

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 | 659 (N – Y6) 608 (R – Y6) |
| Proportion (%) of pupil premium eligible pupils | 25.1% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 – 2025 2025 – 2026 2026 – 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | Autumn Term 2025 |
| Statement authorised by | Sarah Smith Headteacher |
| Pupil premium lead | Hannah Hunter Taj Grewal Assistant Headteachers |
| Co-Chair of Governors | Michelle Davis & Suresh Dhotre |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £226,440 |
| Recovery premium funding allocation this academic year | £ 0 |
| 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 | £226,440 |

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 wellbeing 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 and leaving during the school mid-year. In the academic year 23/24, 27 children joined the school and 17 left. 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 wellbeing. |
| 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. |

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| 3 | <p>Attainment and progress</p> <p>Phonics and early Reading – Disadvantaged pupils less likely to pass phonics screening and achieve GLD</p> <p>Gaps identified in attainment and progress in core subjects are present in some year groups and require close monitored due to the mobility of the school.</p> |
| 4 | <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. The majority of requests have been for disadvantaged pupils.</p> |
| 5 | <p>Poor Attendance - Attendance data shows a difference in average attendance of disadvantaged pupils is less than non-disadvantaged pupils. Data also shows disadvantaged pupils are more likely to be persistently absent than non-disadvantaged pupils.</p> |
| 6 | <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> |
| 7 | <p>SEND</p> <p>30% of the SEND register are also disadvantaged which also impacts outcomes and adds complexity to the support needed.</p> |
| 8 | <p>High level of deprivation.</p> <p>The school is in a high level of deprivation with some families living in poor conditions, limited space and resources to support their children's education</p> |
| 9 | <p>Multiple barriers</p> <p>Some disadvantaged pupils have multiple barriers (including all challenges listed) impacting pupil outcomes</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 Communication and interaction |
| 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> |

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| | KS2 data shows Insignificant gap between PPG pupils when compared with their peers within the school and PPG pupils nationally. |
| To improve reading attainment for disadvantaged pupils including early reading skills. | <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> |
| To improve maths attainment for disadvantaged pupils | <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 |
| To improve and sustain attendance for all pupils, particularly our disadvantaged pupils. | Attendance for all pupils including disadvantaged pupils will be above 96% |
| 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>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: £47,210.10

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Phonics Whole school phonics teaching using evidence based approaches in order to develop Programme of phonics teaching specific for Beavers Primary school, including interventions.</p> <p>Additional decodable phonics books purchased that can be used in KS2 for pupils needing continued support with phonological awareness.</p> | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 3, 4 |
| Recruit additional teacher in Year 6 to support educational outcomes. | <p>This has been a successful strategy used prior to the pandemic to support disadvantaged pupils. The aim being that pupils gets more focused teacher support in high quality teaching daily sessions.</p> <p>EEF report on Pupil premium states that Evidence indicates high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> | |
| <p>Enhance and embed the whole school approach to Emotional regulation (Zones of Regulation)</p> <p>Training for members of staff (including ECTs) in delivering and using our</p> | 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. | 5 |

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| Social and Emotional Learning (SEL) | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?</p> | |
| <p>Review and enhance our teaching of Writing using The Power of Reading approach</p> <p>CPD for all teaching and support staff delivering the Power of Reading, including a focus on how to focus and engage disadvantaged pupils.</p> | <p>The Power of Reading 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.</p> <p>Document</p> <p>chrome-extension://efaidnbnmnnibpcajpcgclclefindmkaj/https://clpe.org.uk/system/files/2023-01/PoR%20Impact%20Report%202023%20WEB.pdf</p> | 3, 4 , 2 |
| <p>Enhance the reading experience for all pupils.</p> <p>Purchase of Accelerated Reader and ongoing subscription for KS2 pupils.</p> | <p>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.</p> | 4 |
| <p>Improve the attainment, engagement and enjoyment of maths in KS2</p> | <p>Mathletics is the world's leading online maths program that delivers proven results and helps to narrow the achievement gap for disadvantaged pupils. A recent study analysing Key Stage 2 performance data found that schools where students completed at least three Mathletics curriculum activities per week had a significantly higher proportion of pupils making at least two levels of progress in mathematics.</p> <p>static.3plearning.com</p> | 3 |
| <p>All Teachers to attend Pupil Progress Meetings with senior leaders to discuss pupils with a particular focus on disadvantaged pupils.</p> <p>Release time for class teachers and phase leaders will be funded.</p> | <p>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.</p> | 1, 3,4,5 |

