

Pupil Premium Strategy Statement Beaford Community Primary and Nursery school.



This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	<i>George Myers</i>
Pupil premium lead	<i>George Myers</i>
Governor / Trustee lead	<i>Saffron Murphy</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,487
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium) funding carried forward from previous years	£2610
Total budget for this academic year	£23,097

Part A: Pupil premium strategy plan

Statement of intent

At Beaford Community Primary and Nursery School it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. When these starting points are lower, which is commonly associated with children in receipt of PP, we know how important it is to use this funding to accelerate their progress and bring them in line with their peers.

Our curriculum ensures that we take account of our rural and isolated context, creating children who are ready and well-prepared for life in modern Britain. Our geographical disadvantage is viewed as a catalyst for the actions in this statement.

Our key drivers of Building Learning Power, Building Self-esteem, Building Communities and Building Futures sit at the heart of our curriculum, but we recognise that some disadvantaged children will need more help to access these important pillars.

High-quality teaching is at the core of our approach, following guidance from the EEF that 50% of this spend should focus on the quality first teach. With a focus on areas in which disadvantaged pupils require the most support, such as early reading or fluency.

Implicit in the outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is:

- High quality teaching will be our priority and attracts 50% of the PP spend.
- Enrichment opportunities close the cultural advantage back and take up 25% of the spend.
- Interventions to address low performance are regular, well designed and prioritised. This is the final 25% of the spend.

Challenges

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

Challenge number	Detail of challenge
1	Through observations and child support it is evident disadvantaged children have more difficulties with playtimes, including developing positive relationships, appropriate and happy play, meeting school expectations for less structured times- impacting upon learning time through resulting lower self-esteem and preparedness for learning.
2	Ensure attendance of disadvantaged children is in line with their peers across the school (which is consistently above national average). While

	keeping the levels of persistent absence across vulnerable groups well below national average.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is less developed, particularly around arithmetical fluency.
4	Internal and external assessments show our disadvantaged children are less successful in phonics.
5	Writing outcomes show that our disadvantaged children don't make the required progress at their age-related expectation.
6	There are limited experiences for disadvantaged children of wider opportunities which are easier to access for more affluent peers.

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
Improved social and emotional abilities resulting in empowered children making positive choices.	<ul style="list-style-type: none"> ● Reduced play time incidents in children falling out. ● Children are making positive choices in difficult situations and are able to support others appropriately.
To improve attendance for all pupils	<ul style="list-style-type: none"> ● School attendance target of 96% met. ● Attendance of disadvantaged pupils in line with attendance of their peers ● Persistent absence reduced below 10% and in line for disadvantaged pupils and their peers. ● Strategies to improve attendance have a positive impact: Breakfast club, pastoral support, interventions.
To ensure vulnerable children have commensurate arithmetical fluency with their peers.	<ul style="list-style-type: none"> ● The attainment gap between disadvantaged children and their peers becomes insignificant. ● Assessments show pupil progress matches national expectation or higher. ● MTC data and arithmetic data is above national average.
To ensure all pupils read with fluency, confidently and able to comprehend.	<ul style="list-style-type: none"> ● RWI and AR show disadvantaged pupils are making good progress. ● Whole class reading develops vocabulary and understanding of age-related texts. ● Phonics data is above national average and there is an urgent approach to making those who missed the mark at year 1 phonetically secure.

To use Ready, Steady, Write to improve disadvantaged writing outcomes.	<ul style="list-style-type: none"> Disadvantaged children make increased progress at their ability. They can articulate their learning and make suggested ways on how to improve it. Comparative judgements/Assessments show improved (ARE) outcomes for disadvantaged children.
Big Event opportunities provide disadvantaged children the opportunity to participate and immerse themselves in wider learning experiences.	<ul style="list-style-type: none"> Disadvantaged children have similar life experiences to that of their peers. They can make connections in their learning to real life scenarios. They have increased cultural capacity and are global citizens and can articulate this through pupil conferencing.

