

# Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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 its impact.

## School overview

Detail	Data
School name	Beaver Green Primary
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	November 2021
Statement authorised by	Mrs Tina Oakley
Pupil premium lead	Mrs Kathy Bourne
Governor / Trustee lead	Mrs Gemma Price

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,145
Recovery premium funding allocation this academic year	£25,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tutoring Funding	£27,054
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£297, 864

# Part A: Pupil premium strategy plan

## Statement of intent

At Beaver Green Primary, we are committed to raising achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. Our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.

Our Pupil Premium Plan aims to address the main barriers our children face and, through rigorous tracking, careful planning and targeted support and intervention, provide all children with equal access and opportunities to enjoy academic success.

## Challenges

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

Challenge number	Detail of challenge
1	Children who are entitled to the PP grant attain historically lower than their non-PP peers.
2	Baseline scores in EYFS show that children often start with well below average speech and language development and reading.
3	Because of the gap between attendance of PP and non-PP children, some children who are entitled to the PP grant are persistently late and/or persistently absent, thus missing key areas of learning.
4	Parental engagement in support for learning is low.
5	Impact of school closure due to Covid-19
6	The attainment gap between boys and girls indicates girls are outperforming boys in all subjects in most year groups.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of the academic year**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensure PP children's progress and attainment is equal to or greater than national pupil premium attainment.	<ul style="list-style-type: none"> <li>- At the end of Year 1, reduce the gap between disadvantaged children at Beaver Green and national in phonics.</li> <li>- At the end of KS2, continue to be in line with disadvantaged (2022 - 43%) at Beaver Green and their peers (2022 - 43%) achieving combined EXS nationally.</li> <li>- By the end of Key Stage 2, narrow the gap between girls (currently 83%) and boys (currently 63%) achieving EXS+ in all subjects. Nationally, girls achieved 63% EXS+, with boys achieving 54%.</li> </ul>
Attendance for PP children is in-line with national (96%)	<ul style="list-style-type: none"> <li>- Overall attendance will continue to be in-line with national (currently 96%)</li> <li>- The gap between disadvantaged and non-DA will be narrowed</li> <li>- Persistent absence for all pupils is broadly in line with national and the gap between DA and non-DA narrows</li> </ul>

## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate CPD provided for teachers in Maths, English and Phonics (as identified through rigorous monitoring) to ensure the highest quality of	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools	1, 6

education is being delivered and support quality first teaching.		
Reading incentives are put in place to encourage children to read more regularly at home and at school.	<p>There is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p>	<b>1, 6</b>
<p>Purchase pupil-led books for book corners and the library to raise reading engagement. Develop class reading corners and the library to make them inviting and engaging.</p> <p>Focus on ordering books to engage boys and increase their interest in reading.</p>	<p>There is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p>	<b>1, 6</b>
Parental engagement is raised with reading across the school through workshops (including those online), clubs and regular communication.	<p>There is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p>	<b>1, 4</b>
Provide families entitled to the PP grant with a device and internet dongle, if needed, so they can continue to access Google Classroom, Mathletics and TT Rockstars in the same manner as their peers.	Devices and the internet enable pupils to regularly engage with their teachers, join group lessons, access online content and submit their work for feedback. The major hurdle for many pupils, particularly the most disadvantaged, is regular and consistent access to devices and the internet that they can use for digital learning (EPI-Digital-Divide_summary-paper)	<b>4, 5</b>
Run phonics workshops for parents to support them with their own knowledge of phonics and therefore be able to	Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young	<b>2, 3, 4</b>

