

# Pupil premium strategy statement – Beechwood Junior 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	359
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lucy Phillips (Head Teacher)
Pupil premium lead	Alexander Massey
Governor / Trustee lead	Tom Petrilli

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,299
Recovery premium funding allocation this academic year	£16,216
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
<b>Total budget for this academic year</b>  <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>	£186,515

# Part A: Pupil premium strategy plan

## Statement of intent

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

Quality First Teaching (QFT) 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, while at the same time benefitting the non-disadvantaged pupils in our school. QFT will include, but is not limited to: engaging, carefully sequenced units of work; regular spaced retrieval of previously taught material; scaffolds and reasonable adjustments so that all learners can access the learning; and the use of both formative and summative assessment to ascertain learners' next steps both within and between lessons. Our milestones document – used for CPD across the school - highlight the different areas we are focusing on: questioning, modelling, self-regulation and metacognition, managing behaviour, supporting independence and evidence of learning.

We will work closely with families to try to improve attendance. We now use a graduated approach to attendance. This means that for those children whose attendance falls below a certain level, a range of strategies will be used to help support them attend school on a regular basis. This will include phone calls home; regularly meeting with parents and carers; fully or partially funding breakfast club for some pupils; incentivising attendance through our reward system; ensuring that children feel successful in the classroom; analysing data (and meeting regularly to discuss this data and potential barriers); and creating a warm and stimulating environment for our pupils. Our Family Support Worker will form supportive professional relationships with families, and will also work with children throughout the school day. They will also liaise with, and inform parents about, external agencies for further support. The children will also have access to our ELSA should they need further pastoral support or therapeutic intervention.

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 ready to learn.

## Challenges

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

Challenge number	Detail of challenge
1	The PP pupils in the current Y6 cohort were assessed at the end of the Summer Term as follows: 53% below expected in Reading, Writing and Maths. 40% were at the expected standard in Reading and Maths. 22% were at the expected standard in Writing. There are a total of 31 pupils eligible for PP funding in Y6.
2	Assessment data from the Autumn Term shows that 72% (18/25) of PP pupils in Year 3 scored below expected in a reading fluency test. This severely impacts their ability to access the curriculum. Without targeted support, these children may find it increasingly challenging to keep up with their peers.
3	Attendance data shows that 20% of PP children have been persistently absent since the start of this academic year. This has fallen from 25% for the academic year 2022-23, but it is still a significantly high number.
4	Ongoing dialogue and discussion with families shows that a significant number of families require pastoral intervention, including social, emotional and mental health support.

## 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
QFT and CPD leads to more PP pupils being at or above the expected standard in Reading, Writing or Maths at the end of KS2.	<p>Increased percentage of PP pupils achieving the expected standard in all three core areas - Reading, Writing and Maths - at the end of KS2.</p> <p>The percentage of PP pupils who are below the expected standard in Reading, Writing and Maths (currently 53%) will fall to 20% or lower.</p>
QFT and targeted academic support lead to an improvement in reading fluency for PP pupils, particularly in Year 3.	Reading attainment data will show an improvement through Little Wandle, rapid catch up phonics, teacher assessments, Salford reading texts, NTS Standardised tests and speed reading tests.
Attendance will improve for PP pupils.	PA will fall to 10% or below among PP pupils.

Engagement with families will increase.	The Family Support Worker and PP Lead will engage more parents of persistent absentees through meetings, phone calls and positive messages home. Families will be made aware of support that they can access outside of school. All PP children will be offered an enrichment opportunity.
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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: £98,258 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carefully planned teacher/TA CPD developing questioning, scaffolding using reasonable adjustments, modelling and AfL	<p>There is a strong evidence base to suggest that QFT is the best strategy to improve pupil attainment.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>And that supporting this with effective professional development is pivotal in improving children's outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 2
SLT & PP lead monitoring and evaluation of approaches to QFT	<p>Supports approaches to QFT by building knowledge, motivating teachers, developing teaching techniques and embedding practice. (Page 29)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>CPD through lesson observations and coaching using our Milestones document will have a direct impact on PP pupils.</p>	1, 2
Coaching (Cog C of EEF PP plan) based on Quality First Teaching strategies: Questioning, modelling, scaffolding & AfL.	<p>Under the EEF's Effective Professional Development guidance, instructional coaching is an effective part of PD that encourages teachers to rehearse skills. The PP Lead will observe and coach teachers using the Milestones document as a benchmark.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1

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

Budgeted cost: £49,000 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading sessions for all disadvantaged children who are struggling readers or are not able to read at home.	Many years of implementing this strategy has demonstrated proven results to accelerate progress in reading. This is also evidenced in the EEF toolkit: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2
Speech and language programmes set and monitored by a qualified SALT who trains support staff to be able to deliver the intervention.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	2
Learning-based interventions which include: Precision Teaching, Phonics, Maths Booster, Reading Comprehension, First Class @ Number	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 which are monitored through pre and post data to show impact. TAs have received training in, and will continue to lead, the interventions listed. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2
PP Lead to work 1:1 with Year 6 PP children who are below expected in all three core areas	One to one or small group sessions with these pupils will have a significant impact on their progress and attainment in Year 6. The PP Lead will work closely with the Year Leader and other teachers to do targeted interventions that link to the Year 6 learning objectives and units of work. The PP Lead will also liaise with families.	1

