | <ul style="list-style-type: none"> Disadvantaged children's outcomes at KS2 in reading will be comparable to children nationally. Pupil voice surveys through the National Literacy Trust will indicate positive attitudes to reading |
| (PP) children have aspirations for later life and have enhanced cultural capital through learning opportunities in the curriculum | <ul style="list-style-type: none"> Children can talk about their future with hope and confidence. |
| (PP) children come to school happy, healthy and ready to learn through focussed mentor/PSA/outside agency support | <ul style="list-style-type: none"> Disadvantaged children's outcomes at KS2 in reading, writing and maths will be comparable to children nationally. Disadvantaged children have access to a range of targeted support through our school team and outside agencies to address their social, emotional and behavioural needs. |
| (PP) children have good attendance and punctuality | <ul style="list-style-type: none"> Attendance of pupil premium pupils is in-line with non-pupil premium pupils and at least in line with pupil premium children nationally. |

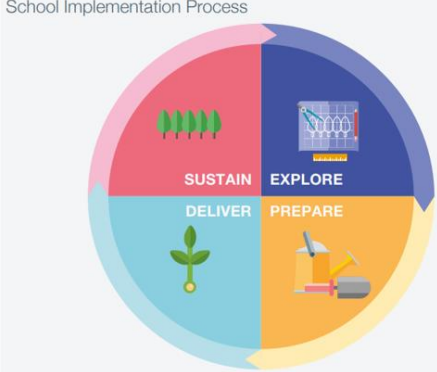
Activity in this academic year



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: **£ 131,500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Developing high quality teaching and a curriculum which responds to the needs of pupils.</p> <p><u>Targeted group teaching</u> DHT to target 9 Y6 chn just below ARE for specialist teaching in maths and English.</p> <p><u>Continual development of the school's wider curriculum.</u> Following EEF's School Implementation Process continue to explore, prepare, deliver and sustain foundation subject's curriculum development focussing on geography and Design and Technology</p>  <p><u>A Focus on Aspirations and Cultural Capital</u> Introducing Chess 'Start Small; Dream Big' career related learning backed by the DFE Singing Club to work with the Royal Opera House Visit to the Houses of Parliament</p> | <p><i>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments (EEF)</i></p> <p><i>Supporting the attainment of disadvantaged pupils: articulating success and good practice (DFE 2015)</i> <i>What Makes Great Teaching (Sutton Trust 2014)</i></p> | <p>2,3,5</p> |

| | | |
|---|--|-----|
| <p>Professional development on evidence-based approaches:</p> <p><u>Archimedes Maths Hub:</u> Sustaining Mastery Mastery of Number (EYFS, KS1, introduced in Y4/5 2023/2024 <u>Read Write Inc</u> Continuing CPD for the enhanced delivery of phonics teaching and maintaining the level of excellence as a RWI model school (RWI portal) Talk Through Stories CPD targeting vocabulary development <u>Supporting Early Language Development</u> West Garth English Hub. designed to equip teachers and leaders with a practical, pedagogical understanding of both typical language development, as well as how to support pupils who are struggling with language acquisition Speech and Language UK's Early Talk Boost research project with EEF</p> <p><u>CPD by Recognised Professional Subject Associations</u></p> <p>Computing Association, Historical Society, Geographical Association, Design and Technology Association.</p> | <p><i>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. (EEF Pupil Premium Menu)</i></p> <p><i>The EEF Toolkit and guidance reports.</i></p> <p><i>The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD</i></p> | 2,3 |
| <p>Mentoring and coaching:</p> <p><u>Support Early Careers Teacher</u> Ensure school mentor (KP) has up to date training and resources. Early Career Framework support through University College London.</p> <p><u>Professional Development Accreditation Lead focussed support</u> Targeted support for teachers/cohorts in mathematics identified through whole school data.</p> | <p><i>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. (EEF Pupil Premium Menu)</i></p> | 2,3 |
| <p>Recruitment and retention of staff:</p> | <p><i>Schools can motivate teachers to enter the profession by</i></p> | 2,3 |

| | | |
|--|---|--|
| <p><u>Follow a distributed leadership model</u></p> <p>Recruit/promote leaders into roles that contribute to the whole school development.</p> <p>JA: British Values/ Personal Development</p> <p><u>Ensure leaders access professionally accredited CPD which is relevant and impactful</u></p> <p>AM: Post-graduate certificate Specific Learning Difficulties (Dyslexia)</p> <p>BM: Professional Development Accreditation in Mathematics</p> <p>LB: NPQSL</p> <p>CSB, VD, LB, MC, JR: LA Writing Moderation Accreditation (CSB Lead Moderator)</p> <p>VD: UKLA Reading For Pleasure Quality Mark CPD</p> | <p><i>ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders.(EEF Pupil Premium Menu)</i></p> <p><i>The EEF's 'Effective Professional Development' guidance report</i></p> | |
|--|---|--|