support their children (in person and online) Share RWI videos for parents online.	children to read. It is particularly helpful for children aged 5 to 7 (Government for Education Guidance for Parents)	
Purchase Learning By Questions as a teaching, intervention and ongoing assessment resource for teachers in KS2 Provide useful training as CPD for staff and explore how LbQ can be used to support formative assessment	(From the LbQ website) 92% of teachers say it has improved the effectiveness of their lessons by closing gaps in learning, effective intervention. 91% of teachers believe that their students achieve greater academic progress. 86% of teachers say it helps with classroom management, in particular student focus, engagement and motivation.	<b>3, 6</b>
Targeted 'Closing the Word Gap' training, support and resources for teachers and parents, provided by English lead.  English lead to take on CPD in relation to 'Closing the Word Gap' and vocabulary in order to provide support for teachers and parents.	Early spoken language skills are the most significant predictor of literacy levels at age 11. Language at age three is a key element in a composite 'brain health' measure that accurately predicts which individuals will be of very high cost to society 35 years later. Children with poor vocabulary skills at age five are four times more likely to have reading difficulties in adulthood, three times as likely to have mental health problems, and twice as likely to be unemployed when they reached adulthood' (The Communication Trust, Early Intervention Foundation, Education Endowment Foundation)	<b>1, 2, 5</b>
Purchase Spelling Shed (online spelling scheme and games) to improve children's spelling and word knowledge using a digital platform.	Catherine Snow et al. (2005) "Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading." Encoding (spelling) is a developmental process that impacts fluency, writing, pronunciation, and vocabulary. Fluency is best developed through a combination of mastering systematic phonics, practicing high frequency words, and repeated readings (Moats 1998; LeBerge & Samuels, (1974); Rasinski, 2009). As students begin to master phonics, it is advantageous to use those skills to	<b>1, 2, 5, 6</b>

	<p>practice the 300 high frequency words which make up 65% of all texts (Fry, 1999).</p> <p>When the relationship between spelling and reading is conveyed, students gain a better understanding of the code and demonstrate gains in reading comprehension (Moats, 2005), vocabulary (Moats, 2005), fluency (Snow et al., 2005), and spelling (Berninger, 2012).</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 teacher to be employed to provide children with 1:1 or small group tutoring on-site	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 5
1:1 tuition to be given to identified Year 6 children by experienced staff in order to help pupils achieve the expected standard.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1,5,6
Develop Speech & Language interventions to support all children	Ofsted continues to place a strong emphasis on "communication and language as one of three prime areas considered to be crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive."	2, 3

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

Budgeted cost: £115,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
School will provide subsidised places at breakfast and after school clubs where a need has been identified to support attendance and well-being.	The benefits of school food provision on children's health, cognitive performance, and academic attainment have been highlighted across research and policy ( <i>The School Food Plan [Internet]</i> (2013))	3
The Welfare team will have regular contact with persistently late and absent PP children and their families to offer support where necessary.	Developing and maintaining positive working relationships with children, parents/carers and the wider community have shown a positive impact on the attendance and persistent lateness at BG.	3
Incentives put in place for attendance.	Incentives such as a termly draw for scooters, prize draws for classes with highest attendance, etc were successful in improving attendance at BG.	3
Where a need has been identified, the welfare team will provide SEMH support for children with low self-esteem, poor emotional resilience and well-being.	For years at BG, the Welfare team has provided effective support for the children, putting SEMH support plans in place for identified children.	1
Develop social and communication skills as well as turn taking and patience and take calculated risks through involvement with Forest School.	The study showed that <b>children's academic attainment, social development, and emotional well-being</b> increased as a result of Forest School, and did well in comparison to peers who didn't participate, whole school and national data. (1 Feb 2019) (forestschoollassociation.org)	1, 3
Subsidised school uniform purchase for identified children	There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour. It is important to remember that improved behaviour, on	3

	its own, does not necessarily lead to better learning, though it may be an important precondition. (EEF)	
Thrive Practitioner to work with identified children to provide emotional support.	Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)	<b>1,5,6</b>
More children will access extended learning opportunities through the maintenance and use of the school minibus.	More opportunities can be offered to all pupils for free, or at a much cheaper cost, through use of the minibus.	<b>1,5,6</b>
School visits and trips will be subsidised for identified children.	School visits and trips offer children real-world experiences, making them more enjoyable and, therefore, the learning more memorable. Through real-life connections and hands on experience of lessons, students are more likely to understand the subject better.	<b>1,5,6</b>
<p>School visitors for a range of celebrations and events will be organised to expand life experiences of children.</p> <p>A focus on male role models for visits to inspire and motivate boys to achieve and reach their potential.</p>	<p>Twice as many children and young people who had an writer visit to their school read above the expected level for their age compared with their peers who didn't have such a visit (30.8% vs 16.5%)</p> <p>Children who had an author visit to their school reported higher levels of reading enjoyment (68.2% vs 47.2%) and writing enjoyment (43.9% vs 32.4%) than their peers who didn't receive a visit</p> <p>Children who had an author visit to their school were also more likely to have high levels of confidence in their reading (36.8% vs 25.1%) and writing (21.9% vs 16.9%) capabilities than their peers who didn't receive a visit</p> <p>(National Literacy Trust)</p>	<b>1,5,6</b>

