

Pupil premium strategy statement – The Beacon CE Primary

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	The Beacon CE Primary
Number of pupils in school	420 (R-Y6)
Proportion (%) of pupil premium eligible pupils	41% (R-Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	December 23
Date on which it will be reviewed	July 24/Autumn 24
Statement authorised by	Ann Charters (Headteacher)
Pupil premium lead	Josh Blundell
Governor / Trustee lead	Margaret Rowlands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,780
Recovery premium funding allocation this academic year	£26,680
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	£299,460

Part A: Pupil premium strategy plan

Statement of intent

Our objective at The Beacon CE Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Through our strategy, we aim to support disadvantaged pupils achieve that academic goal, regardless of prior attainment, and provide pastoral support and wider opportunities to allow all of our pupils to flourish.

As recommended by the Education Endowment Foundation (EEF), our strategy utilises a three-tiered approach to supporting our pupils. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We also focus on targeted academic support for pupils identified by school staff through formative, and summative, assessment. Wider strategies are also identified, this is key in supporting our pupils progress to develop their cultural capital. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To support the delivery of our strategy, whilst also recognising the detrimental impact the pandemic has had upon the attainment gap, we will also utilise the National Tutoring Programme. Again, through formative and summative assessment, selected pupils will be identified to receive extra tuition based on their academic needs. A School-led Tutor will deliver the sessions as this will give a consistent approach to teaching and learning across school.

We will ensure that our approach is monitored throughout the year, with challenges and individual needs identified and responded to. The impact of our strategy upon our disadvantaged pupils will be analysed, and discussed, at half-termly meetings held by the Pupil Premium Strategy team.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Through observations and pupil voice, it is clear that attitudes towards learning have become a barrier to progress, particularly with our disadvantaged pupils. Resilience and a sense of pride of something that must be encouraged and enhanced over time.
3	Attendance data for 2022-23 shows a small discrepancy of -0.83% for disadvantaged pupils (94.72%) when compared to attendance of all pupils (95.55%). Although the discrepancy is small, we are faced with a challenge of maintaining this with a view to closing it further and promoting 100% attendance for all. It is also acknowledged that this discrepancy is so small due to the robust work around attendance within school as set out in the strategy and it is part of a continued upward trend.
4	During the Covid-19 outbreak, we were limited in our capacity to support our pupils in developing their first-hand experiences. We must ensure that our strategy provides all of our pupils with the life experiences they require to progress and develop and make up for that negative impact during the pandemic.
5	Through our time working with, and supporting, our families, it is apparent that strong parental support has a positive impact upon the progress of pupils. We recognise that some families require additional support regarding SEMH, attendance and support for learning.

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
Phonics	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average
Meeting expected standard at KS1 and KS2 (RWM Combined)	Proportion of disadvantaged pupils achieving RWM combined to remain above national data.
Achieving high standard at KS1 and KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving the high standard in RWM combined is at least maintained.

Progress in Reading KS2	Achieve at least national expected progress scores in KS2 Reading (0)
Progress in Writing KS2	Achieve at least national expected progress scores in KS2 Writing (0)
Progress in Mathematics KS2	Achieve at least expected KS2 Mathematics progress score in maths (0)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in negative behaviour <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
Attendance	<p>Improve attendance of disadvantaged pupils in order to continue reducing the gap to all pupils.</p> <p>Percentage of all pupils who are persistently absent being reduced; with the number of disadvantaged pupils who are PA also reduced.</p>

