



Pupil Premium Strategy Statement (including Impact and Evaluation of previous year)

2020 – 2021

At Beeston Primary School, we strongly believe that each child has the right to achieve their own potential and should be supported wherever possible to do so. The Pupil Premium is allocated to schools with pupils on roll in school who are known to have been eligible for free school meals at any time in the past six years. There are other indicators that may also trigger this funding. Each of these pupils generates £1345. Pupils who are looked after by the local authority generate £2345. There is also a Service Premium which is for pupils who have parents working for the armed forces. This generates £310 per pupil. Schools are able to spend the Pupil Premium in a way they feel is best to raise attainment of the disadvantaged pupils in order to close the gap between them and their non-disadvantaged peers. Due to Covid-19 pandemic, the impact of the previous year's funding will be monitored by the Governing Body by March 2021 (as outlined by the DfE).

1. Summary information [Finance information based on Financial Year 2020 – 2021]					
Academic Year	2020 – 2021	Total PP budget	£289,725	Date of most recent PP review	2015
Total number of pupils	631 (+48 Nursery)	Number of pupils eligible for PP	206 (33% of school population)	Date for next review	September 2021
206 PPG (£1345) + 3 Service (£310) + 1 CLA + 4 SGO/Post Adoption (£2345)					

2. Current attainment EYFS			
[Based on EYFS 2019 statutory due to Covid-19 pandemic and lockdown]	Pupils eligible for PPG (Beeston Primary School 26 pupils)	Pupils not eligible for PPG (Beeston Primary School 63 pupils)	Pupils not eligible for PPG (national)
% achieving Good Level of Development	57.7	60.3	74.4

2. Current attainment KS1			
[Based on KS1 2019 statutory due to Covid-19 pandemic and lockdown]	Pupils eligible for PPG (Beeston Primary School 26 pupils)	Pupils not eligible for PPG (Beeston Primary School 63 pupils)	Pupils not eligible for PPG (national)
% achieving expected or higher in Reading	61.5	73	78.4
% achieving expected or higher in Writing	50	63.5	73.1
% achieving expected or higher in Maths	65.4	71.4	79.1
% achieving expected or higher in combined Reading, Writing and Maths	46.2	60.3	68.8

2. Current attainment Year 1/2 Phonics Check			
[Y2 pupils who missed check in Year 1 due to Covid-19 school closures]	Pupils eligible for PPG (Beeston Primary School 27 pupils)	Pupils not eligible for PPG (Beeston Primary School 61 pupils)	Pupils not eligible for PPG (national)
% achieving expected standard	48.1	65.6	Not yet released
[Based on 2019 statutory due to Covid-19 pandemic and lockdown]	Pupils eligible for PPG (Beeston Primary School 29 pupils)	Pupils not eligible for PPG (Beeston Primary School 55 pupils)	Pupils not eligible for PPG (national)
% achieving expected standard	62.1	81.8	84.4

2. Current attainment KS2			
[Based on KS2 2019 statutory due to Covid-19 pandemic and lockdown]	Pupils eligible for PPG (Beeston Primary School 18 pupils)	Pupils not eligible for PPG (Beeston Primary School 71 pupils)	Pupils not eligible for PPG (national)
Progress in Reading	-0.8		0.3
Progress in Writing	-0.9		0.3
Progress in Maths	-1.4		0.4
% achieving expected or higher in combined Reading, Writing and Maths	33	56	68
% achieving expected or higher in Reading	47	70	78
% achieving expected or higher in Writing	56	68	83
% achieving expected or higher in Maths	50	76	84

3. Barriers to future attainment	
Academic barriers (issues to be addressed in school such as poor language skills)	
A	There are gaps in English and Maths between Pupil Premium pupils and non-pupil premium peers
B	The baseline entry to EYFS is below typical with a less developed literacy and language development compared with their peers.
C	15% of our PPG pupils also have a Special Educational Needs or Disability.
D	Social, emotional and mental health needs – many pupils require additional support within school to support their SEMH in order to access academic learning
E	Parental engagement with school such as consultation evenings, workshops, home learning is often lower for our PPG pupils and families
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
F	Attendance – we have a large number of pupils who need support in order to attend school, both punctually and regularly.
G	Pupils sometimes have limited access to extra-curricular activities and/or experiences such as trips and participation in physical activities