**Total budgeted cost: £297,864**



## Part B: Review of outcomes

### Pupil premium strategy outcomes

Impact (2022-2023)

Intended Outcome	Success Criteria	Evidence
Ensure PP children's progress and attainment is equal to or greater than national pupil premium attainment.	<ul style="list-style-type: none"> <li>- At the end of Year 1, reduce the gap between disadvantaged children at Beaver Green and national in phonics.</li> <li>- At the end of KS2, continue to be in line with disadvantaged (2022 - 43%) at Beaver Green and their peers (2022 - 43%) achieving combined EXS nationally.</li> <li>- By the end of Key Stage 2, narrow the gap between girls (2022 - 83%) and boys (2022 - 63%) achieving EXS+ in all subjects. Nationally, girls achieved 63% (2022) EXS+, with boys achieving 54%.(2022)</li> </ul>	<p><u>GLD</u>  <b>68%</b> of DA children achieved GLD while <b>71%</b> of Non-PP achieved GLD - 3% gap, 1% closer from last year</p> <p><u>Phonics</u>  <b>70%</b> of DA children in Yr1 passed their phonics compared to <b>75%</b> of their non-PP peers (National %) - only 5% gap compared to 18% gap last year.</p> <p>YR2            DA R 35% W 35 % M 52 %            Non R 53% W 47% M 54 %            Reading gap down from 24% last year to 18%.            Writing gap down from 21% last year to 12%.            Maths gap down from 13% last year to 2%            Combined DA 60% NonDA 69%            National Combined DA 41% NonDA 62%            Combined gap stayed at 21%</p> <p>2022/23 YR6            DA R 54% W 59% M 49%            NonDA R 63% W 72% M 63%            Combined DA 38% NonDA 47%            Reading gap 9%            Writing gap 13%            Maths gap 14%            Nat DA R 60% W 58% M 59%            Nat nonDA R 78% W 77% M 79%            Nat Comb DA 41% NonDA 66%            Reading gap stayed at 18%.            Writing gap down from 20% last year to 19%</p>

		<p>Maths gap down from 22% last year to 20%</p> <p>2022/23 Data (Girls/Boys)</p> <p>Yr 1 R(G) - 83% W(G) - 79% M(G) - 79% R(B) - 60% W(B) - 60% M(B) - 60%</p> <p>Yr2 R(G) - 71% W(G) - 79% M(G) - 54% R(B) - 56% W(B) - 66% M(B) - 72%</p> <p>Yr3 R(G) - 71% W(G) - 68% M(G) - 71% R(B) - 60% W(B) - 50% M(B) - 63%</p> <p>Yr4 R(G) - 74% W(G) - 74% M(G) - 65% R(B) - 52% W(B) - 38% M(B) - 55%</p> <p>Yr5 R(G) - 83% W(G) - 79% M(G) - 76% R(B) - 50% W(B) - 41% M(B) - 59%</p>
	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Writing continues to be a concern across the school and will be added onto the SSP for next year as a focus.</li> <li>• English lead has been researching successful writing programmes whilst considering the best approach needed for Beaver Green. Writing sequences need updating and quality assured to the needs of students at BG.</li> <li>• The original phonics lead took over the leadership of phonics again this year, showing a marked improvement in the standards, expectations and, thereby, final results.</li> <li>• Phonics organisation was looked at after a phonics/Reading deep dive from an external provider. Changes were made to groups and who was teaching those groups.</li> <li>• Regular CPD has been provided in Maths for whole staff to introduce, and embed the mastery approach. Maths lessons have been monitored regularly and meetings have taken place with the Maths Trust consultant to support with planning.</li> <li>• Dojos are given to children to encourage consistent reading at home, which they can spend on rewards in their class. This isn't proving as effective as it was last year. Alternatives need to be considered moving forward next year. Other rewards, such as having a book vending machine are still currently being priced and researched by KB.</li> <li>• Class subscriptions to newspapers and magazines have continued to be purchased from Year 2 - 6 to add interest and variety to book corners.</li> <li>• 4 LbQ licenses were purchased to be used in Years 5 and 6. So far, it has proven most successful in 6, where it has been used for whole class and intervention work. Next year,</li> </ul>	