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: £135,416

Activity	Evidence that supports this approach	Challenge number(s) addressed																								
Provide children in UKS2 with smaller, targeted groups for English and Maths. Use teaching-staff specialisms to deliver high-quality, personalised sessions for children with various abilities.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix</p> <p>Academic data for 2022-2023 is significantly above the national average for KS2. This evidence suggests that our approach of providing additional specialist teachers into Years 5 and 6 has had a positive impact.</p> <table border="1"> <thead> <tr> <th></th> <th>Beacon</th> <th>National</th> <th>Against National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>76%</td> <td>73%</td> <td>+3%</td> </tr> <tr> <td>GPS</td> <td>80%</td> <td>72%</td> <td>+8%</td> </tr> <tr> <td>Maths</td> <td>87%</td> <td>73%</td> <td>+14%</td> </tr> <tr> <td>Writing</td> <td>76%</td> <td>71%</td> <td>+5%</td> </tr> <tr> <td>RWM (Reading, Writing and Maths combined)</td> <td>72%</td> <td>59%</td> <td>+12%</td> </tr> </tbody> </table>		Beacon	National	Against National	Reading	76%	73%	+3%	GPS	80%	72%	+8%	Maths	87%	73%	+14%	Writing	76%	71%	+5%	RWM (Reading, Writing and Maths combined)	72%	59%	+12%	1 and 2
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Provide an additional teacher in LKS2 to support in RWI delivery.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics This will provide consistency across KS1 and KS2 as the programme is a follow up to RWI that pupils will receive in KS1.	1 and 2
Provide children in KS1 with teaching-staff specialisms to deliver high-quality sessions for children with various abilities.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix Academic data for 2022-23 has shown to be in line with the national average for KS1. This evidence, in addition to evidence from our KS2 results, show that additional specialist teachers are having a positive impact.	1 and 2
Provide an additional teacher in LKS2 to support in maths and English delivery.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix Evidence from this approach in other year groups has highlighted positive impact upon attainment and progress made.	1 and 2
Develop skillsets of children through specialist teaching in swimming and music by providing sessions led by subject specialists and the In-Harmony programme.	https://www.liverpoolphil.com/media/232814/10-years-of-learning-in-harmony-liverpool-january-2019.pdf In Harmony programme provides all pupils with the opportunity to receive specialist music tuition, therefore enhancing the high-quality teaching for all across school. This also applies to swimming session, as qualified swimming instructors will lead all sessions.	1, 2, 4 and 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £71,952

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve children's mental wellbeing and behaviour through academic and pastoral mentoring.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	2 and 3

	Moving out of the pandemic, research has shown mental health has been negatively impacted. Identified mentors will support pupils to improve mental health and wellbeing.	
Provide RWI catch-up sessions to Rec, Y1, Y2 and Y3 pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Research has shown phonics teaching should be matched to pupil's level of skill. Therefore, phonics-based interventions will be provided for identified pupils.	1 and 2
Academic tutoring provided by TA in UKS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=sit_e_search&search_term=intervention TA provides academic support to those identified by teachers who may need catch-up sessions around English and maths.	1 and 2

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

Budgeted cost: £92,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families to overcome barriers to learning; in particular attendance.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement School identifies the impact parental support can have on pupils. Therefore, will provide support to identified families such as strategies to improve attendance, parent workshops to guide on how to aid learning and individual sessions to improve SEMH.	2, 3 and 5
Support pupils' social, emotional and behavioural needs through trauma-informed practice.	https://www.traumainformedschools.co.uk/home/evidence-base Identified members of staff to receive 'Diploma in Trauma and Mental Health Informed Schools and Communities' and share these expertise amongst wider staff team.	2 and 5

<p>Provide numerous enrichment activities for PP children; Breakfast Club, residentials, educational visits.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p> <p>Following the evidence above, as a school we will aim to provide rich, character-enhancing opportunities outside of the curriculum for pupils to develop and experience.</p>	<p>3, 4 and 5</p>
<p>Improve the outdoor provision to provide the best possible learning environment for all pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	<p>1 and 2</p>
<p>To provide additional resources such as IT equipment and spare PE/swimming kit.</p>	<p>Due to increasing numbers on roll, the need to provide additional IT resources wherever necessary has increased. As suggested in the evidence below, technology will be used to support and supplement learning rather than replace other learning activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p> <p>School have also increased the bank of spare kit that is stored to overcome barriers to accessing PE and swimming. This has been shown to impact upon attendance.</p>	<p>1 and 2</p> <p>2, 3, 4 and 5</p>

Total budgeted cost: £299,756

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.

