

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	Beechwood Junior School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lucy Phillips (Interim Head Teacher)
Pupil premium lead	Jill Gardner (Deputy Head) Lucy Baker (SENCO & Inclusion Lead)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 134,000
Recovery premium funding allocation this academic year	£ 14,000
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	£ 148,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects. The focus of our Pupil premium strategy is to support disadvantaged pupils to achieve this goal.

Since the introduction of the Pupil premium grant the strategy at Beechwood has been weighted towards providing social, emotional and behavioural support for disadvantaged children and their families. This was based on the premise that if we could help children to be in the right state of mind to learn, then quality first teaching and having high aspirations for all the children would allow them to succeed. This proved to be a very successful strategy for many years with disadvantaged children achieving very highly and little or no gap between the achievement of disadvantaged and non-disadvantaged children.

However recently the situation has changed with gaps becoming evident and disadvantaged children achieving less well than previously. As a result of this the emphasis of the strategy has moved to focus on staff training. As there is a bank of evidence which shows that good teaching the most important factor in improving outcomes for disadvantaged pupils, every effort will be made to ensure that teaching is of the highest standard across the whole school including those teachers at the early stages of their teaching career.

Using the tiered approach recommended by the EEF, there will be a range of interventions targeting the needs of disadvantaged pupils. These may take the form of closing identified gaps or pre-teaching to increase pupils confidence prior to new learning. Alongside this, the existing range of social and emotional support and intervention groups will continue to run to ensure that the children are settled and in a good place to be able to learn.

Challenges

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

Challenge number	Detail of challenge
1	Internal data is currently showing that a gap has opened up in all Year groups in Reading, Writing and Maths as a result of the COVID-19 pandemic and lockdowns.
2	33% of current class teachers are at the start of their career. Their training and NQT years were disrupted due to school shutdowns and Covid-19 restrictions. This has meant that they have not had as many opportunities to work with more experienced staff and observe high quality teaching.
3	Internal assessment has shown that disadvantaged children were disproportionately affected during the lockdown compared to non-disadvantaged children. This was particularly evident in Maths where basic skills were not being practiced regularly and writing where handwriting, spelling, basic grammar and writing stamina were affected. There was a noticeable drop in the level of oral language skills in some disadvantaged children. This was also seen in writing evidence which showed a decrease in range of vocabulary and basic sentence construction.
4	Analysis of home reading habits has shown that a much higher proportion of disadvantaged children do not read with an adult at home compared to non-disadvantaged children.
5	Attendance data shows that the attendance among disadvantaged pupils is lower than non-disadvantaged pupils. 93% of our persistent absentee children are from our disadvantaged group.
6	Currently 45% of the children on the SEND register are disadvantaged. This is an increasing trend over the last 3 years. Previously the proportion of children with SEND has been in line with the proportion of disadvantaged children in the school.
7	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged children. Teacher referrals for additional support have increased over the last two years. This has combined with difficulties in consistently running social skills intervention groups because of school shutdowns and the inability to mix bubbles.

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
<p>As a result of high quality teaching across the school, the attainment gap between disadvantaged and non-disadvantaged children in all year groups will be reduced.</p> <p>Teaching across the school will be high quality and all children will be receiving the support they need in order to make progress and achieve highly.</p>	<p>Year 3 will maintain a gap of 5% or less. Years 4-6 will reduce the gap by at least 4% and ideally all gaps will be 10% or less. This trajectory will continue in subsequent years until the gap is closed.</p> <p>All teachers, particularly those at the start of their career, will have an increased range of strategies to support the needs of all the children in their class.</p> <p>SLT monitoring shows lessons are consistently good and where necessary, measures are put in place to address this.</p>
<p>Gaps in learning caused by school lockdowns will be plugged.</p>	<p>Children attending additional catch-up intervention groups will be able to make accelerated progress in class.</p>
<p>To increase reading fluency and stamina in disadvantaged children.</p>	<p>An increased proportion of disadvantaged children will be reading at least 3 times a week. In Autumn 1 (2021) there were 44 out of 106 'red readers' who were disadvantaged children (41%) compared with non-disadvantaged 'red' readers. It is hoped that this percentage will decrease to 30 children.</p>
<p>To achieve and sustain improved attendance for disadvantaged pupils.</p>	<p>The overall absence rate for disadvantaged children will be no more than 6% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 3%. (2020/2021 4.2%) The ambition is for disadvantaged pupils' attendance to be 96%</p> <p>The number of persistently absent children will be reduced by 1%. (3 children)</p>
<p>All children with SEND will be well supported in class using the graduated response. This will have a positive impact all children with SEND and have a greater proportionate impact on the 45% of children with SEND who are also disadvantaged.</p>	<p>Monitoring of the graduated response for SEND will show that all teachers are able to support children with SEND in their classes and as a result the children will be making good progress.</p>
<p>Disadvantaged children's social and emotional needs are being met.</p>	<p>Disadvantaged children are accessing appropriate social skills interventions, individual emotional support and individual behavioural support when required.</p> <p>Disadvantaged families are engaging with family support provided by the school as needed. This will result in families who are engaging positively with the school and</p>