4. Intended outcomes (specific outcomes and how they will be measured)	
A	Pupils in receipt of Pupil Premium make progress and attain in line with their non-Pupil Premium peers.
B	EYFS pupils in receipt of Pupil Premium achieve GLD in line with non-Pupil Premium peers, including achieving in Communication and Language
C	Pupils who are in receipt of PPG and also have a SEN access a range of provision and make good progress in line with peers and/or based on individual targets
D	Pupils who have SEMH needs access a range of provision and make good academic progress.
E	Parents of pupils eligible for PPG engage in a range of school related activities, including home learning where necessary.
F	Pupils in receipt of PPG attend school in line with their non-Pupil Premium peers.
G	All pupils, including disadvantaged pupils have access to a range of extra-curricular activities and/or experiences such as trips and participation in physical activities

5. Planned expenditure					
Academic Year 2020 - 2021					
i. Quality of teaching for all					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A. Staff are upskilled	All staff, including Teaching Assistants throughout school receive range of Schedule of Training . Use of a Consultant SIA to support school in identifying strengths and areas for development to inform whole school improvement.	Gap between PPG and non PPG across RWM Where staff, including Teaching Assistants are upskilled, outcomes for pupils are better (EEF). SDP priorities determine specific training needs	Training needs identified through the SDP priorities. Outcomes monitored through the SDP.	BT, LJ, GK, SK	Termly at governance.
A. C. Pupils access a range of resources and programmes	Pupils have access to SUBSCRIPTIONS such as Lexia and Nessy in order to enhance their access to the curriculum	Pupils have access to a range of technology to enhance their curriculum opportunities.	Teaching and Learning Review cycles will monitor usage and ensure pupil access.	SLT	Termly
D. Pupils SEMH is supported and pupils are therefore 'ready' to learn	Pupils access ' Restorative Circles ' daily with Teacher and Teaching Assistant to support SEMH and ensure that pupils are ready to learn.	A high proportion of pupils demonstrating behavioural incidents when tracked through CPOMs are eligible for PPG.	Behaviour incident analysis Staff supervision	SK, LJ, RW	Weekly Termly

Total budgeted cost £16,520

ii. Targeted Support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Gap in English and Maths is diminished between non PPG peers	Y6 pupils to receive ' Booster Classes ' Additional adult support is used to support pupils to make progress using a range of bespoke learning opportunities.	Pupils respond well to intervention which addresses specific gaps in learning	Progress will be monitored throughout, using pre and post assessments Pupil Progress Meetings Monitoring of BLOs Entry and Exit data for any published interventions	JT, SN, LJ	Throughout interventions and following intervention Termly
B. PPG EYFS pupils attain in line with their peers. They make good or better progress in their Communication and Language	High proportion of adult support to deliver bespoke intervention for targeted pupils. Talk Boost Speech and Language intervention to be delivered for targeted pupils Speech and Language Therapy Assistant FTE to work across school, including EYFS to identify,	Pupils' starting points for PPG pupils are lower than their non PPG peers. Pupil's communication and language ability impacts significantly on their ability in other curriculum areas.	Pupil Progress Meetings Monitoring of BLOs Entry and Exit data for Talk Boost intervention SALT programmes and outcomes.	SN, LJ, GK	Termly

	assess and support pupils with Speech and Language needs.				
C. Pupils who are eligible for PPG and are SEND make good progress in line with peers and/or based on individual targets	B Squared assessment system is used to support individuals to make steps in learning. Additional adult support is used to support pupils to make progress using a range of bespoke learning opportunities.	Pupils who are eligible for PPG and are SEND currently make less progress and attain lower than their non-PPG pupils.	Pupil Progress Meetings Monitoring of BLOs Additional SEND Reviews	LJ, GK	Termly and/or as required based on individual needs
D. Pupils SEMH is supported and pupils are therefore 'ready' to learn	' Time to Talk ' available for pupils to access regularly. Nurture Team work closely with whole range of pupils to support wellbeing through range of intervention, including Filial Therapy. 1:1 Teaching Assistant Support is available for a very small number of pupils. Access to REACH PLC as a Wave 3/Step 5 provision to provide short term, intensive SEMH intervention.	A high proportion of pupils demonstrating behavioural incidents when tracked through CPOMs are eligible for PPG.	Behaviour incident analysis Staff supervision	SK, LJ, RW	Weekly Termly
E. Parental engagement with school such as consultation evenings, workshops, home learning is often lower for our PPG pupils and families	Targeted support for identified families to ensure they engage in Parent Consultation sessions and workshops. In the event of Home Learning, support from Teaching staff will target PPG families to ensure that parents and pupils are accessing home learning when necessary. Reasonable adjustments such as paper based packs will be made available where necessary.	Analysis has shown lack of engagement of parents of pupils eligible for PPG when compared with peers.	Analysis and monitoring of engagement.	LJ, JH	As required, when events such as Parent Consultations/ workshops/ home learning is taking place.
Total budgeted cost					£298,853
iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
F. Pupils in receipt of PPG	School based attendance team staff work to ensure high levels of	Data showed pupils eligible for PPG had lower	Daily attendance monitoring	SK	Termly attendance figures

