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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	Beaupre Community Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs Munday (Headteacher)
Pupil premium lead	Mrs Riley
Governor / Trustee lead	Mr Norman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70938
Recovery premium funding allocation this academic year	£9062
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	£80000

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas, to minimise/close the attainment gap, as a result of the pandemic. When making decisions about using Pupil Premium funding, our focus is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We want our children to be knowledgeable of the world around them, have the skills and values, to make positive contributions to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind.

We will consider the common barriers and challenges faced by vulnerable pupils, which can be: less support at home, poor language and communication skills, lack of confidence, poor attendance, behaviour and social difficulties, looked after children and families with social workers/young carers. There may also be complex family situations, preventing children from flourishing. The challenges are varied and there is no “one size fits all”. To ensure our approaches are effective we will, adopt a whole school approach in where all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve, act early to intervene at the point needs are identified.

The funding is not spent on one particular item but is used as part of our budget to support a number of areas in school. This list is not exhaustive but gives an outline of the main areas in which monies will be spent. Monitoring of pupil progress and the impact of expenditure takes place as outlined below. Needs are identified during Pupil Progress meetings and with discussions with class teachers and parents. Additional support can change throughout the year based on the developing and identified needs of children, group or individual at the time to ensure early intervention.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

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- Ensure teaching and learning opportunities meet the needs of all pupils.
- Ensure that appropriate provision is made for our disadvantaged children, including those in vulnerable groups.
- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data showed that some PP had attendance below the school's overall attendance and some having persistent absences. Our school's overall attendance at the end of Summer 2021 was 93.4% for non PP children and 90.89% attendance for our PP children
2	Lockdowns have meant that some children were unable to access some aspects of the curriculum from home, even when supported by school and technology provided. As a result, this has created gaps in learning.
3	35% (27 children) of our children who are eligible for Pupil Premium funding have additional needs, either educational, medical needs or well-being issues.
4	PP children have achieved significantly below their peers in 2019 and 2021.
5	Parental support can be a barrier to collaborative working. Welfare and safeguarding issues impact significantly on children's capacity to learn and well-being. Completion of homework to support learning and reading at home is less for children eligible for pupil premium.
6	Our children face difficulties with vocabulary, as they do not always read widely or have vocabulary supported outside school. Children eligible for PP have limited out-of-school experiences, which limits their vocabulary and understanding of the world. The school is set in a rural village which has limited transport links. This makes it hard for children and families to experience wider opportunities and events that enrich their lives.

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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
Improve attendance of PP children, particularly where absence is not authorised	Continue with targeting of children as soon as attendance and punctuality falls. Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance continues to improve in line with other pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Accelerate progress of PP children/ reduce the gap in attainment by the national lockdown	Analysis of data and monitoring of our Pupil Premium group will show that these children are being supported in order to make progress in line with their peers. Increase the proportion of PP children making progress in Reading, Writing and Maths and support to accelerate progress. Analysis of data and monitoring of PP group will show that these children are making progress at least in line with their peers and in some cases, progress will be accelerated (identified in Pupil Progress Meetings).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Increase parental engagement	High attendance of parental workshops and engagement in transition days. Feedback from parents on parental questionnaires. When we can open our doors to parents/carers again invite

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	them in to share in their child's successes.
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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: £34,294

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of teaching assistants and training.	To work with our PP children and to run interventions.	2,4
<p>Every child receives quality first teaching. CPD training for teachers to be delivered in staff meetings and through observations and feedback.</p> <p>Every child receives teaching which is good in every classroom every day. 100% good or better teaching every day. CPD for teachers with the focus on reading skills to enable high quality teaching for all. Continual raising of teachers' expectations of PP</p>	Education Endowment Foundation (EEF) report 2019 states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils". Research by the EEF has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of the national lockdowns. The economic impact of COVID-19 has also led to higher numbers of pupils qualifying for pupil premium	2,4