	<p>children who are settled and ready to learn. This will be evident in the reduction of 'serious' and 'low' level behaviour incidences along with an increase in engagement which will be evident as a result of productivity and progress.</p>
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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: £74,000 (50% of total fund)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on whole class teaching of Reading. (Purchase of external Literacy Expert to deliver teacher training)	There is a strong evidence base to suggest that improving children's literacy skills is a result of high quality teaching strategies being embedded such as: https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1, 2, 4
Whole school training on the graduated approach to SEND	NASEN training from the SENCO and regional leads on using the Graduated Approach will improve the ability of all staff to identify and address the learning needs of children with SEND while following the ADPR cycle. https://nasen.org.uk/page/continuing-professional-development-and-learning-cpd/	6
Observation and feedback to teachers on the implementation of differentiated support for children with SEND in the classroom.	As outlined in Section 6 in the SEND Code of Practice (2015), improving teaching of children with SEND will improve teaching for all children, particularly those who are disadvantaged.	6
Staff training on modelling and scaffolding to be delivered by Senior Leaders within school.	The EEF states that the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils, of which scaffolding and high-quality modelling is one: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2
Member of SLT with 2 days out of	It has been recognised that, even without the impact of COVID-19 on initial Teacher Training, that NQTs and ECTs require ongoing professional support and mentoring	2

class to coach and support early career teachers.	to ensure they have a successful start to their teaching career where children make good progress: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support	
Weekly training in addition to INSET training for support staff from SENCO & Inclusion lead	There is a wealth of evidence to support that the use of Teaching Assistants, when deployed effectively, can help accelerate children’s learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Having highly trained support staff will ensure interventions being delivered will have a positive impact on progress and attainment of disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 6
4 day LSA training course run by Hamwic Trust	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 6
Purchase of standardised diagnostic tests: Data gathering using the NFER and NTS standardised tests and gap analysis	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3
Purchase of staff training in effective facilitation of P4C to support the language and reasoning skills of disadvantaged children	There is a lot of evidence to suggest that adopting Philosophy for Children in schools helping child become more willing and able to question, reason, construct arguments, and collaborate with others, something that disadvantaged pupils do not experience outside of school. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children	3
Whole school focus on improving the progress of disadvantaged children with every staff member having this as	The EEF Pupil Premium Toolkit states that monitoring and evaluation of Pupil Premium Children is imperative. By all staff having their performance management linked to accelerating the progress of PP children, it allows leaders to establish what training or follow-on support is required for staff beyond initial training and how to respond to implementation data to tailor and improve approaches.	1

a performance management target	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	
Purchase of Educational Psychologist time to deliver whole-staff CPD on metacognition strategies and support for individuals	In working with the Southampton Psychology Service this has proved to be a very effective way of meeting both staff and pupil needs through specific psychological perspective (e.g. managing the behaviour of a specific child within the classroom, meeting the needs of a specific group within the classroom, specific literacy difficulties, etc. https://www.southampton.gov.uk/schools-learning/support-education/education-psychology	1, 3, 6

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

Budgeted cost: £37,000 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
After School Catch-up clubs (funded by top-up funding) run by teachers targeting reading and maths skills for specifically invited disadvantaged children	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, 4, 5
1:1 Writing coaching with an experienced teacher for disadvantaged boys in Year 6	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,3,4

