

# 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Beacon Rise Primary School
Number of pupils in school	629
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 Years 2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	Term 1 '23 '24 '25
Statement authorised by	Kirsty Chambers
Pupil premium lead	Darren Hicks
Governor / Trustee lead	Leanne Newman

## Funding overview for academic year 2023 - 2024

Detail	Amount
Pupil premium funding allocation this academic year	£117,426
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,758
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£124,184

# Part A: Pupil premium strategy plan

## Statement of intent

At Beacon Rise Primary School we believe all children deserve the 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 meet three times a year with staff from all year groups, which enables us to 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 partners) are highly trained and understand their role in helping pupils to achieve.
- allocated the best teachers to teach intervention groups to improve academic success.
- 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	Social, emotional and mental health needs are growing and need to be addressed on an ongoing basis.
2	Poor attendance and increased number of broken weeks.
3	Low attainment in core academic subjects.
4	Poor communication and language skills.
5	Lack of funding for extra-curricular activities, school trips and residential trips.
6	To bridge the gap created by COVID and online teaching due to a lack of parental engagement and support for home 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
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 2023 - 2024

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: £25,278

Activity	Evidence that supports this approach – all taken from the government's PP guidance.	Challenge number(s) addressed
PP Lead (Assistant Headteacher) and Senior Leader (Assistant Headteacher) to lead small group work involving PP children for year 6 pupils – Maths and Reading focus.	Tier 1 - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.	3, 6

<p>Rigorous monitoring and tracking with a focus on PP pupils, who are not making expected progress.</p> <p>Leading progress meetings with staff to ensure quality first teaching and appropriate interventions/provisions are used to accelerate pupil progress.</p> <p>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"> <li>• <i>small group tuition +4 months</i></li> <li>• <i>1:1 tuition +5months</i></li> <li>• <i>Early Years interventions +5 months</i></li> </ul> <p><i>reading comprehension strategies +6 months</i></p>	3, 6
Assistant Headteacher to lead daily, whole class writing teaching to support academic progress and attainment	Tier 1 - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.	3, 6
School leaders to observe the use of Colourful Semantics within the class, focusing on impact for pupils.	Tier 2 - Targeted interventions and resources to meet the specific needs of disadvantaged pupils.	3, 4

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

Budgeted cost: £80,312

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"> <li>• English and maths to secure accelerated progress and improved attainment</li> <li>• social and/or nurture interventions to support pupils well being</li> </ul>	<p>Tier 2 - Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions.</p> <p><i>Education Endowment Foundation:</i></p> <ul style="list-style-type: none"> <li>• <i>small group tuition +4 months</i></li> <li>• <i>1:1 tuition +5months</i></li> <li>• <i>Early Years interventions +5 months</i></li> </ul>	1, 3, 4, 6

	<ul style="list-style-type: none"> <li><i>reading comprehension strategies +6 months</i></li> <li><i>social and emotional learning +4 months</i></li> </ul>	
<p>4 Reading Assistants to listen to individual pupils read daily in Year groups based on need.</p> <p>To promote a love of reading, focus on new vocabulary and reinforce phonics skills.</p>	<p>Tier 2 - One to one, small group or peer academic tuition.</p> <p><i>Education Endowment Foundation:</i></p> <p><i>1:1 tuition +5 months</i></p>	3, 6
Individual support given to identified PP children. An adult will be present to support said child as appropriate throughout their day.	Tier 2 - Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	1, 3, 4, 6

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

Budgeted cost: £29,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritisation of PP children in after school clubs.	Tier 3 - Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips.	1, 5
Subsidised trips for enrichment.	<p>Tier 3 - Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips.</p> <p><i>Education Endowment Foundation:</i></p> <p><i>Social and emotional learning +4 months</i></p>	1, 2, 5
Home BR – pupils needing before and after school care are supported, including breakfast being given.	Tier 3 - Breakfast clubs and meal provision	1, 5
School Mental Health Lead to refer PP children, where appropriate, for work with a	Tier 3 - Supporting pupils' social, emotional and behavioural needs.	1, 2, 3

local mental health practitioner.	Tier 3 - Communicating with and supporting parents.	
<p>Family and parent support to raise engagement through:</p> <ul style="list-style-type: none"> <li>workshops;</li> <li>1:1 family support;</li> <li>1:1 sessions to signpost;</li> <li>completing referrals;</li> <li>attending case conferences;</li> <li>attending/leading EHAP</li> </ul>	<p>Tier 3 - Communicating with and supporting parents.</p> <p><i>Education Endowment Foundation:</i></p> <ul style="list-style-type: none"> <li><i>parental engagement +3 months</i></li> <li><i>social and emotional learning +4 months</i> meetings;</li> <li>attending case conferences.</li> </ul>	1, 2, 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.</p> <p>Costumes/outfits for non-uniform and dress up days.</p>	<p>Tier 3 - Supporting pupils' social, emotional and behavioural needs.</p> <p><i>Education Endowment Foundation:</i></p> <p><i>Social and emotional learning +4 months</i></p>	5
<p>Vulnerable Pupil Group used to support PP children as appropriate. This includes:</p> <ul style="list-style-type: none"> <li>termly meetings with senior leaders present.</li> <li>rigorous monitoring and tracking of FSM pupils, PP pupils, CLA pupils' attainment and progress.</li> <li>rigorous monitoring and tracking of pupil attendance and ensuring strategies to improve attendance are put in place.</li> <li>rigorous monitoring of teacher concerns on pupil well-being and implementing strategies to support these.</li> </ul>	<p>Tier 1 - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.</p> <p>Tier 2 - Supporting attendance</p> <p><i>Education Endowment Foundation:</i></p> <ul style="list-style-type: none"> <li><i>small group tuition +4 months</i></li> <li><i>1:1 tuition +5months</i></li> <li><i>Early Years interventions +5 months</i></li> <li><i>parental engagement +3 months</i></li> </ul> <p><i>social and emotional learning +4 months</i></p>	1, 2, 3, 4, 6

**Total budgeted cost: £135,472**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Outcome 1** - 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.

**Outcome 2** - To reduce the gap of outcome 1 between PP and Non-PP to 10%, expressed as an average over 3 years.

**Outcome 3** - 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.

**Outcome 4** - PP attendance is 95%.

#### KS2 Results

60% of PP pupils achieved the expected standard in reading, writing and maths. For context, the national data for PP children was 43%, the South Glos average for all pupils was 67% and the national for all pupils was 59%. Academically, this has resulted in great outcomes for our PP children.

#### Teaching

Additional teaching hours were provided for KS2 pupils. PP pupils benefited from this where appropriate.

3X a year 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 and analysed as part of PPM meetings.

Phonics assessment in the last academic year shows 70% of PP pupils passed the test. 89% of all pupils passed the phonics assessment.

Our in-school, vulnerable support worker continued to support pupils and their families. This could be through individual support, CiN meetings and PEPs.

Most PP pupils attended 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.

Daily reading was tracked by ELT and PP children prioritised where daily reading was not happening.

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 was 95%. Vulnerable pupil work has resulted in an increase on the previous year's 93% attendance for PP children. The gap has closed from the previous year and will continue to be monitored to further close the gap. Attendance of all pupils was 97.8%.

### **Financial**

Generous donations were gratefully received by the school last year which supported our work with disadvantaged children.

The school continued to support PP children beyond the amount officially designated for them.