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

Budgeted cost: £49,000 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club & enrichment programmes free to all PP pupils	Working with a school-based family support worker has led to increased engagement with our disadvantaged families and specifically working with parents to support children's learning by attending school. All PP pupils offered an enrichment opportunity.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	3, 4
Regular and rigorous analysis of PA data for vulnerable students to identify barriers to attending school, e.g. lateness, intermittent, holidays etc.	EEF's Rapid Evidence Review states that one of the key characteristics across responsive and targeted approaches to attendance is monitoring and identification of pupils that need attendance support and the reasons for low attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	3
Develop positive relationships between school and care-giver to ascertain reasons for absence – teachers asking children, promoting positivity, trying to spot trends.	Research suggests that by prioritising “tutoring relationships”, teachers have a better understanding on pupil's attendance issues. <a href="https://educationendowmentfoundation.org.uk/news/new-eef-research-encouraging-tutors-to-find-out-what-they-have-in-common-with-pupils-can-help-boost-attendance-at-sessions">https://educationendowmentfoundation.org.uk/news/new-eef-research-encouraging-tutors-to-find-out-what-they-have-in-common-with-pupils-can-help-boost-attendance-at-sessions</a>	3, 4
PP meetings biweekly to discuss attendance concerns with SLT, PP Lead, Family Support Worker & Attendance Officer	EEF's Rapid Evidence Review states that one of the key characteristics across responsive and targeted approaches to attendance is monitoring and identification of pupils that need attendance support and the reasons for low attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	3, 4
Monitor attendance before reaches 95%: <ul style="list-style-type: none"> <li>PP attendance tracker.</li> <li>Concerns watch list from previous year.</li> </ul>	EEF's Rapid Evidence Review states that one of the key characteristics across responsive and targeted approaches to attendance is monitoring and identification of pupils that need attendance support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	3, 4

<ul style="list-style-type: none"> <li>• Contact through letter/phone call &amp; uploaded to CPOMS</li> </ul>	<p>Also, there is some evidence to support that personalised communication with parents can help improve attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/new-evidence-review-finds-sending-personalised-letters-or-texts-can-help-but-wider-evidence-is-weak">https://educationendowmentfoundation.org.uk/news/new-evidence-review-finds-sending-personalised-letters-or-texts-can-help-but-wider-evidence-is-weak</a></p> <p>We also now use a graduated approach to attendance. When attendance falls below a certain level, certain actions will be triggered to ensure that we are doing all we can to support the pupils to attend school regularly.</p>	
Put a support plan in place when reaches less than 93%	<p>EEF's Rapid Evidence Review states that one of the key characteristics across responsive and targeted approaches to attendance is monitoring and identification of pupils that need attendance support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	3, 4
<p>Support through role of Family Support Worker as part of attendance planning: Develop parent relationships to ascertain reasons for absence and address issues collaboratively</p> <ul style="list-style-type: none"> <li>• Regular contact with PA PP families</li> <li>• Home visits to support</li> </ul>	<p>The employment of a school-based family support worker has led to increased engagement with our disadvantaged families and specifically working with parents to support children's learning by attending school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	3, 4
Attendance officer (1 day a week) to meet with families to discuss and support with attendance issues as well as attend PP task group.	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	3, 4

**Total budgeted cost: £186,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

To ensure QFT and CPD leads to pupils making rapid progress from their starting points.	<p>For the academic year 2022-23 (PP pupils only):</p> <p>Current Y6: Reading below ARE increased from 44% to 66%; Writing below ARE increased from 46% to 77%; Maths below ARE increased from 37% to 60%.</p> <p>Current Y5: Reading below ARE increased from 28% to 44%; Writing below ARE increased from 41% to 66%; Maths below ARE increased from 22% to 34%.</p>
To ensure precise and rigorous systems are in place to reduce PA for pupils in receipt of PPG.	There are robust systems in place to try to reduce PA. We will continue to monitor this over the course of this academic year.
To develop fluency and independent reading of children in receipt of PPG working below ARE.	<p>Current Y6: Reading below ARE increased from 44% to 66%</p> <p>Current Y5: Reading below ARE increased from 28% to 44%</p>
To develop engagement and positive learning behaviours in English lessons for boys in receipt of PPG as well as with the school's reading scheme, when compared to girls.	With the introduction of high quality texts in both Reading and Writing, there has been an increase in engagement and positive learning behaviours for all PP pupils in the last academic year. However, this is not yet reflected in the data across the school.

### 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



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Service Pupil Premium funding supported: <ul style="list-style-type: none"><li>• Regular in class support</li><li>• 1:1 reading</li><li>• Maths booster group</li><li>• Invitation to catch up reading after school</li></ul>
<b>The impact of that spending on service pupil premium eligible pupils</b>
The pupil achieved:  Reading: expected  Writing: working towards  Maths: working towards

**Further information (optional)**