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



Budgeted cost: £ 78,185

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Interventions to support language development, literacy, and numeracy Attendance of 6 week CPD with West Garth English Hub which is designed to equip teachers and leaders with a practical, pedagogical understanding of both typical language development, as well as how to support pupils who are struggling with language acquisition to research effective early intervention Speech and Language UK's Early Talk Boost research project with EEF Inference Training</p> | <p><i>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum (EEF Pupil Premium Menu)</i></p> | <p>2,3</p> |
| <p>Teaching assistant (TA) deployment and interventions TAs deliver responsive and pre-learning interventions where explicit connections are made between learning from everyday classroom teaching TAs adopt evidence-based interventions in their instruction – RWI, mastering number, inference training</p> | <p><i>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. (EEF Pupil Premium Menu)</i></p> <p><i>The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</i></p> | <p>2, 3</p> |
| <p>One to one and small group tuition Use the School Led Tutoring grant to target over 165 children with additional high-quality teaching after school</p> | <p><i>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared,</i></p> | <p>2, 3, 6</p> |

| | | |
|--|--|--|
| | <i>and monitoring impact. (EEF Pupil Premium Menu)</i> | |
|--|--|--|

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



Budgeted cost: **£ 151,815**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Supporting pupils' social, emotional and behavioural needs</p> <p><u>Behaviour</u> 3 learning mentors Regular Team teach accreditation JD (Advanced Trainer) and JH (Intermediate Trainer)</p> <p><u>Social and Emotional</u> 3 learning mentors 2 PSAs Highly effective safeguarding team and vigilant staff Outside agency involvement: Bungalow Project, Schools in Mind, Inside Out, Barnardos</p> | <p><i>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. (EEF Pupil Premium Menu)</i></p> <p><i>Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.</i></p> | 1,2,4,7 |
| <p>Supporting attendance</p> <p><u>Employment of school Education Welfare Officer</u> who regularly monitors and analyses attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place</p> <p><u>Maintain a whole school culture that promotes the benefits of high attendance.</u> Leaders and teachers promote the value of attendance through whole school assemblies, end of term reward parties for individual attendance and rewards for whole class attendance.</p> <p><u>Our PSAs build strong relationships with families,</u> listen to and understand barriers to attendance and work with families to remove them.</p> | <p><i>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.: (EEF Pupil Premium Menu)</i></p> <p><i>Working Together to Improve school Attendance DFE</i></p> | 1,2,4,7 |
| <p>Breakfast clubs and meal provision</p> <p>Daily breakfast club</p> | <p><i>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. (EEF Pupil Premium Menu)</i></p> | 1,2,4,7 |