<p>1:1 reading sessions for disadvantaged children who are struggling readers or are not able to read at home.</p>	<p>Many years of implementing this strategy has demonstrated proven results to accelerate progress in reading. This is also evidenced in the EEF toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>4</p>
<p>Speech and language programmes set and monitored by a qualified SALT who trains support staff to be able to deliver the intervention.</p>	<p>There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>3,6</p>
<p>Early morning daily sensory circuit sessions to enable children to be in a position to start the day able to learn.</p>	<p>Participation in a short sensory motor circuit has been shown to both energise and settle children at the start of the school day. Previous years of running this intervention have shown a great benefit for children in their ability to settle and access the learning in the classroom. https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers---april-2018.pdf?sfvrsn=8</p>	<p>6,7</p>
<p>All teachers and support staff are the Pupil Premium Champion for a particular disadvantaged child, meeting</p>	<p>Using the SDQ before and after implementing this approach in previous years has shown the SDQ score for almost all the children come down over the year. The children have really enjoyed having an additional trusted adult who they can go to. This year the adult with concentrate on giving the child some additional Maths or Reading 1:1 support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,4,7</p>

with them regularly to support with reading or maths skills.		
Providing a copy of class reading texts for disadvantaged children to keep and read at home to boost the love of reading.	In school research has shown that disadvantaged children are much less likely to read with an adult at home. Pre-teaching has also shown to boost confidence in lessons. Owning books has been shown to boost reading levels and result in higher levels of mental wellbeing. https://literacytrust.org.uk/news/owning-books-boosts-childrens-literacy-and-mental-wellbeing/	1,4
1 st Class at Maths programme: Bough Staff training and programme package for catch-up aimed at Y2 gaps in maths.	A programme delivered by teaching assistants to provide intensive support for pupils struggling with maths. It has a strong evidence of impact. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber	1,3
Learning-based interventions which include: Precision Teaching, Phonics, Maths Booster, Reading Comprehension and TIG groups.	Additional Educational Psychology support has been purchased by the school to ensure that staff are trained to deliver evidence based interventions as intended. EP support will continue to be available to check on the impact of these interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3
Librarian employed 4 mornings a week to ensure that the library	Research published by the National Literacy Trust concluded that “For the 1 in 11 children growing up without any books at home, school is often the first opportunity for children to discover the magic of reading.”	4

<p>is well stocked and all children are able to borrow books to take home.</p>	<p>https://cdn.literacytrust.org.uk/media/documents/The_Future_of_Primary_School_Libraries.pdf</p> <p>Analysis of the school lending figures from recent years has shown that all disadvantaged children have been able to borrow books from the school library thanks to the way the library has been maintained and the lending system has been organised.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,000 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker employed to work with vulnerable families to improve school engagement and attendance and make sure that the children's basic needs are being met.</p>	<p>The employment of a school-based family support worker has led to increased engagement with our disadvantaged families. Some families are receiving weekly food boxes, some are being referred on to Early Help and some are receiving behaviour or mental health support. This would not be possible without the Family Support worker building trust with the families.</p>	<p>5,7</p>
<p>Behaviour support lead to work with children who are struggling to regulate their emotions in class.</p>	<p>The EEF's Improving Behaviour in School's report states that the first recommendation emphasises understanding a pupil's context will inform effective responses to misbehaviour and that every pupil should have a supportive relationship with a member of school staff, which is provided through our Behaviour Support Lead.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1,7</p>

<p>Children have access to 1:1 emotional support to help them cope with difficult situations which they need time to talk about with a trusted adult.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs have been found to improve pupil outcomes by 4+ months:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3,7</p>
<p>Support staff are employed to cover the playgrounds at break and lunchtime.</p>	<p>The EEF recognise in recommendation 5 of the Social and Emotional Learning toolkit that reinforcing SEL skills through whole-school ethos and activities is vital in order to support the children effectively. Through having support staff on the playground, they are able to ensure that ethos and expectation remains the same on the playground, as well as being able to support the children emotionally in their social interactions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>7</p>
<p>A support leader organises and runs the program of talkabout, theraplay, and worry workshops.</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. The EEF recognise that approaches usually involve a teaching assistant or professional, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>3,7</p>
<p>Lunch time Nurture support for 30 minutes each day with SENCO Assistant</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>7</p>
<p>Fair Share Crumbs weekly food packages for disadvantaged</p>	<p>https://fareshare.org.uk/what-we-do/our-impact/</p> <p>Guidance on food and poverty in schools highlights the impact of not having enough food on disadvantaged children's learning:</p> <p>https://www.foodforlife.org.uk/~/_media/files/policyreports/ffl-food-poverty-guidance-for-schools_final_may2015.pdf</p>	<p>7</p>