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pupils and provision of challenge for these children.		
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Resources bought to lead interventions and identify gaps	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction (Education Endowment Foundation)	2,4
Implement high-quality small group interventions. Resources for interventions/Use the purchasing of diagnostic assessments.	Using the diagnostic assessments to identify gaps in children's learning. These assessments provide planned interventions for each of the assessments criteria. EEF states - small group and one to one intervention can be a powerful tool for supporting pupils when they are used carefully.	2, 4
Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Resources and books to increase vocabulary and discussion across all curriculum areas.	There is a strong evidence base that suggests oral language interventions, including oracy activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	6

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

Budgeted cost: £36,709

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme for identified pupils around reading/writing to close the Gap</p> <p>Additional TA employed to deliver individualised support to PP pupils to address their specific individual barriers to learning, in consultation with Pupil Premium lead and class teachers.</p> <p>SATS booster sessions after school for Yr6 by class teacher and TA</p>	<p>Tuition targeted at specific needs and gaps, can be an effective method to support low attaining pupils or those falling behind. (EEF)</p>	<p>2,3,4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<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 (EEF)</p>	<p>2,3,4</p>

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

Budgeted cost: £8997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school (STEPS training).	Both targeted interventions and universal approaches can have positive overall effects (EEF)	3
Pastoral support for wellbeing and behaviour	Both targeted interventions and universal approaches can have positive overall effects (EEF)	3
Subsidising school trips/enrichment opportunities, including those that take place outside the school day (residential/evenings) For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Studies of outdoor learning have shown positive benefits on academic learning and wider outcomes, such as self-confidence. Ofsted- All children benefit from experiencing extracurricular activities. There are also often wider benefits for low-income pupils in terms of attendance at school, behaviour and relationship with peers. Pupils' horizons will be broadened. As a school we feel it is important to support families/pupils to experience a variety of opportunities throughout their school year and know that such experiences can have an impact on a child's confidence, self-esteem and self-belief.	1,3,4,5,6
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including	We have observed that sensory equipment and resources such as, lap pads, tunnels, weighted equipment and additional equipment can be effective at providing support for our pupils with sensory needs.	3

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autism. We will also fund staff training.		
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £80,000

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.

Our internal assessments during this academic year suggested that the performance of disadvantaged pupils still remains lower than non-disadvantaged pupils in key areas of the curriculum. The outcomes we aimed to achieve in this strategy have not been fully met as we had anticipated. Some of this is due to the continual impact of the pandemic, its impact on children and staff with isolation periods and an increase in observed illness for both staff and pupils. As evidenced in schools across the country, previous school closures were most detrimental to our disadvantaged pupils. The impact continues to impact this group of children.

The Pupil Premium practitioner, carried out many diagnostic assessments and implemented new interventions purchased. These allowed quick assessments to be made which were shared with class teachers and leads to ensure appropriate support was in place quickly. For those involved, progress was seen, in books, assessments and outcomes.

Sensory circuits were introduced and a sensory room developed to support our PP children with complex needs, which helped them to regulate themselves better and be able to access their learning sooner. This is to be developed further next year to support more disadvantaged pupils.

Initial training on language development was provided to all TAs, delivered by the Local authority. This enabled staff to adapt their current practice and strategies to support language development, which has started to be seen, but with a new curriculum to be implemented next year, we hope that language development will increase as the drive behind the choice of the curriculum was its language and knowledge base.

All staff received Trauma training delivered by the Local Authority and updated STEPS training to support anxiety mapping for behaviour. Behaviour for learning, ability of staff to support therapeutically has improved the behaviour across the school, noted by OFSTED, the local Authority and behaviour records.

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Our observations indicate that for some pupils, wellbeing and mental health are becoming a bigger barrier and therefore impacting on academic attainment due to not being emotionally prepared for learning. The impact is particularly evident for disadvantaged pupils, and for some, impacting on attendance. Work has been done to support this year, but there is a need next year for more targeted interventions and referrals to outside agencies.

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
Times tables rockstars	TT Rockstars
Accelerated Reader	Renaissance Place
Purple Mash	2Simple

Service pupil premium funding (optional)

There were no pupils eligible for the service pupil premium funding 2021 -22