

Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Beacon Rise Primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years 21-22 3/3
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kirsty Chambers
Pupil premium lead	Laura Nash
Governor / Trustee lead	Leanne Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,335
Recovery premium funding allocation this academic year	£9,425
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	£97,760

Part A: Pupil premium strategy plan

Statement of intent

At Beacon Rise Primary School we believe all children deserve the very best education no matter what their background. All members of staff and the governing body are responsible and committed to ensuring the academic, social, emotional and pastoral needs of all pupils are met. Our ultimate objective is for there to be no gap between our disadvantaged and non-disadvantaged pupils. We continuously monitor the progress of all our pupils to ensure that they are achieving their full potential. For the last few years the achievement of our free school meal pupils has been above the national average.

We are free to spend this funding as we see fit to raise attainment and ensure a package of support is in place to remove the barriers. The headteacher spends this money in a variety of ways to raise pupils learning to ensure the benefit of each child although Ofsted recommend successful approaches may include:

- well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning
- ensuring support staff (particularly teaching assistants) are highly trained and understand their role in helping pupils to achieve
- allocated their best teachers to teach intervention groups to improve mathematics and English
- involving governors in the decision making and evaluation process.

Challenges

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

Challenge number	Detail of challenge
1	Catch up – To bridge the gap created by COVID and online teaching Lack of parental engagement and support for home learning
2	Poor attendance and increased number of broken weeks
3	Low attainment in English and Maths
4	Poor communication and language skills
5	Lack of funding for school trips and residential trips
6	Social, emotional and mental health linked to COVID

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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High attainment for all PP pupils in phonics, reading, writing and maths.	By the end of KS2, >90% pupils achieving the expected standard or better in reading, writing and maths.
	No gap between PP and non PP pupils by the end of KS2.
	All pupils able to read fluently and 85% of pupils achieve the expected standard or above by the end of KS1 and 95% or better pass the phonics test in Year 1.
High attendance for all PP pupils.	No gap between FSM and all pupils attendance.

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: £13,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Oracy strategies and training into whole class teaching and foundation subjects.		3, 4
Vulnerable Pupil Support Worker to receive ELSA supervision and embedding the training.		6
TAs Colourful Semantics training		3, 4
All teaching staff to be training in Good Autism Practice, Autism and Girls and Managing Anxiety. All support staff to receive Making Sense of Autism training.		1, 3, 4, 6
Rigorous monitoring and tracking with a focus on PP pupils, who are not making expected progress. Leading progress meetings with staff to ensure quality first teaching and appropriate interventions/provisions	<i>Education Endowment Foundation:</i> <ul style="list-style-type: none"> <i>small group tuition +4 months</i> <i>1:1 tuition +5months</i> <i>Early Years interventions +5 months</i> 	1, 3

are used to accelerate pupil progress. Three times a year PP reviews with Key Stage Leaders. This will include talking to children, book looks and reviewing data.	<i>reading comprehension strategies +6 months</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £79,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention work with small groups of identified children across the school to include: <ul style="list-style-type: none"> English and maths to secure accelerated progress and improved attainment social and/or nurture interventions to support pupils well being 	<i>Education Endowment Foundation:</i> <ul style="list-style-type: none"> <i>small group tuition +4 months</i> <i>1:1 tuition +5months</i> <i>Early Years interventions +5 months</i> <i>reading comprehension strategies +6 months</i> <i>social and emotional learning +4 months</i> 	1, 3, 4, 6
Reading Assistant to listen to individual pupils read daily in Year 1. Promote a love of reading, focus on new vocabulary and reinforce phonics.	<i>Education Endowment Foundation:</i> <ul style="list-style-type: none"> <i>1:1 tuition +5months</i> 	1, 3

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

Budgeted cost: £24,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Lead to lead Vulnerable Pupil Group. This includes: <ul style="list-style-type: none"> leading termly meetings 	<i>Education Endowment Foundation:</i> <ul style="list-style-type: none"> <i>small group tuition +4 months</i> 	1, 2, 3, 4, 6

<ul style="list-style-type: none"> • rigorous monitoring and tracking of FSM pupils, PP pupils, LAC pupils attainment and progress; • rigorous monitoring and tracking of pupil attendance and ensuring strategies to improve attendance are put in place; • Rigorous monitoring of teacher concerns on pupil well-being and implementing strategies to support these. 	<ul style="list-style-type: none"> • <i>1:1 tuition +5months</i> • <i>Early Years interventions +5 months</i> • <i>parental engagement +3 months</i> • <i>social and emotional learning +4 months</i> 	
<p>Family and parent support to raise engagement through:</p> <ul style="list-style-type: none"> • workshops; • 1:1 family support; • 1:1 sessions to signpost; • completing referrals; <p>attending/leading EHAP E</p>	<p><i>Education Endowment Foundation:</i></p> <ul style="list-style-type: none"> • <i>parental engagement +3 months</i> • <i>social and emotional learning +4 months</i> meetings; • attending case conferences. 	1, 2, 6
Subsidised trips for enrichment.	<p><i>Education Endowment Foundation:</i></p> <ul style="list-style-type: none"> • <i>Social and emotional learning +4 months</i> 	5, 6
<p>School uniform and PE kit bought and given to pupils.</p> <p>The school uniform shop also to provide additional donations to pupils. Costumes/outfits for non-uniform and dress up days.</p>	<p><i>Education Endowment Foundation:</i></p> <ul style="list-style-type: none"> • <i>Social and emotional learning +4 months</i> 	6
Bespoke individual support as required		1, 2, 3, 4, 6

Total budgeted cost: £118,132

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Outcome 1 *By the end of KS2, >90% pupils achieving the expected standard or better in reading, writing and maths.*

Outcome 2 *No gap between PP and non PP pupils by the end of KS2.*

Outcome 3 *All pupils able to read fluently and 85% of pupils achieve the expected standard or above by the end of KS1 and 95% or better pass the phonics test in Year 1.*

Outcome 4 *No gap between FSM and all pupils attendance.*

All internal data was monitored and tracked throughout the year. Tier 1 (Whole Class Teaching) and Tier 2 (Targeted Support) strategies were in place, shared, discussed and reviewed at PPMs.

Catch up funding was used for tutoring programmes. This was tracked and monitored.

Intervention was in place and tracked throughout the year. Progress of pupils was tracked.

Phonics assessment in June 2021 is 95% of pupils passing the test.

In year 5 88% of pupils achieved EXS and 64% achieved GDS. PP pupils achieved 73% EXS and 47% GDS.

Internal data shows that PP attendance is 95.11%. Attendance of non PP pupils was 97.85%

All attendance is monitored termly and actions are taken for poor attendance.

Vulnerable pupils and their families were supported and the impacted was monitored. This could be through individual support, SAFs, CiN meetings and PEPs.

This level of support continued through lockdown with weekly or twice a week phone calls to parents. Pupils in school met the Family Liaison Officer twice a week too. All necessary support was actioned.

Year 5 and Year 6 PP pupils attended Jamie's Farm.

This enabled them to develop social and emotional skills in a safe place.

All PP pupils attended Year 5 and 6 residential trips.

Uniform, PE kit and dress up outfits are bought and given to children when necessary.

ELSA and BOXALL training completed. Pupils supported individually or group as necessary. Zones of regulation or social skill groups put into place and measured.

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