ged families		
Attendance officer (1 day a week) to meet with families to discuss and support with attendance issues.	The EEF recognise in their increasing parental engagement report that having robust and dedicated communications with parents has a direct impact on attendance which has an indirect impact on attainment: https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf	5
Music lessons for disadvantaged pupils	The EEF demonstrate that arts participation increases attainment by 3 months. The research summarises the impact of arts participation on academic outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3
Outdoor Learning Zone	While the EEF's Outdoor Learning research is limited, the summary report 'Evidence and Outdoor Learning' states that early studies consistently show positive benefits on academic learning (+ 4 months) and that there is evidence of similar effects on non-cognitive outcomes (e.g. self-confidence): http://outdoorcitizens.uk/wp-content/uploads/2018/10/Education-Endowment-Foundation.pdf	3,5,7,

Total budgeted cost: £148,000

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.

The academic year 2020/2021 was another year which was affected by periods of isolation and school shutdown. However, lessons were learned from the lockdown of 2019/2020 and the school was able to identify which disadvantaged children were particularly at risk of falling behind and 25 of these children were invited into school to join the children of key workers. This resulted in these children continuing to make progress.

The disadvantaged children who were at home during the lockdown benefitted from attending live zoom lessons and videoed lesson introductions. 15 disadvantaged families received laptops to enable their child to join in with the live lessons. All

disadvantaged families were phoned weekly by the deputy head. 60 packs of printed work was prepared weekly for the disadvantaged families who were not able to access a printer.

The interventions which were funded from the Pupil Premium Grant resulted in:

- 15 families receiving weekly food boxes via the crumbs project
- 29 children receiving ELSA/family support
- 15 had regular talkabout group sessions
- 4 had lego therapy
- 9 attended a series of worry workshop sessions
- 8 had a series of theraplay sessions
- 9 had a series of SEAL workshops run by the Honeypots charity
- 8 had daily sensory circuits
- 8 had writing booster sessions
- 10 had phonics interventions
- 10 had comprehension boosters
- 30 had maths booster sessions
- 33 children had additional 1:1 reading sessions
- 2 had regular precision teaching
- 4 were seen by the educational psychologist employed by the school
- 9 were seen by the SALT employed by the school
- 6 had free music instrument lessons
- 102 borrowed a book from the school library
- 30 had a pupil premium champion

As a result of these interventions, the impact has been:

- Improved behaviour and reduced incidents of serious behaviours
- Reduction in the level of exclusions for a child who subsequently transferred to a special school
- Contact with hard to reach families was maintained particularly through the Crumbs food scheme.
- Anxiety amongst children was reduced and parents reporting that their social skills had improved
- Despite the lockdown, 22/27 PP children in Y3, 22/29 in Y4, 19/25 in Y5 in made at least a year's positive progress in reading of the children.
- Despite the lockdown, 22/27 children in Y3, 18/29 in Y4, 19/25 in Y5 made at least a year's positive progress in maths
- Of the children identified as PP in Year 6, 85% of them transitioned to secondary school as EXS or above in reading, 80% EXS or above Writing and 90% or above in Maths.

Despite the engagement levels with the provision being at similar levels to previous years, the strategy has not been as successful. Evidence from internal data has shown that by the end of the year the pupil premium gap had got wider. As a result of this the strategy for this year has included a larger proportion of the spend being targeted towards staff training to ensure that quality first teaching is consistently in place across the whole school.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> - 1:1 behaviour support - Additional 1:1 reading - 1:1 Emotional ELSA-type support
What was the impact of that spending on service pupil premium eligible pupils?	The 3 children in Year 6 left KS2 at EXS in Reading, Writing and Maths.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.