High Quality Teaching

End of KS2 assessment data from 2022-2023 shows to be significantly above national data in all 3 areas. End of KS1 assessment data shows maths and writing to be slightly above national data. Whilst reading data is in line with national. A breakdown of this can be found on the school website. That data further encourages us to continue with our approach of providing additional specialist teacher into identified year groups for 2023-2024.

<http://www.beaconceprimary.co.uk/page/academic-performance-ks2-sats-2022/33741>

As per NFER standardised assessments in Autumn, Spring and Summer, results have shown a clear improvement in progress and attainment for disadvantaged pupils across Year 5. These assessments covered maths, English and GPS with the number of disadvantaged pupils achieving EXP+ increasing alongside the average scale score of disadvantaged pupils. Scale scores improved from Autumn to Summer in maths (99.17 to 106.48) and reading (96.7 to 99.79)

Following the decision to provide additional specialist teaching to aid with reading in Year 3, data has shown an increase in the number of disadvantaged children reaching EXP+ in reading (21% in Autumn to 42% in Summer) . However, due to new starters during the academic year the average scale score did not rise as expected. Due to this, it will remain a focus for 2023-2024.

Specialist teaching of music and swimming will remain as a strategy for 2023-24. This decision is based on 90% of pupils in Year 6 were able to swim at least 25m by the end of the academic year in 2022-2023. Our In Harmony programme enabled 3 of our pupils to achieve ABRSM graded qualifications; this ranged from one pupil achieving grade 2 merit in percussion and two pupils achieving grade 1 pass in violin and bassoon. One student also gained a grade 2 Trinity qualification with distinction in rock and pop drums.

Targeted Academic Support

Children who enrolled onto the Reading Recovery programme did make good progress and were able to succeed on the course. However, national research has questioned how long-lasting this impact is when pupils move through primary and then on to

secondary school. As this trend has also been apparent within school, we have decided to move focus away from the Reading Recovery programme and use specialist teachers to further enhance our teaching of reading across KS1 and KS2 for the current academic year. Similar issues were noticed within the working memory trial; the progress children made during the programme did not show long-lasting impact and the decision was made not to continue with this.

After reflection and discussion from SLT, school will continue to utilise the National Tutoring Programme. It has been decided that school will proceed with a School-led Tutor for 2023-2024 as this strategy was utilised during the 2022-2023 academic year with a positive impact. This decision was taken as the School-led Tutoring route will allow school to utilise current staff specialism and expertise.

Wider Strategies

Attendance was a whole-school priority for all of our pupils, including those at a disadvantage. Attendance figures for the academic year shown a discrepancy of - 0.83% for disadvantaged pupils (94.72%) when compared to attendance of all pupils (95.55%). Although attendance figures were strong compared to national data, we will remain focussed on closing the attendance gap.

Due to analysis of the cohort of pupils, with the additional impact of coming out of the pandemic, providing first-hand experiences and extra-curricular activities was another area of focus. We were able to provide opportunities of a residential to children in all years from Year 2 to Year 6, with a subsidised cost to all pupils and further financial support to disadvantaged/identified pupils. This enabled uptake in the offer to increase to 85% of our disadvantaged pupils in years 2 to 6 attending at least one residential. School will continue to provide rich, first-hand experiences that enable pupils to flourish in all aspects of life. Pupil voice gathered showed how attitudes towards school improved due to the changes to outdoor provision. Pupils noted the enjoyment they had utilising the climbing area and trim trail, as well as the drama stage and costumes and small worlds sections. Each year group is now assigned a class-set of 30 iPads to support learning daily. This has enabled teachers to utilise learning apps such as MyMaths, TT Rockstars, Spelling Shed, Garage Band, Nessy, Accelerated Reader etc. to support learning needs.

It is noted that the outcomes identified within this strategy are on course to be met by the end of this plan.

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.