

# Pupil premium strategy statement 2024 - 2025

This statement details our school's use of pupil 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 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  | 688 (inc. Nurs)  |
| Proportion (%) of pupil premium eligible pupils   | 35.2% (228 pupils)<br>(1 service child, 3 Early Years, 4 PCLA/CLA) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024 – 2027 (3 yr strategy)  |
| Date this statement was published   | December 2024  |
| Date on which it will be reviewed   | December 2025  |
| Statement authorised by   | Mr N Edensor   |
| Pupil premium lead  | Mrs L Jackson  |
| Governor / Trustee lead   | Mr R Bell  |

## Funding overview

| Detail  | Amount                                   |
|---|--|
| Pupil premium funding allocation this academic year   | £338,430 (including Service/EY/CLA/PCLA) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0                                       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £338,430                                 |

# Part A: Pupil premium strategy plan

## Statement of intent

Just over 35% of our school population are eligible for Pupil Premium funding. This is above the national figure of 25% (DFE, 2023).

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 <b>lower attainment</b> than their non-disadvantaged peers in <b>English and in Maths</b>  |
| 2                | Disadvantaged pupils demonstrate poorer skills in <b>literacy and language</b> development compared with non-disadvantaged peers in the <b>EYFS</b> . These language needs   |
| 3                | <b>49%</b> of our pupils with a Special Education Needs or Disability (SEND) are also eligible for PPG.  |
| 4                | A higher proportion of disadvantaged pupils require support for <b>social, emotional, and mental health needs (SEMH)</b> .   |
| 5                | <b>Parental engagement</b> with school for consultation evenings, workshops, home learning is lower for our disadvantaged pupils and families  |
| 6                | <b>Attendance</b> 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, <b>both punctually and regularly</b> . |
| 7                | Disadvantaged pupils have limited access to <b>extra-curricular activities and/or experiences</b> 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             | <b>See School Improvement Plan 2024 – 2025</b> for precise success criteria for 2024 - 2025. 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: £500,000**

| Activity   | Evidence that supports this approach   | Challenges         |
|--|--|--------------------|
| <p>The English Hub<br/><b>Floppy Phonics Scheme</b></p>                    | <p>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).</p> <p>This year we are continuing to embed our phonics scheme, Floppy Phonics to support early reading skills. We are continuing to work closely with The English Hub at Jerry Clay and our English Leaders are supporting staff, pupils, and families in ensuring it has a huge positive impact on our children and their reading skills.</p> | <p><b>1, 2</b></p> |
| <p>High proportion of Teaching Assistant support in lessons (£500,000)</p> | <p>The EEF outlines that TAs can have a large and positive impact on outcomes for children where they are deployed effectively and their support supplements whole-class teaching (EEF, 2021).</p> <p>At Beeston Primary School, support in lessons focuses on targeted and personalised learning opportunities which are specifically tailored to overcome a pupils' specific barriers and are linked closely to learning which takes place in targeted and personalised intervention.</p>  | <p><b>1, 2</b></p> |

## Targeted academic support

**Budgeted cost: £637,630**

| Activity   | Evidence that supports this approach   | Challenges  |
|--|--|-------------|
| <p>Bespoke Learning Opportunities for targeted pupils to accelerate progress, including those with SEND (£500,000)</p>   | <p>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).</p> <p>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.</p>   | <p>1, 2</p> |
| <p>Speech and Language Therapy delivered by Teaching Assistants to support targeted individuals, small groups. (£100,000)</p> <p>CPD for staff to develop Speech, Language and Communication Needs (£2000)</p> <p>Cluster Services (£31,430)</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, our teachers and support staff work closely with NHS Speech and Language Therapists (SALT) through our core NHS offer and with our traded Chatterbug Therapy Service (accessed through Cluster Services). 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 staff. Our staff also access a package of CPD opportunities based around meeting speech, language and communication needs.</p> | <p>1, 2</p> |
| <p>Subscriptions for targeted and</p>  | <p>The EEF states that small group intervention delivered by Teaching Assistants (TAs) can have positive impact on pupil progress. The research demonstrates that these strategies can be effective</p>  | <p>1, 2</p> |

