

Pupil premium strategy statement 21-22

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	Beeston Primary School
Number of pupils in school	684
Proportion (%) of pupil premium eligible pupils	34.8% (220 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 (3 yr strategy)
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr N Edensor
Pupil premium lead	Mrs L Jackson
Governor / Trustee lead	Mr A Scopes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,228
Recovery premium funding allocation this academic year	£32,263
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	£327,491

Part A: Pupil premium strategy plan

Statement of intent

Almost 35% of our school population are eligible for Pupil Premium funding. This is above the national figure of 22% (2020 – 2021).

At Beeston Primary School our vision for our disadvantaged pupils is the same as for every other child. Our long term vision for every child is to empower all pupils to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners.

Our ultimate objective is that our disadvantaged pupils achieve at least the same as their non-disadvantaged peers. Our current pupil premium strategy ensures that we are using the funding in a targeted way, to ensure these pupils receive the provision, opportunities and experiences required to ‘engage, enjoy, enrich and excel’ in all aspects of life.

The key principles of our strategy are underpinned by the research and findings from The Education Endowment Foundation. We recognise that eligibility for pupil premium funding is not the sole indicator of disadvantage and do use the funding to target pupils and families we know who experience disadvantage, despite not being eligible for the funding. We also know that disadvantaged children can present with a wide range of barriers to learning and achievement. Our Senior Leaders, along with Teaching and Support Staff adopt a personalised approach when choosing how to target support, and what the appropriate support might be for a particularly vulnerable, individual, or vulnerable group at that time.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower attainment than their non-disadvantaged peers in English and in Maths
2	Disadvantaged pupils demonstrate poorer skills in literacy and language development compared with non-disadvantaged peers in the EYFS
3	16% of our PPG pupils also have a Special Educational Needs or Disability.
4	A higher proportion of disadvantaged pupils require support for social, emotional, and mental health needs (SEMH) .
5	Parental engagement with school for consultation evenings, workshops, home learning is lower for our disadvantaged pupils and families
6	Attendance figures for disadvantaged pupils are lower than their non-disadvantaged peers. We have a large number of pupils who need support in order to attend school, both punctually and regularly .
7	Disadvantaged pupils have limited access to extra-curricular activities and/or experiences such as trips and participation in physical activities

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
Disadvantaged pupils make accelerated progress to close gap between them and their national non-disadvantaged peers	See School Improvement Plan 2021 – 2022 for precise success criteria for 2021 - 2022. Gap between disadvantaged pupils and non-disadvantaged peers will have closed.
Disadvantaged pupils with social, emotional and mental health (SEMH) needs access learning in line with non-disadvantaged peers	Gap between disadvantaged pupils and non-disadvantaged peers will have closed.
Parents of disadvantaged pupils engage in line with non-disadvantaged families.	Parents attend parent’s evenings, parenting courses and engage with home reading in line with non-disadvantaged pupils’ parents.
Disadvantaged pupils attend school in line with their national non-disadvantaged peers.	Attendance for disadvantaged pupils is in line with non-disadvantaged pupils
Disadvantaged pupils access enrichment in line with non-disadvantaged peers.	Disadvantaged pupils are at least proportionately represented in all enrichment activities.

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

Budgeted cost: £43,777

Activity	Evidence that supports this approach	Challenges
The English Hub Floppy Phonics Scheme implementation (£23,734)	The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge, sounds and patterns (EEF, 2021). This year we are implementing a new phonics scheme, Floppy Phonics to support early reading skills. We are working closely with The English Hub at Jerry Clay and our English Leader is supporting staff, pupils, and families in ensuring it has a huge positive impact on our children and their reading skills.	1, 2
Speech and Language Assistant to provide regular CPD opportunities to meet Speech, Language and Communication Needs for targeted pupils (£20,043)	At Beeston Primary School, we employ a full-time equivalent Speech and Language Therapist (SALT) Assistant, in addition to our traded 'Chatterbug' Therapy Service, and core NHS offer. Teachers and Teaching Assistants receive regular training opportunities from all professionals listed above to facilitate therapy programmes so pupils can achieve targets	2, 3

Targeted academic support

Budgeted cost: £262,413

Activity	Evidence that supports this approach	Challenges
Bespoke Learning Opportunities for targeted pupils to accelerate progress, including those with SEND (£216,000) 'Recovery teacher' employed to run intervention for targeted pupils to ensure accelerated progress. (£14,804)	The EEF states that small group tuition and intervention delivered by Teaching Assistants (TAs) can have positive impact on pupil progress. The research demonstrates that these strategies can be effective if they are targeted at pupils' specific needs, especially where diagnostic assessments are used. It also outlines that TAs can have a large positive impact on outcomes where they are deployed effectively and their support supplements whole-class teaching (EEF, 2021). At Beeston Primary School, we use Bespoke Learning Opportunities (BLOs). Pupils' barriers to achievement (both contextual and academic) are identified during Pupil Progress Meetings by class teachers and Senior Leaders. BLOs cover a range of targeted and personalised learning opportunities which are specifically tailored to overcome a pupils' specific barriers and are linked closely to learning which takes place as part of whole-class teaching. We also have a 'Recovery Teacher' who is	1, 2