attend school in line with their non-Pupil Premium peers.	attendance. They support and challenge families with barriers to attendance, ensure they attend school and ensure their attendance where necessary by use of the school minibus.	attendance than their peers. The measures in place are beginning to diminish this gap and should therefore continue.			
G. All pupils have access to a range of extra-curricular activities and/or experiences such as trips and participation in physical activities	School visitors and/or trips subsidised for Pupils eligible for PPG. Exposure to experiences such as Swimming Lessons for all pupils. Leeds Museum Services to provide artefacts to school to give pupils 'Museum Style' experiences Breakfast Club access is provided where necessary to ensure pupil participation in extra-curricular activities.	Pupil voice has demonstrated that many of our PPG pupils have limited access to extra-curricular activities. WE know this to have an impact on their academic achievement linked to areas such as language.	Pupil voice during Teaching and Learning Reviews	LJ, ZP	Termly
				Total budgeted cost	£58,685
Total budgeted cost for all planned expenditure: £377,058					

6. Additional information

2019-2020 Pupil Premium impact has been measured at the end of the 2019 – 2020 financial year (in March 2021). See below.

Pupil Premium Impact and Evaluation of Previous Year 2019 - 2020

7. Previous Academic Year				
Total amount: £282,180.00				
Considerations: <i>Did you meet the success criteria? Give evidence to support your impact, this can be from: Internal data, Case studies, Also include impact on pupils not eligible for pupil premium if appropriate. If your approaches didn't meet your success criteria: Why not? Will you continue with this approach next year? If so, then why? Will you make any changes?</i>				
Quality of teaching for all				
Intended outcome	Action	Impact	Evaluation	Cost
To ensure that all teaching is at least 'good' or better across school.	Use of resources and schemes to ensure a consistent approach across school- including Tapestry, Literacy Shed, Twinkl, Power of Reading, Times Table Rock Stars, Lexia. Data analysis reports will show that PP children are making at least comparable progress and attainment, with non PP cohort	42/48 (88%) lesson observations were judged good or better. Teaching and Learning Reviews were unable to take place as planned due to school closures. External data is unavailable and internal data will be analysed by the end of 2020/2021 financial year.	Most of the teaching in school was at least good, though is difficult to measure the full impact due to school closures and lack of external data. External data is unavailable for this period. CPD and training opportunities to support teaching were available and accessed throughout school closures. CPD for staff will continue next academic year and this will continue to be a target we work towards.	Training and Resources £8,511.11 Subscriptions £5,109.71 Schemes £607.94
To enable all pupils to access the curriculum	Pupils will be able to access new educational experiences with visits both to school and outside of school. This includes; residential trips, university inspire days and extra-curricular opportunities at/after school.	Prior to Covid-19, where appropriate, pupils were supported to access all aspects of the curriculum where needed. From March 2020, trips and visits were suspended due to Covid-19.	Whilst trips and visits were unable to take place, school provided lots of resources such as pencils, paper, books etc. for pupils who were at home during school closures from March 2021. In many cases these were delivered using the school minibus by school staff. Where possible, Covid-19 permitting, this strategy will continue. We will try where possible to use virtual 'visits' and workshops such as authors.	Subsidised Trips £2,000.00 Enrichment in school £24,369.13
00Targeted support				
Intended outcome	Action	Impact	Evaluation	Cost
To deliver bespoke learning opportunities (BLOs) to address gaps in learning, and raise the % of pupil achieving ARE	Pupil progress meetings and school tracking systems ensure that all staff can identify those pupils who are PP eligible and require 1:1 and small group bespoke learning opportunities to meet their personalised targets and close the gap between them and their peers. Ongoing, and consistent use of Classroom Monitor to identify children who are making little or no progress- and gap analysis, which feeds into planning and provision	Data from BLOs in the Autumn term shows that targeted pupils made progress when accessing BLOs. Due to Covid-19 closures and bubble arrangements upon return, these were unable to continue as planned.	Upon return, we implemented a robust Recovery Curriculum which meant that pupils were accessing a programme of learning designed specifically to support them in catching up on missed learning. Staff accessed training in order to achieve this. Feedback about the curriculum in Autumn 2020 was positive. External data is unavailable. BLOs will continue wherever possible. Provision to ensure disadvantaged pupils are able to catch up is more important now than ever due to school closures.	Interventions costs £52,812.00 Speech and Language Interventions £18,106.00 School Improvement data analysis £2,520.00 IT costs for Interventions £5,471.43 PP pupils with SEND support £30,004.00