|   |  |  |
|---|--|--|
| <p>personalised intervention (£4,200)</p> | <p>if they are targeted at pupils' specific needs, especially where diagnostic assessments are used (EEF, 2021).</p> <p>At Beeston Primary School, we use interventions such as Clicker and Lexia for targeted pupils. Pupils' barriers to achievement (both contextual and academic) are identified during Pupil Progress Meetings by class teachers and Senior Leaders. These interventions target specific barriers and are based on personalised assessments for individual pupils. Teaching Assistants ensure that they are linked closely to learning which takes place as part of whole-class teaching.</p> |  |
|---|--|--|

## Wider strategies

**Budgeted cost: £271,819**

| Activity   | Evidence that supports this approach   | Challenges         |
|--|--|--------------------|
| <p>Nurture Team - Inclusion Support Workers to support targeted pupils to ensure access to learning<br/>(£204,787)</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 employ a team of 3 Inclusion Support Workers and a Pastoral Leader. These 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><b>4, 5</b></p> |
| <p>Attendance Team to promote attendance of disadvantaged pupils<br/>(£53,232)</p>                                     | <p>At Beeston Primary School, we know that attending school can be challenging for many of our children and 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. Where needed, they will also use an Early Help approach to ensure that barriers to attendance are removed.</p>   | <p><b>5, 6</b></p> |
| <p>Subsidised enrichment such as before and after school clubs and Holiday Clubs<br/>(£13,800)</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. Healthy Holiday Clubs were also run by school during Easter and Summer holidays.</p>  | <p><b>7</b></p>    |

**Total budgeted cost: £1,409,449**

## 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.

The COVID-19 pandemic had a significant impact on all our pupils. Partial school closures, high numbers of bubble closures and high numbers of staff and pupil absence meant that a proportion of our pupils' education had been significantly disrupted since March 2020. We recognise that there are lots of ongoing issues associated with the experiences that our children and families experienced during this time which continue to impact their lives now.

The implementation of Floppy's Phonics continues to have a positive impact on our children and this is reflected in the Phonics Screening Check progress data. Internal assessment data demonstrated that disadvantaged pupil made excellent progress. However, we recognise that there remain gaps in attainment.

A high proportion of children accessed provision through SALT programmes. Our SEND Team worked tirelessly to support staff in ensuring that they are well trained in delivering programmes for children. This has had a positive impact on the communication skills of our children. This strategy will continue to be a focus for us and our children throughout school.

Children accessed a range of curriculum-based interventions last year such as Bespoke Learning Opportunities and School-Led Tutoring. These have had a positive impact on disadvantaged learners with a large proportion of children making accelerated progress.

We have continued to see a significant rise in social, emotional and mental health needs for both our children and their families. Our pastoral and attendance team have worked tirelessly to ensure that children have had access to a range of intervention to support these arising needs. They have also worked closely with families offering a range of support. In addition to this, our children have been invited to a range of enrichment opportunities, including holiday clubs. As a result, our children have been able to access the curriculum, attend school and report that they are happy in school. Instances of behaviour which prevents children from accessing learning are rare.

Internal data analysis demonstrates that in most year groups, and in some subject areas, gaps in attainment are either beginning to close, or at the very least, have remained the same. It demonstrates that pupils eligible for Pupil Premium are making accelerated progress at rates similar to, or better than those who are not eligible. It's worth noting that almost half of pupils with SEND are also eligible for Pupil Premium. Generally, these children have significant and complex needs. 100% of SEND pupils have made at least good or better progress (based on their personalised targets, when being assessed by B Squared or SENIT DJ, our finely graded assessment tools). These rates of progress however, are often significantly lower than those of non-SEND pupils. We will continue to work relentlessly to close the gap between disadvantaged pupils and their peers over the course of this three-year strategy.

External data demonstrates that there remain gaps in attainment between our pupils eligible for Pupil Premium and their non-eligible peers across school.

The strategy for 2024 – 2025 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 will continue to 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*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| Talk Boost       | ICAN            |
| NELI             | Nuffield        |
| Lexia            | Lexia Learning  |
| Floppy Phonics   | Oxford Owls     |