	employed 0.6 FTE to run a range of targeted support.	
<p>Speech and Language Assistant to support targeted individuals, small groups.</p> <p>NELI Speech and Language intervention for targeted pupils in Reception classes</p> <p>Talk Boost Speech and Language intervention for targeted pupils in Nursery. (£23,734)</p>	<p>In both the EEF Early Years Toolkit and the Teaching and Learning Toolkit there is research linked to the positive impact of oral and communication and language approaches. It outlines the positive benefits for young children’s learning, including spoken language skills, their expressive vocabulary, and their early reading skills. On average, children who are involved in oral and communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum. Carefully chosen CPD opportunities can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet specific needs. (EEF, 2021).</p> <p>At Beeston Primary School, we employ a full-time equivalent Speech and Language Therapy (SALT) Assistant, in addition to our traded Chatterbug Therapy Service, and core NHS offer. Teachers and Teaching Assistants receive regular training opportunities from all professionals listed above to facilitate therapy programmes, so pupils can achieve targets. Some pupils receive personalised SALT from NHS, Chatterbug, and/or school-based SALT Assistant.</p> <p>We will also run NELI (Nuffield Early Language Intervention) for targeted pupils in Reception and Talk Boost for targeted pupils in Nursery.</p>	1, 2
<p>School-led tutoring for targeted pupils (£7,875)</p>	<p>The EEF research demonstrates an average impact of four months’ additional progress over the course of a year. It explains that small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.</p> <p>At Beeston Primary School, we are using the School-Led Tutoring Grant to provide tutoring for targeted pupils. The tutors will be our existing teaching staff and the tutoring will take place in small groups before and/or after school. This will be more impactful, because our children respond better to their familiar adults in school, rather than external tutors.</p>	1

Wider strategies

Budgeted cost: £48,044

Activity	Evidence that supports this approach	Challenges
<p>Inclusion Support Worker for targeted pupils to ensure access to learning (£29,003)</p>	<p>The EEF research outlines social and emotional approaches can have a positive impact on learning of up to 4 months' additional academic progress. Careful monitoring of such interventions is required to ensure such an impact. It recognises the importance of being able to effectively manage emotions. There is also research to show that targeted and universal approaches to behaviour can have positive overall effects of 4 months or more.</p> <p>At Beeston Primary School, we offer a range of universal, targeted, and personalised approaches to support pupils' Social, Emotional and Mental Health needs, working with children and parents. These include a range of interventions which are facilitated by our Inclusion Team. One example which includes strategies such as a focus on self-management, role play and is Zones of Regulation. This is used across school as a universal approach and also in a targeted and personalised way.</p>	<p>4, 5</p>
<p>Attendance officer to promote attendance of disadvantaged pupils (£15,147)</p>	<p>At Beeston Primary School, we know that attending school can be challenging for many of our families, for a range of contextual factors. It is for this reason, we have a dedicated Attendance Team to promote pupil attendance, particularly for those from disadvantaged backgrounds. They use strategies such as first day calling to ascertain reasons for absence, going out into the community to conduct home visits, will use the school minibus to transport children where necessary and follow a range of statutory processes.</p>	<p>5, 6</p>
<p>Subsidised enrichment such as before and after school clubs and Holiday Clubs (£3894)</p>	<p>The EEF outlines participation in the Arts, access to physical activity and access to Summer Schools amongst strategies that can have positive impact on pupils.</p> <p>At Beeston Primary School, we offer a range of enrichment opportunities as after school clubs. Disadvantaged pupils are targeted to attend, and these clubs are subsidised. The clubs cover a range of areas such as dance, drama, yoga, karate, arts and crafts and animal care. In addition, we run a breakfast club.</p> <p>We are also fortunate to work closely with the Leeds United Foundation to offer a number of our disadvantaged families access to holiday clubs, which are either subsidised or free of charge.</p>	<p>7</p>

Total budgeted cost: £354,234

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 COVID-19 pandemic had a significant impact on all our pupils during the previous academic year. Partial school closures and high numbers of bubble closures meant that pupils' education, including the additional support facilitated by the pupil premium funding was disrupted.

We have been able to use internal data from the end of the summer term 2021, to analyse any gaps between disadvantaged pupils and their non-disadvantaged peers (and in the relevant year groups, their national non-disadvantaged peers). Despite school closures and huge disruptions, the gaps in most year groups between both groups are broadly in line with those from the previous year. We will continue to work relentlessly to close the gap between disadvantaged pupils and their peers over the course of this three year strategy.

Our planned strategies evolved in reaction to the changing restrictions and staff were deployed in different ways to meet the needs of our families. For example, all our staff made regular contact with families and pupils, in particular those from disadvantaged backgrounds to ensure they were accessing remote learning effectively and to give regular, detailed feedback. They conducted doorstep visits and ensured they had access to food, internet and technology. When in school, Bespoke Learning Opportunities were amended to run within class bubbles rather than across year groups as originally planned, though the number of bubble closures disrupted the impact of these. Speech and Language Therapists, and other external agencies worked virtually with targeted pupils and appropriate assessments were able to continue. Staff worked closely with families of those who have pupils with SEND to ensure they had adequate support and access to appropriate resources.

The strategy for 2021 – 2022 is a new strategy. We acknowledge that there remain attainment gaps between our disadvantaged pupils and non-disadvantaged pupils, especially due to the contributing factors outlined above. As such, our School Improvement Plan reflects our focus on ensuring that our disadvantaged pupils make accelerated progress this school year, and that the attainment gaps are diminished. We expect that the wide-ranging strategies in place to support accelerated progress and stable pupil attendance due to reduced Covid-19 restrictions will ensure that our disadvantaged pupils make accelerated progress in order to close the attainment gap.

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
Tutoring	Pearson
NELI	Nuffield
Lexia	Lexia Learning