

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	Beavers Community Primary School
Number of pupils in school	666 (N – Y6) 623 (R – Y6)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dee Scott Headteacher
Pupil premium lead	Hannah Hunter Assistant Headteacher
Governor / Trustee lead	Suresh Dhotre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,030
Recovery premium funding allocation this academic year	£25,230
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	£259,290

Part A: Pupil premium strategy plan

Statement of intent

Beavers Community Primary School will, without excuse or compromise, provide the best start in life for all of the children in its care.

Our intention is to follow our mission statement above and ensure that all children have access to a high quality education. We recognise that our Pupil Premium strategy will identify the barriers to achievement for disadvantaged pupils but will also reflect the barriers to achievement and well being of many non disadvantaged pupils at Beavers Community Primary School. The focus of our pupil premium strategy will be to identify and address those barriers using targeted support with the aim of improving outcomes and closing the gap for our disadvantaged pupils whilst ensuring consistent and improving outcomes for non-disadvantaged pupils.

We are committed to outstanding learning through outstanding teaching and this will be at the heart of our pupil premium strategy. This includes keeping at the forefront of educational practice and constantly challenging our approach to ensure best outcomes for all.

As a school we continually discuss the challenges faced by our pupils through weekly inclusion meetings, pupil progress meetings and through more formal robust assessments. All staff are fully aware of the disadvantaged pupils in their class and take responsibility in ensuring they are challenging those pupils to succeed. At the same time teachers are given opportunities to identify and discuss concerns and implement support when needed.

Challenges

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

Challenge number	Detail of challenge
1	High Mobility - The school has a high level of mobility with many disadvantaged pupils joining the school mid-year. 21 out of 48 pupils joining this year are disadvantaged. 19 of the 37 pupils that left last year were disadvantaged. This inconsistency in education puts them at greater risk of falling behind in educational attainment as well as difficulties with social relationships that also impact well being.
2	Language poverty - Observation, assessments and discussion with teachers indicate that pupils entering the early years have significant gaps in expressive and receptive language. Disadvantaged pupils are likely to have bigger gaps in their language skills than non-disadvantaged.

3	<p>Attainment Gap - School assessment systems show attainment gaps between disadvantaged pupils and non disadvantaged pupils since school fully reopened in March 2021.</p> <p>This gap appears in all year groups apart from the current year 2 cohort where disadvantaged pupils outperform non disadvantaged pupils in reading and maths.</p> <p>Writing</p> <p>Attainment for writing has been identified as a whole school target for development. The attainment gap for disadvantaged pupils is even more evident in this subject across the school and will form part of our whole school development plan even in year 2 where attainment for disadvantaged children is higher than non-disadvantaged children.</p>
4	<p>Reading</p> <p>Reading and early reading. Attainment gap in disadvantaged children continues to be present in reading attainment from Y1, Y3, Y4, Y5 and Y6. Current assessments show a strength in year 2.</p>
5	<p>Increase in Social Emotional and Mental Health difficulties - Since the pandemic there has been an increase in teachers and parents seeking Social and emotional and mental health support for pupils. This is often due to difficulties with social relationships, anxiety and low self esteem.</p> <p>The majority of requests have been for disadvantaged pupils.</p>
6	<p>Poor Attendance - 2020-2021 Attendance data shows a difference in average attendance of disadvantaged pupils (93.3%) is less than non-disadvantaged pupils (96%). Our historical attendance data also shows disadvantaged pupils are more likely to be persistently absent than non-disadvantaged pupils. This has an obvious impact on the attainment and social well-being of disadvantaged pupils.</p>
7	<p>Parental engagement of disadvantaged pupils can be challenging due to their own educational experiences. This results in children less supported in their education and therefore having an impact on attendance and attainment.</p>

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
Improved expressive and receptive language skills for children at the end of Early years.	Children in early years meeting age expectations for
To improve the standard of writing for disadvantaged pupils across the school.	<p>End of year targets are met for writing</p> <p>School assessment systems demonstrate that disadvantaged pupils in all years make good or better progress in writing.</p> <p>KS2 data shows Insignificant gap between PPG pupils when compared with their peers within the school and PPG pupils nationally.</p>

