

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	626
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 2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	Term 1 '23 '24 '25
Statement authorised by	Kirsty Chambers
Pupil premium lead	Lily Cairns
Governor / Trustee lead	Leanne Newman

Funding overview for academic year 2023 - 2024

Detail	Amount
Pupil premium funding allocation this academic year	£115,170
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>	£3,915
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£119, 085

Part A: Pupil premium strategy plan

Statement of intent

At Beacon Rise Primary School, we believe all children – regardless of their background - deserve access to the best education. 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 in order to continuously monitor the progress of all our pupils to ensure that they are achieving their full potential. These meetings enable us to identify any potential barriers for these pupils and address them accordingly. For the past 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 any barriers free school meal pupils may face. The headteacher spends this money in a variety of ways to improve pupils' learning to ensure the benefit of each child although Ofsted recommend successful approaches including:

- 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

The below table 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 table 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 attainment for all PP pupils in phonics, reading, writing and maths.	By the end of 2025, >80% of PP pupils to achieve the expected standard in reading, writing and maths, expressed as an average over 3 years at KS2. Rationale: This represents an increase of 5% from current BR levels and aims to continue to better the national average of 61% for non-PP children (2024 – 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 to be 95%.
Improve wellbeing for all pupils in our school, particularly PP pupils.	Sustained higher levels of wellbeing demonstrated through student voice, student and parent surveys and teacher observations. An increase in participation of enrichment activities among disadvantaged pupils.

Activity in this academic year 2024-25

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: £28, 672

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 weekly 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
Rigorous monitoring and tracking with a focus on PP pupils, who are not making expected progress (termly). 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.	<i>Education Endowment Foundation:</i> • <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>	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, 4, 6
Assistant Headteacher to lead daily, maths 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

Continued monitoring of systematic phonics scheme (ULS) to secure stronger phonics teaching for all pupils.	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: <i>EEF Phonics Intervention + 5 months</i>	3, 4, 6
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £78, 229

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention work with small groups of identified children across the school to include: - English and maths to secure accelerated progress and improved attainment - Social and/or nurture interventions to support pupils' emotional well being	Tier 2 - Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions. <i>Education Endowment Foundation:</i> <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 Assistants to listen to individual pupils read daily in year groups based on need. To promote a love of reading, focus on new vocabulary and reinforce phonics skills.	Tier 2 - One to one, small group or peer academic tuition. <i>Education Endowment Foundation:</i> <i>1:1 tuition +5 months</i>	3, 6
Individual support given to identified PP children. An adult will be present to support said child as	Tier 2 - Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	1, 3, 4, 6

appropriate throughout their day.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <i>EEF Phonics Intervention + 5 months</i>	

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

Budgeted cost: £29, 450

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	Tier 3 - Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips. <i>Education Endowment Foundation: Social and emotional learning +4 months</i>	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 local mental health practitioner.	Tier 3 - Supporting pupils' social, emotional and behavioural needs. Tier 3 - Communicating with and supporting parents.	1, 2, 3
Family and parent support to raise engagement through: - workshops; 1:1 family support;	Tier 3 - Communicating with and supporting parents.	1, 2, 6

• 1:1 sessions to signpost; • completing referrals; • attending case conferences; • attending/leading EHAP	<i>Education Endowment Foundation:</i> • <i>parental engagement +3 months</i> • <i>social and emotional learning +4 months</i> meetings; • attending case conferences.	
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 provided.	Tier 3 - Supporting pupils' social, emotional and behavioural needs. <i>Education Endowment Foundation:</i> • <i>Social and emotional learning +4 months</i>	5
Vulnerable Pupil Group used to support PP children as appropriate. This includes: • termly meetings with senior leaders present. • rigorous monitoring and tracking of FSM pupils, PP pupils, CLA 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.	Tier 1 - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Tier 2 - Supporting attendance <i>Education Endowment Foundation:</i> • <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

Total budgeted cost: £136,351

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%.

2023-24

KS2 Results

75% of PP pupils achieved the expected standard in reading, writing and maths combined. This is in comparison to 81.8% of non-PP children. For context, the national data for PP children was 44%, the South Glos average for all pupils was 60.5% and the national for all pupils was 59%. Academically, this demonstrates great outcomes for our PP children.

Teaching

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

Three times 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 results in the academic year 2023-24 show 80% of PP children passed their phonics assessment. This is an increase from 70% in the last academic year. 91% of all pupils passed the phonics assessment.

Most PP pupils attended Year 5 and 6 residential trips.

Daily reading was tracked by ELT and the reading lead 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.

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

Zones of regulation or social skill groups put into place and measured for individual children where appropriate.

Attendance

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

Internal data shows that PP attendance was 93% (non-PP 94.7%). This remains the same from the year before. The gap has closed from the previous year and will continue to be monitored to further close the gap between PP and non-PP pupils.

Financial

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

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.