<p>To build on pupils Personal, Social and Emotional Development, increasing self-esteem, self-control and positive attitudes.</p>	<p>Filial therapy and Time to Talk for pupils in order to support mental health and well-being.</p>	<p>Autumn term analysis shows that the systems and strategies were positive in supporting pupils' wellbeing and SEMH. These were unable to take place from March 2020 due to school closures.</p>	<p>Nurture staff replaced these strategies with virtual support over the telephone and doorstep visits to pupils identified as having SEMH needs. They were able to offer some face to face intervention for pupils who were in school. Strategies such as Restorative Circles and Staff Supervision were implemented for pupils accessing keyworker/vulnerable provision and then for all pupils upon return. These strategies will continue in 2020 - 2021</p>	<p>Health & Wellbeing £1,334.42 Behaviour support £15,763.00</p>
<p>Other approaches</p>				
<p>Intended outcome</p>	<p>Action</p>	<p>Impact</p>	<p>Evaluation</p>	<p>Cost</p>
<p>Improve attendance and work with families to overcome barriers</p>	<p>Attendance Manager to monitor and support attendance for families who are not engaging with school. Breakfast Club subsidies to ensure children are in school on time.</p>	<p>During the first 3 half terms, prior to lockdown in March, Pupil Premium pupil attendance was 94.25% compared with 96.68% non-pupil premium pupils. Persistent absences was 19% (pp) compared with 7% (non-pp). Breakfast club continued for vulnerable pupils and key worker families which did ensure that these pupils were able to attend school on time.</p>	<p>Attendance to school was limited throughout the school year due to the Covid-19 pandemic. The funds allocated for attendance actions were used to carry out regular wellbeing and safeguarding checks. The mini bus was used daily for such checks, delivering free school meals to vulnerable families and delivering resources such as paper based packs. These actions will continue into 2020 – 2021.</p>	<p>Attendance Support Team £25,641.00 Breakfast Club £10,000.00</p>
<p>To support children in school with emotional and behavioural difficulties and to improve links with our hard to reach families.</p>	<p>Nurture provision within school for vulnerable children through the Guiding Lights programme and 1:1 emotional support. Offering parent workshops and support for parents through the BCM Cluster. Learning Mentor to support pupils with bespoke behavioural needs.</p>	<p>Strategies went ahead as planned in Autumn term. They enabled pupils to access the mainstream classroom and therefore access high quality first teaching. Covid-19 partial school closures prevented a large proportion of this intervention from taking place. Upon return to school, pupils accessed support. Parent workshops were unable to continue due to covid-related risk assessment.</p>	<p>Nurture staff replaced many strategies with virtual support over the telephone and doorstep visits to pupils identified as having SEMH needs. They were able to offer some face to face intervention for pupils who were in school. Strategies such as Restorative Circles and Staff Supervision were implemented for pupils accessing keyworker/vulnerable provision and then for all pupils upon return. The planned strategies will continue wherever possible in 2020 – 2021.</p>	<p>Nurture staffing and resources for Family Learning Programmes and Support £103,484.00 BCM Cluster £30,810.00 REACH & Broomfield Sensory Room £18,900.00</p>