<p>To improve reading attainment for disadvantaged pupils including early reading skills.</p>	<p>End of year targets are met for reading</p> <p>School assessment systems demonstrate that disadvantaged pupils in all years make good or better progress in reading.</p> <p>KS2 data shows insignificant gap between PPG pupils when compared with their peers within the school and PPG pupils nationally.</p>
<p>To improve maths attainment for disadvantaged pupils</p>	<p>End of year targets are met for maths in all year groups</p> <p>School assessment systems demonstrate that disadvantaged pupils in all years make good or better progress in maths</p> <p>KS2 data shows Insignificant gap between PPG pupils when compared with their peers within the school and PPG pupils nationally.</p>
<p>Disadvantaged pupils with social, emotional and mental health difficulties will feel supported in school and have the necessary skills to manage some of their own social, emotional and mental health difficulties.</p> <p>Improved wellbeing for all pupils and in particular our disadvantaged pupils.</p>	<p>Improved outcomes for children with SEMH difficulties demonstrated by</p> <ul style="list-style-type: none"> - Positive Teacher, TA and SMSA observations and assessment. - Improved outcomes in measures for SEMH - Boxhall profile, SDQ - a reduction in referrals to CAMHS for tier 2 services - Parent voice
<p>To improve and sustain attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance for all pupils including disadvantaged pupils will be above 96%</p>
<p>Parents of all pupils and particularly disadvantaged children engage with their children's education are well equipped to support their children academically, socially and emotionally</p>	<p>Improved parental engagement for disadvantaged pupils demonstrated by</p> <ul style="list-style-type: none"> - attendance at termly parent evenings and community events - parent surveys for disadvantaged pupils - engagement in tapestry platform - Teacher feedback from engagement in current online platforms

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: £ 20,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leader of Phonics to complete training in whole school phonics teaching using evidence based approaches in order to develop Programme of phonics teaching specific for Beavers Primary school, including interventions.	Phonic approaches have a strong evidence base that indicates a positive impact on early reading. Evidence suggests that phonic approach and additional phonics intervention can help close the disadvantaged gap especially in older pupils with delayed phonological awareness. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 4
Enhance and embed the whole school approach to Emotional regulation (Zones of Regulation) Training for members of staff (including ECTs) in delivering and using our Social and Emotional Learning (SEL)	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. EEF guidance suggests SEL approaches have a positive impact on later attainment, wellbeing and social relationships. Zones of regulations continue to be recommended by senior professionals (Educational Psychologist, CAMHS psychiatrists) and have therefore been adopted as a whole school approach. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?	5
Review and enhance our teaching of Writing using The Write Stuff CPD for all teaching and support staff delivering the Write Stuff approach including a focus on how	The Write Stuff has been selected as an approach following thorough research by School Leaders. It is based on a wide range of evidence that compliments the needs of the pupils at school, particularly disadvantaged pupils and includes providing appropriate challenges for all. Document	3, 4, 2

to focus and engage disadvantaged pupils. £5000	https://www.dropbox.com/s/yoyd0d80w537i85/TWS%20Evidence%20Final.pdf?dl=0	
Enhance the reading experience for all pupils. Purchase of Accelerated Reader and ongoing subscription for KS2 pupils.	Accelerated reader in an EEF recognised promising Programme and aims to increase reading for pleasure at school with a particular focus on improving reading for pleasure.	4
All Teachers to attend Pupil Progress Meetings with senior leaders to discuss pupils with a particular focus on disadvantaged pupils. Release time for Heads and Year and Class teachers will be funded.	The mobility of the school is high. Opportunities to discuss pupils, outcomes from assessment and support needed are essential in responding to current needs within the year group. A high proportion of pupils joining the school this year are disadvantaged.	1, 3,4,5
Purchase of/subscription to standardised diagnostic assessment Training for staff to ensure assessments are interpreted and administered correctly.	The EEF states that 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 instructions.	1,3,5
Assistant Head Teacher to complete Coaching CPD so that coaching can be offered to identified teachers.	School based evidence found this a successful strategy in offering support to teachers with the aim to enhance quality first teaching. This CPD is supported by EEF guidance for Pupil Premium.	

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

Budgeted cost: £170, 582

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of 1:1 National Tutoring Grant - School Led Tutoring</p> <p>Targeted intervention for groups of 3 disadvantaged pupils by experienced members of staff that are known to the pupils.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. (EEF Toolkit)</p>	3,4
<p>Additional Teaching Assistants in every year group (R - Y6) to deliver small group and 1:1 evidence based interventions in Reading comprehension, phonics maths and SEMH based on identified need in each year group</p> <p>Supporting disadvantaged pupils with multiple barriers including SEN and SEMH.</p>	<p>Following EEF guidance for Making best use of Teaching assistants.</p> <p>complete intervention- Use TAs to deliver high quality one-to-one and small group support using structured interventions.</p>	1,2,3,4,5
<p>Additional Year 6 and Year 2 teacher to offer targeted support in Core subjects to close identified gaps, with a particular focus on disadvantaged children.</p>	<p>A focus on High Quality First teaching, following EEF guidance an additional teacher to offer High Quality First Teaching to all levels of ability.</p>	3,4
<p>NELI language intervention delivered in Early Years</p>	<p>EEF recommended Intervention</p>	2
<p>Nurture group interventions for KS1 and KS2</p>	<p>School based analysis has shown our nurture group to be highly effective intervention (Using BOXHALL profile analysis)</p> <p>A range of evidence supports this including the EEF toolkit.</p>	5, 2,