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: **£4800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing and CPD: Jigsaw - PSHE This is fully embedded throughout all Year groups.	<ul style="list-style-type: none"> Empowered children over their thoughts, feelings, emotions and wellbeing. Children can SLAE about their feelings/emotions. Reduced CPOMS around behaviour. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning 	1,2,6
Accelerated Reader: Scheme and resources to provide high quality online reading texts and teacher assessment. Accelerated Reader is a proven tool for raising engagement in	<ul style="list-style-type: none"> Reading comprehension strategies. Diagnostic assessments outlining strength and areas for development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- 	2,4,5,6

reading and delivering accelerated progress.	toolkit/reading-comprehension-strategies	
Read Write Inc: Established throughout EYFS and KS1 - An approved DFE scheme to develop early reading.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?	2,4,5
Ready, Steady, Write	Aligned scheme with three other trust schools which focuses on direct instruction and practice in writing in order to raise the standard to above national average.	5
White Rose Maths and TTRS: To ensure there is high quality T&L, resourcing, support and consistency of mathematical knowledge and skills acquisition across the school.	WRM helps children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking. This inclusive approach is based on the principles of cognitive psychology and child development. https://www.structural-learning.com/post/white-rose-maths-a-teachers-guide#:~:text=White%20Rose%20Maths%20helps%20children,cognitive%20psychology%20and%20child%20development.	2,3
Subscriptions: Nessy TT Rockstars Twinkle (WRM, AR)	Through bespoke subscriptions this will support Home Learning, tailor specific areas for learning needs and provide families and children support materials and resources to close the gap for disadvantaged children. https://swgfl.org.uk/magazine/what-has-been-the-impact-of-remote-learning/	1,2,3,4,5,6

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

Budgeted cost: **£11,924**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning and Afternoon interventions (delivered by Support Staff).	<p>Quality second wave teaching delivered to support additional needs of children shows positive outcomes on pupil performance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2,3,4,5
Phonics and Reading interventions in KS1 and KS2, including 1:1 reading: Daily phonics interventions delivered across Key Stage 1 and 2.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4,5

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

Budgeted cost: **£6,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	<p>This is proven to impact attendance as well as outcomes for reading, writing and maths.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20club</p>	1, 6 (2,3,4,5)
Parental workshops (including Pastoral Support sessions for disadvantaged families).	<p>This shows that this on average can add 4 months of positive progress to pupil performance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	All

Educational experiences (including Music lessons and Appletree Farm)	Children benefit from having access to a variety of educational visits which enrich their learning and expose them to a variety of real world activities / environments. https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf	All
Wider educational experiences (KS2: residential, music lessons)	Enabling the children to experience an environment beyond Beaford, whilst building relationships and developing their teamwork skills (leading to increased student wellbeing, attendance and behaviour)	All

Total budgeted cost: £23097

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal data

Data from years R-4 show a very close alignment with disadvantaged and non-disadvantaged outcomes. Year 5 has shown a closing of the gap but there is still a difference which will be addressed in the next strategy. Year 6 external data is to be released.

Curriculum

The development and implementation of a robust curriculum is critical to closing the advantage gap. The systemic teaching and retrieval of knowledge has been at the core of the shared school curriculum across the trust, which children demonstrably more able to articulate the core knowledge we know they need to remember.

Impact is evident in all areas of school through trust and external validation. Children know more and remember more, but this will continue to be a target area for the school.

Children across all key stages have been exposed to more real-life experiences through the big events tied to this curriculum. We see the engagement of most pupils in learning, making it exciting, relevant and purposeful. Children who were disinterested and despondent about their learning are now, through regular surveys, feeling much more engaged and positive.

Read Write Inc and Accelerated Reader is used from EYFS to Key stage 2 allows teachers and families to support the drive the standards of reading. Moving through the Summer term, this has allowed teachers to focus on daily sessions and assessments. Seeing more of a consistent approach to teaching and learning. We see PP children more engaged and making progress and, crucially, closing the gap to their peers.

White Rose Maths allows teachers to provide a consistent, progressive and well-matched programme of learning for all learners. It has supported the needs of our PP children to close the gap to their peers, evidenced in internal data.

Curriculum Enrichment:

In order to assist and relieve financial burden on parents the school has made a contribution to each of the education visits (on and off site) bringing down the costs to a minimum - resulting in more learning opportunities continuing to take place. Parents report that they are happy to pay a small voluntary contribution while the school makes up the rest of the cost.

Similarly, the school believes that opportunities to learn outside the classroom are vital to encouraging and supporting the curriculum (particularly through residential and swimming). In order to ease the burden of payment the school undertakes a sizeable contribution in order to bring down the costs to parents.

Behaviour and Attitudes:

The school is proud of its pupil behaviour and their attitudes in school which are very good. Intervention support for key identified pupils further supports this process and is invaluable in ensuring that this level is maintained at all times.

The Opal Project supports positive sociality and has had an impact improving play experiences at school. It has been fundamental to our children's physical and mental wellbeing.

Disadvantaged attendance figures

Persistent absences at 7.1%- in the top 10% of schools.
Attendance overall 95.2%

Year 1 and 2 94.7%
Years 3 and 4 92.1%
Years 5 and 6 91.7%

Externally provided programmes

Programme	Provider
Pony therapy	Madewell