

# Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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 its impact.

## School overview

Detail	Data
School name	Beaver Green Primary
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
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	£274,222
Recovery premium funding allocation this academic year	£27,054
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tutoring Funding	£11542.50
<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	<b>£312,818.50</b>

# 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	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
<p>Ensure PP children’s progress and attainment is equal to or greater than national pupil premium attainment.</p>	<ul style="list-style-type: none"> <li>- At the end of Year 1, reduce the gap between disadvantaged children at Beaver Green (2023 - DA 70%, nonDA 78%) and national (2023 - DA 67%, nonDA 83%) in phonics.</li> <li>- At the end of KS2, to narrow the gap between disadvantaged at Beaver Green (2023 - 38%) and their non-DA peers (2023 - 62%) achieving combined EXS nationally.</li> <li>- By the end of Key Stage 2, continue to narrow the gap between girls (2023 - 46%) and boys (2023 - 47%) achieving EXS+ in all subjects. Nationally, girls achieved 63% EXS+, with boys achieving 56%.</li> </ul>
<p>Attendance for PP children is in-line with national (95%)</p>	<ul style="list-style-type: none"> <li>- Overall attendance (2022/23 - 92.7%) will be in-line with national (2022/23 - 95%)</li> <li>- The gap between disadvantaged (2023 - 90.8%) and non-DA (2023 - 92.7%) will be narrowed</li> <li>- Persistent absence for all pupils (2023 - 20.9%) is broadly in line with national (2023 - 22.3%) and the gap between DA (2023 -</li> </ul>

9.2%) and non-DA (2023 - 7.2%) narrows

## 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: £32,189

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 education is being delivered and support quality first teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools	1, 5
Reading incentives are put in place to encourage children to read more regularly at home and at school.	There is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	1, 5
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.  Focus on ordering books to engage boys and increase their interest in reading.	There is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	1, 5

<p>Parental engagement is raised with reading across the school through workshops (including those online), clubs and regular communication.</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>	<p><b>1, 4</b></p>
<p>Run phonics workshops for parents to support them with their own knowledge of phonics and therefore be able to support their children (in person and online)</p>	<p>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 children to read. It is particularly helpful for children aged 5 to 7 (Government for Education Guidance for Parents)</p>	<p><b>2, 3, 4</b></p>
<p>Purchase Spelling Shed (online spelling scheme and games) to improve children's spelling and word knowledge using a digital platform.</p>	<p>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."</p> <p>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 &amp; Samuels, (1974); Rasinski, 2009).</p> <p>As students begin to master phonics, it is advantageous to use those skills to 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>	<p><b>1, 2, 5</b></p>
<p>Purchase Clicker (3 year license) to support SEND children with their writing across their lessons, enabling</p>	<p>'Pupils using Clicker saw the amount of words they could write in one writing session increase by 2.5 times, with</p>	

higher engagement within those lessons.	<p>almost three times the number of multi-syllabic words being used.'</p> <p>'Clicker's had a huge impact... it's life-changing for some children. With Clicker's help they can actively participate alongside their peers, they can record their ideas, and they can show what they know.'</p> <p>Quotes taken from Clicker website Success Stories</p>	1,2,5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,629.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition to be given to identified Year 6 and Year 5 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
Develop Speech & Language interventions run by a TA with a specialism in speech and language development 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
TAs will run targeted interventions daily, including Fresh Start (Catch-Up reading programme).	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving</p>	1,2,5

	<p>learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>(EEF 2023)</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £200,000

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	For years at BG, the Welfare team has provided effective support for the children, putting SEMH support plans in place for identified children.	1

low self-esteem, poor emotional resilience and well-being.		
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)	<b>1, 3</b>
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 its own, does not necessarily lead to better learning, though it may be an important precondition. (EEF)	<b>3</b>
Thrive Practitioner to work with classes and 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</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</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</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>	<p><b>1,5</b></p>
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**Total budgeted cost: £312,818.50**