	<ul style="list-style-type: none"> <li>only two licenses will be renewed for Year 6.</li> <li>A whole school subscription was bought to Spelling Shed, providing spelling and SPaG lessons and games, which children can also use for home learning. This has had a positive impact on children's enthusiasm for spelling. Currently, though, many teachers are struggling to find time in the normal English hour to implement this. Adjustments to the timetable will be considered for next year, so the spelling and SPaG scheme can be properly implemented. Training will be provided to staff to ensure consistency of approach</li> <li>34/60 Year 6 children received Maths tutoring this year. % of these achieved the expected standard at the end of the year.</li> <li>Living History workshops were organised for years 3, 4 and 5 and subsidised for PP children who could not pay, as were other external school trips taken across the year groups, including a London trip for Year 1 and PGL for Year 6.</li> <li>All classes were given a term's worth of Forest School opportunities.</li> </ul>	
Attendance for PP children is in-line with national (96%)	<ul style="list-style-type: none"> <li>Overall attendance will continue to be in-line with national (currently 95%)</li> <li>The gap between disadvantaged and non-DA will be narrowed</li> <li>Persistent absence for all pupils is broadly in line with national and the gap between DA and non-DA narrows</li> </ul>	<ul style="list-style-type: none"> <li>Overall attendance across Terms 1-6 was 92.6% for all children, which is a 0.2% rise from last year.</li> <li>DA attendance at the end of 22/23 was 90.5%, which is a 0.1% decrease from last year. This means the gap between DA and non DA this year is 2.1%, closing the gap by 0.3% on last year.</li> <li>DA persistent absence was 33.9% compared to nonPP 24.2% (gap 9.7% - 3.5% decrease on the previous year)</li> </ul>
	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>School council was heavily involved in coming up with attendance rewards last year, after speaking with their classes. As a result, new attendance rewards were put in place for 2022/23, including weekly and termly rewards consisting of extra playtime, slushies, playground trips, extra chromebook time, movie afternoons, etc.</li> <li>Subsidised places continue to be offered for children to attend breakfast club.</li> <li>Some of the children have been targeted for attendance purposes and have shown an increase in school attendance and a decrease in lateness.</li> <li>FLO/Welfare Team and SLT make contact with parents on the playground each morning.</li> </ul>	

	<ul style="list-style-type: none"> <li>Names of persistent absentees are discussed and actioned in pastoral meetings. Shared at SLT</li> <li>Letters are sent out to all parents/careers outlining the expectations and impact of poor attendance, what the procedures are if parents and pupils fail to fulfill these expectations, including referral to the PIAS Team</li> <li>Pastoral team works with targeted pupils with strategies in order to increase the attendance of persistent absentees.</li> <li>Meetings with parents/careers and pupils re attendance</li> <li>Attendance features regularly on the Newsletter</li> <li>Throughout the year, each class has had 3 terms of Forest School. Teachers report an increase in positive social and communication skills, including an increase in self-esteem and well-being.</li> <li>Children who have been identified have been given school uniform/pe kit support.</li> <li>Whole school was bought PE tops for children to wear during PE and sports events.</li> <li>Our Thrive room is being run by a trained Thrive practitioner. This provides special support for specific children who are unable to cope in a classroom environment.</li> <li>The mini-bus has been used consistently throughout the year to take various year groups on trips, The mini-bus has also been used to transport some children to swimming lessons.</li> <li>We have trained more staff to drive the mini-bus.</li> </ul>
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## 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
Learning By Questions	Learning By Questions
Literacy Shed Plus	Edshed

## Service pupil premium funding (optional)

*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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)