

Pupil premium 3 Year Strategy Statement 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic years) 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	625
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years 2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July '23 '24 '25
Statement authorised by	Kirsty Chambers
Pupil premium lead	Darren Hicks
Governor / Trustee lead	Leanne Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,340
Recovery premium funding allocation this academic year	£8,990 (£145 x 62 pupils)
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	£121,330

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
High attainment for all PP pupils in phonics, reading, writing and maths.	By the end of '25, >80% of PP pupils to achieve the expected standard in reading, writing and maths, expressed as an average over 3 years. Rationale: This represents an increase of 5% from current BR levels and aims to continue to better the national average of 71% for non-PP children (2019 – last reported data).
	To reduce the gap between PP and Non-PP to 10%, expressed as an average over 3 years.
	85% of PP pupils to achieve the expected standard or above by the end of KS1 and 95% or better pass the phonics test in Year 1, both expressed as an average over 3 years.
High attendance for all PP pupils.	PP attendance is 95%

Activity in this academic year 2022 - 2023

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: £19,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor the ongoing work to embed oracy strategies and training into whole class teaching and foundation subjects.		3, 4
School leaders to observe the use of Colourful Semantics within the class, focusing on impact for pupils.		3, 4
PP Lead and Senior Leader to lead small group work involving PP children for year 6 pupils – Maths and Reading focus.		1,3

<p>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 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.</p>	<p><i>Education Endowment Foundation:</i></p> <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> <p><i>reading comprehension strategies +6 months</i></p>	1, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £79,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention work with small groups of identified children across the school to include:</p> <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 	<p><i>Education Endowment Foundation:</i></p> <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
<p>4 Reading Assistants to listen to individual pupils read daily in Year groups based on need. Promote a love of reading, focus on new vocabulary and reinforce phonics.</p>	<p><i>Education Endowment Foundation:</i></p> <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: £29,728

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 • 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. 	<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>parental engagement +3 months</i> • <i>social and emotional learning +4 months</i> 	1, 2, 3, 4, 6
Family and parent support to raise engagement through: <ul style="list-style-type: none"> • workshops; • 1:1 family support; • 1:1 sessions to signpost; • completing referrals; • attending case conferences; • attending/leading EHAP 	<i>Education Endowment Foundation:</i> <ul style="list-style-type: none"> • <i>parental engagement +3 months</i> • <i>social and emotional learning +4 months meetings;</i> • <i>attending case conferences.</i> 	1, 2, 6
Home BR – pupils needing before and after school care are supported, including breakfast being given.		2,5
Subsidised trips for enrichment.	<i>Education Endowment Foundation:</i> <ul style="list-style-type: none"> • <i>Social and emotional learning +4 months</i> 	5, 6
School uniform and PE kit bought and given to pupils. The school uniform shop also to provide additional donations to pupils. Costumes/outfits for non-uniform and dress up days.	<i>Education Endowment Foundation:</i> <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
Prioritisation of PP children in after school clubs.		5, 6

Total budgeted cost: £128,544

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 2021 to 2022 academic year.

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.

KS2

75% of PP pupils achieved the expected standard in reading, writing and maths. National average 2019 – 51% & LA average 2022 – 37%

92% of non-PP children achieved the expected standard in reading, writing and maths.

Teaching

PPM Meetings used to track progress throughout the year (for all year groups) in combination with senior leaders. Tier 1 (Whole Class Teaching) and Tier 2 (Targeted Support) strategies were in place, shared, discussed and reviewed at PPMs. Monitoring and discussions used to inform next steps both for teaching practice and targeted intervention.

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

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

Phonics assessment in June 2022 shows 83% (5/6) of PP pupils passing the test. 96% of all pupils passed the phonics assessment.

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

All PP pupils continue to attend Year 5 and 6 residential trips.

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

Zones of regulation or social skill groups put into place and measured.

Reading assistants were employed to support reading progress of all children in key year groups – PP children prioritised as appropriate to learning.

SEMH

Pupils in school met the Family Liaison Officer twice a week. All necessary support was actioned.

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

Attendance

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

Internal data shows that PP attendance is 93.95%. Attendance of all pupils was 94.6%. Vulnerable pupil work has resulted in both figures sitting above the LA average of 93.7%. The gap has closed from the previous year and will continue to be monitored to further close the gap.

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