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| <p>Purchase of/subscription to standardised diagnostic assessment (RTS, GL assessments). Assessments are linked to whole school SONAR system and Shine intervention package</p> <p>Purchase of and CPD in delivering Shine Interventions (Directly linked to RTS assessment and SONAR assessment system)</p> | <p>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.</p> | <p>1,3,5</p> |
| <p>Waltrus subscription and CPD for key staff</p> | <p>The Walktrus programme has shown to have an impact on raising standards in schools by improving classroom practice, with over 150 evidence based teaching strategies rooted in a deep understanding of how learning works. We have subscribed to the programme as well as CPD for coaching for phase leaders.</p> | |
| <p>Registration to Artmark, and cover for 2 members to attend training</p> | <p>Research shows that an arts rich curriculum can have a positive impact on academic outcomes for disadvantaged children, and help to narrow the disadvantage gap; it can also be a route to re-engage disadvantaged children in learning. We are in the process of re-applying for the Artsmark and this will be a driver for change in the school.</p> <p>Documents:</p> <p>Arts Council: Every child: equality and diversity in arts and culture with, by and for children and young people</p> <p>EEF: Arts participation</p> | |

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

Budgeted cost: £70,637.08

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional SEND teacher 1 day per week to support SEND team with a particular focus on LAC pupils with high needs. | Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. | 3,4 |
| Supporting disadvantaged pupils with multiple barriers including SEN and SEMH. | Following EEF guidance for Making best use of Teaching assistants. complete intervention- Use TAs to deliver high quality one-to-one and small group support using structured interventions. | 1,2,3,4,5 |
| Purchase of WellComm Language screening intervention. | EEF research shows that communication and language approaches have a very high impact and increase young children's learning by seven months. Whole school intervention. The screening will identify disadvantaged children who have SCLN and provide a toolkit of support for them. EEF research document: https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches | 2 |
| Nurture group interventions for KS1 and KS2 Disadvantaged children are always represented in Nurture group referrals. | School based analysis has shown our nurture group to be highly effective intervention (Using BOXHALL profile analysis) A range of evidence supports this including the EEF toolkit. https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups | 5, 2, |

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

Budgeted cost: £ 114,490

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>School Counsellor and well being teacher (2.5 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>Purchase of My Happy Mind to support pupils emotional well being.</p> <p>A science-backed programme for schools is grounded in the latest science and research about what it takes to create positive wellbeing.</p> <p>It's taught to every single child and there's a curriculum for every year group from Early Years to Year 6</p> | <p>Evidence based programme with strong evidence of impact.</p> <p>See NHS impact statement.</p> | |
| <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 | <p>EEF have found Increased parental engagement to have a positive impact on outcomes for Disadvantaged pupils. By designing and delivering effective</p> | 1, 6, 7, |

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| <p>focus on disadvantaged families</p> <ul style="list-style-type: none"> - Link with local Food bank - Supporting disadvantaged pupils access extra curricular clubs and activities | <p>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.</p> | |
| <p>Enhanced playtime experience for all pupils using OPAL</p> | <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 | <p>2, 5, 7</p> |
| <p>Two members of staff to attend ELSA training and deliver interventions across the school.</p> | <p>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.</p> <p>EEF found that targeted interventions in SEL have a positive impact on outcomes for children.</p> | |

Total budgeted cost: £ 232,337.18

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 2023 to 2024 academic year.

| End of KS2 data | All Pupils | Disadvantaged Pupils | National Av 2024 |
|-----------------|------------|----------------------|------------------|
| Reading | 67% | 61% | |
| Writing | 64% | 61% | |
| Maths | 83% | 81% | |
| RWM | 56% | 55% | 46% |

Pupil outcomes for disadvantaged pupils have improved this year with a relatively small attainment gap in writing, maths and reading writing combined.

Attendance continues to be a school priority since the pandemic and we have seen progress in many of our families through the support of the team approach (attendance officer, SEND team and school counsellor). Data shows very little gap in average attendance between disadvantaged and non-disadvantaged pupils. This continues to be a priority moving forward and we see an improving picture with the level of support in place.

School assessment system shows strengths in the outcomes for pupils at the end of years 2, 3, 4 and 5. Pupils progress meetings will continue to be prioritised to assess and address the gaps in attainment of disadvantaged pupils so that barriers can be identified and timely support put in place.

Many pupils benefitted from the support put in place for social emotional and mental health difficulties. Nurture groups evaluations and wellbeing checks ins were positive and had an impact on outcomes for pupils, particularly their emotional wellbeing and behaviour of pupils.

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 |
| Accelerated Reader | Renaissance |
| My Happy Mind | Talent Management Partners Limited |
| GL SpLD Screener | GL |
| Shine Interventions | Rising Stars UK |
| WellComm | GL |

Service pupil premium funding

| Measure | Details |
|---|--|
| How did you spend your service pupil premium allocation last academic year? | <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 |

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| <p>What was the impact of that spending on service pupil premium eligible pupils?</p> | <p>5 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.</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> |
|---|--|