Part B: Review of the previous academic year



Outcomes for disadvantaged pupils

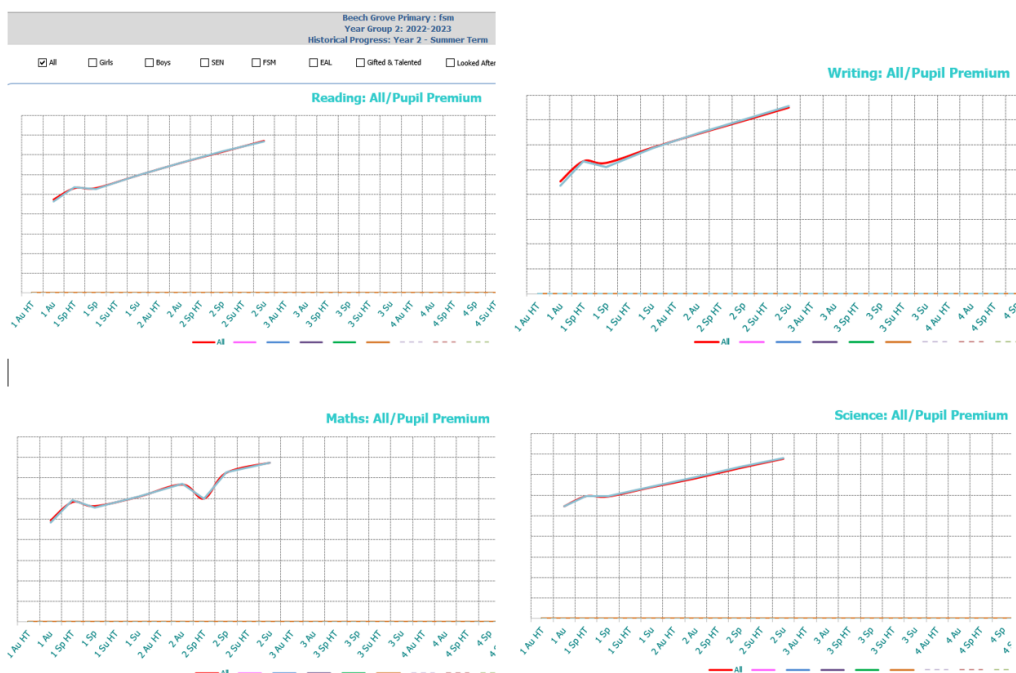
KS1 PUPIL PREMIUM ATTAINMENT 2023

| YEAR 2 | PUPIL PREMIUM % | BEECH GROVE PRIMARY % | NATIONAL % |
|------------------|-----------------|-----------------------|------------|
| READING ARE & GD | 77 | 75 | 68 |
| READING GD | 17 | 17 | 19 |
| WRITING ARE & GD | 74 | 71 | 60 |
| WRITING GD | 0 | 5 | 8 |
| MATHS ARE & GD | 79 | 79 | 70 |
| MATHS GD | 19 | 19 | 16 |

COMMENTARY

- The percentage of pupil premium children achieving Age Related Expectations in reading, writing and maths is **significantly above the national average**.
- The percentage of pupil premium children achieving the Greater Depth standard in maths is above national average and very slightly below in reading (by 1 child). No children achieved the Greater Depth standard in writing however by KS2, this measure is comparable to national.

Pupil Premium Children and Whole Year Group Progress Comparison (all red, pupil premium blue)



KS2 PUPIL PREMIUM ATTAINMENT 2023

| YEAR 6 | PUPIL PREMIUM % | BEECH GROVE PRIMARY % | NATIONAL % |
|------------------|-----------------|-----------------------|------------|
| READING ARE & GD | 80 | 82 | 73 |
| READING GD | 45 | 48 | 29 |
| WRITING ARE & GD | 78 | 78 | 71 |
| WRITING GD | 13 | 15 | 13 |
| MATHS ARE & GD | 82.5 | 82 | 73 |
| MATHS GD | 27.5 | 37 | 24 |

COMMENTARY

- The percentage of pupil premium children achieving Age Related Expectations in reading, writing and maths is **significantly above the national average**.
- The percentage of pupil premium children achieving the Greater Depth standard in maths, reading and writing is above or at (writing) national average.
- Our pupil premium children are **excellent readers**. 45% of children achieved the Greater Depth standard.

“Finding ways to engage students in reading may be one of the most effective ways to leverage social change.” OECD

PROGRESS (Analyse School Performance October 2023)

Progress of disadvantaged children for the year 2022/2023 is expected to be comparable to the general cohort in Y6 (data not released at time of publishing) See below for a summary of the whole cohort's progress.

Progress and attainment at key stages 1 and 2

- ↑ School difference from national has improved from comparator year
- ↑ School difference from national has improved slightly from comparator year
- Similar to comparator year or fewer than 11 pupils
- ↓ School difference from national has weakened slightly from comparator year
- ↓ School difference from national has weakened from comparator year

| | 2023 cohort/entries | Performance in 2023 | 2023 value | 2023 nat value | 1 year | 4 year |
|---------------------------------|---------------------|--|------------|----------------|--------|--------|
| Phonics Y1 expected standard % | 57 | Sig above national and 86th percentile | 91 | 79 | — | — |
| Reading KS2 progress | 54 | Sig above national and 95th percentile | 3.9 | 0.0 | — | — |
| Writing KS2 progress | 54 | Sig above national and 79th percentile | 1.9 | 0.0 | — | — |
| Mathematics KS2 progress | 54 | Sig above national and 88th percentile | 2.9 | 0.0 | — | — |
| RWM KS2 expected standard % | 60 | Sig above national and 87th percentile | 77 | 59 | — | — |
| Reading KS2 high standard % | 60 | Sig above national and 91st percentile | 48 | 29 | — | — |
| Mathematics KS2 high standard % | 60 | Sig above national and 85th percentile | 37 | 24 | — | ↑ |
| EGPS KS2 expected standard % | 60 | Sig above national and 81st percentile | 85 | 72 | — | — |

▶ Non-significant data

- Of the 57 year 1 pupils, 5 did not meet the **phonics expected standard**. There were 15 pupil(s) that were screened for phonics in year 2 in 2023; 13 of those met the expected standard.

