

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	29.4%
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 2023
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	Sarah Smith Headteacher
Pupil premium lead	Hannah Hunter Assistant Headteacher
Governor / Trustee lead	Suresh Dhotre

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,175
Recovery premium funding allocation this academic year	£ £27,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£296,435</p>
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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 and leaving during the school mid-year. In the academic year 22/33 9 children joined the school and 22 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 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	Attainment and progress Phonics and early Reading – Disadvantaged pupils less likely to pass phonics screening and achieve GLD 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.
4	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.
5	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.
6	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.
7	SEND 30% of the SEND register are also disadvantaged which also impacts outcomes and adds complexity to the support needed.
8	High level of deprivation. 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
9	Multiple barriers Some disadvantaged pupils have multiple barriers (including all challenges listed) impacting pupil outcomes

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
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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> <p>KS2 data shows Insignificant gap between PPG pupils when compared with their peers within the school and PPG pupils nationally.</p>
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: £ 25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics</p> <p>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.</p> <p>Additional phonics books with additional books 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
<p>Recruit additional teacher in Year 6 to support educational outcomes.</p>	<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</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>	5

delivering and using our Social and Emotional Learning (SEL)	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?	
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 to focus and engage disadvantaged pupils. £5000	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 https://www.dropbox.com/s/yoyd0d80w537i85/TWS%20Evidence%20Final.pdf?dl=0	3, 4 , 2
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.	1, 3,4,5
Purchase of/subscription to standardised diagnostic assessment (RTS, GL assessments). Assessments are linked to whole school SONAR system and Shine intervention package	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

Purchase of and CPD in delivering Shine Interventions (Directly linked to RTS assessment and SONAR assessment system)		
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: £162,435

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
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 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

NELI language intervention delivered in Early Years	EEF recommended Intervention	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,
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: £ 98,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor and well being teacher (2 days per week) Supporting staff, parents and pupils in supporting Mental Health Needs.	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. School based research shows positive impact of school counsellor on parental engagement with school and improved outcomes for pupils experiencing mental health difficulties.	5, 6, 7
Purchase of My Happy Mind to support pupils emotional well being A science-backed programme for schools is grounded in the latest science	Evidence based programme with strong evidence of impact. See NHS impact statement.	

<p>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>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 	<p>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.</p>	1, 6, 7,
<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 	2, 5, 7
<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>	

	EEF found that targeted interventions in SEL have a positive impact on outcomes for children.	
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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 2022 to 2023 academic year.

KS1 Phonics Screening	All Pupils	Disadvantaged	Disadvantaged National Av
Year 1	75%	70%	67%
Year 2 (retake)		100% (2 pupils)	

End of KS1 data	All Pupils	Disadvantaged Pupils	National Av 2023
Reading	63%	73%	
Writing	62%	73%	65%
Maths	71%	77%	75%

Outcomes at the end of the year showed an attainment gap in disadvantaged pupils and our current statement reflects the strategies we have put in place to overcome this.

School assessment system shows that strengths in the outcomes for pupils at the end of years 1, 2, 4 and 5. Pupils progress meetings will continue to prioritised to assess and address the gaps in attainment of disadvantaged pupils so that barriers can be identified and timely support put in place.

Since the pandemic we have worked hard to improve parental engagement. Community events are running again and parents invited into school are proving successful to promote engagement in school life.

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

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). This continues to be a priority moving forward and we see an improving picture with the level of support in place.

Closing the attainment gap in Key stage 2 will continue to be school priority and current assessment systems (Dec 23) demonstrate good progress towards this outcome.

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
My Happy Mind	Talent Management Partners Limited
GL SpLD Screener	GL
Shine Interventions	Rising Stars UK

Service pupil premium funding

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

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
What was the impact of that spending on service pupil premium eligible pupils?	<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>