Disadvantaged children are always represented in Nurture group referrals.	https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups	
School Based Speech and Language therapist to provide CPD to staff when screening pupils and offer observation and assessment where appropriate.	EEF shows a very high impact from Oral Language interventions.	2

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

Budgeted cost: £ 70,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Counsellor and well being teacher (2 days per week)</p> <p>Supporting staff, parents and pupils in supporting Mental Health Needs.</p>	<p>BCAP's most recent research paper (Jan 2021) demonstrates the positive impact of school based counsellor. They found significant reduction in psychological distress when compared to pupils receiving just pastoral care.</p> <p>School based research shows positive impact of school counsellor on parental engagement with school and improved outcomes for pupils experiencing mental health difficulties.</p>	5, 6, 7
<p>Attendance officer to implement DfE guidance and recent CPD with with a specific focus on disadvantaged pupils</p> <p>Attendance officer to attend Inclusion meetings with SENDCO and School Counsellor to discuss strategies.</p>	<p>Multi professional teamwork to approach attendance has been a successful strategy in supporting specific families improving attendance.</p> <p>Dfe Guidance is based on evidence with schools that have significantly reduced persistent absence.</p>	6
<p>Community Liaison Officer</p> <ul style="list-style-type: none"> - Supporting Parental Engagement with focus on disadvantaged families - Link with local Food bank - Supporting disadvantaged pupils access extra curricular clubs and activities 	EEF have found Increased parental engagement to have a positive impact on outcomes for Disadvantaged pupils. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	1, 6, 7,

Enhanced playtime experience for all pupils using OPAL	<p>OPAL is evidenced based and a recent study found positive outcomes for pupils including</p> <ul style="list-style-type: none"> - improved social interaction skills - less persistent disruptive behaviour - Increased enjoyment of playtimes and lunchtimes 	2, 5, 7
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Total budgeted cost: £ 261, 440

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.

Teacher Assessment from Summer 2021 indicates that Disadvantaged pupils are outperforming non disadvantaged pupils in KS1. In KS2 there is no attainment gap in mathematics but the attainment gap for disadvantaged pupils has grown in Reading and Writing since 2019.

School assessment systems show a current attainment gap between disadvantaged pupils and non disadvantaged pupils across year groups and in particular in writing. This will now form part of our recovery strategy and whole school improvement plan. 1:1 and small group interventions have been used successfully and will continue to form part of the pupil premium strategy.

The pandemic has an impact on school attendance with disadvantaged children more likely to be persistently absent. Parental anxiety due to the pandemic has contributed to attendance. Having a school counsellor employed by the school has proved valuable responding to individual cases with positive feedback from pupils and parents.

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
The Write Stuff	The Training Space
NumberStacks	https://www.numberstacks.co.uk/product-info/
Accelerated Reader	Renaissance

Service pupil premium funding

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

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Community Initiatives and related staffing</p> <ul style="list-style-type: none"> - Mutual support through regular communication with Army Welfare Service Communication Support Development Worker This is facilitated by the provision of the school Community Liaison Officer (CLO) and ensures the school is kept abreast of pertinent issues. - The CLO, CP officer and trained school counsellor together further support individuals and families. This includes transition and integration of pupils, timely transfer of pupil records and liaison with transition schools; knowledge to offer practical solutions, reassurance and signposting, supporting a wider range of family pressures including emotional and behavioural issues, bereavement, divorce and separation. <p>Staffing to accelerate progress and raise attainment</p> <ul style="list-style-type: none"> - Monitoring of service children pupils progress in relation to age related expectations. Implementation of intervention strategies to support learning. - Teaching assistants to support children joining with identified SEN, ensuring rapid identification of needs, bearing in mind that we may have children with us for a short time. <p>Interventions</p> <ul style="list-style-type: none"> - SEMH intervention that include Draw and Talk and Nurture Group. Referral to trained school counsellor - Trained teaching assistant to provide pastoral support and guidance
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>7 pupils are eligible for service Premium. The local Army Barracks is due to close in the near future and therefore the number of service children has significantly reduced in the last two years. 12 service premium pupils left the school to relocate in the last academic year.</p> <p>We have offered support detailed above and individual support on a case by case basis including supporting transition to pupils that are relocating.</p>