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## Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	173
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
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	£105,835
Recovery premium funding allocation this academic year	£10,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,275

## 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. When making decisions about using Pupil Premium funding, our focus is to support disadvantaged pupils to achieve their goals, 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, 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 through discussions with class teachers and parents. Additional support can change throughout the year based on the developing and identified needs of children.

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.
- 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

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- 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 in Autumn 2023 was 94.35% for non PP children (104 children) and 91.27% attendance for our PP children (69 children).
2	41% (28 children) of our children who are eligible for Pupil Premium funding have additional needs, either educational or well-being barriers to learning.
3	PP children have achieved significantly below their peers in 2023, particularly in writing.
4	Parental support can be a barrier to collaborative working. Welfare and safeguarding issues impact significantly on children's capacity to learn and well-being. Parental aspirations and job opportunities are few, therefore children can lack ambition and aspiration in term of their future employment options and their own potential.
5	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.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional barriers for many pupils, notably due to friendship issues. These challenges particularly affect disadvantaged pupils, including their attainment.

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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.	<p>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, Maths and especially writing, providing opportunities and support to accelerate progress.</p> <p>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).</p>
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 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: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of teaching assistants	To work with our PP children and to run interventions.	2,3
<p>Every child receive quality first teaching.</p> <p>CPD for teachers, including through staff meetings, observations and feedback, with the focus on reading and writing skills to enable high quality teaching for all.</p> <p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children.</p> <p>Additional cost for additional staff cover, CPD and monitoring to ensure effective and quality teaching is in place.</p>	<p>1. <a href="https://educationendowmentfoundation.org.uk">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF)</p>	2,3,6
Training for staff to ensure assessments are interpreted and administered correctly.	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of</p>	2,3,6

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Following guidance, where necessary Purchase standardised diagnostic assessments.	each pupil to help ensure they receive the correct additional support through interventions or teacher instruction (Education Endowment Foundation)  Using the diagnostic assessments to identify gaps in children’s learning. These assessments provide planned interventions for each of the assessments criteria.	
Implement high-quality small group interventions. Resources for interventions	EEF states - small group and one to one interventions can be a powerful tool for supporting pupils when they are used carefully.  <a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3
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 including relating to the CUSP curriculum.	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.  <a href="https://www.inparliament.uk">Why oracy matters   Oracy APPG (inparliament.uk)</a>	2,3,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA employed to deliver	Tuition targeted at specific needs and gaps, can be an effective	2,3

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<p>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 Yr 6 by class teacher and TA</p>	<p>method to support low attaining pupils or those falling behind. (EEF)</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Additional CPD and overtime for staff to deliver quality phonic sessions. Purchase additional resources to deliver sessions effectively.</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>	2,3

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

Budgeted cost: £32,275

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Subsidising school trips/enrichment opportunities, including those that take place outside the school day (residential/evenings)</p>	<p>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.</p>	1,2,3,4,5

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<p>For pupils to access a range of social/cultural/sporting experiences, visits and activities including swimming from Reception class to Yr 6 and music tuition for guitar.</p>	<p>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.</p>	
<p>Therapeutic teaching assistant position: To improve the quality of social and emotional learning – ELSA qualification for teaching assistant.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p>TA to deliver sensory circuits, to support children's focus in class.</p>	<p>Participation in a short sensory motor circuit is a great way to both energise and settle the children into the school day. The aim is to focus concentration in readiness for the day's development of the child's sensory processing skills.</p> <p><a href="http://berkshirehealthcare.nhs.uk">Sensory Circuits   Children Young People and Families Online Resource (berkshirehealthcare.nhs.uk)</a></p>	2
<p>Provision of ESLA trained PP Champion to support nurture for vulnerable children.</p>	<p>Pupils and their families social &amp; emotional difficulties, including medical issues, can be a barrier to school success for some children. Removing barriers to learning is a proven way to improve the educational outcomes of pupils. Using specialist support and targeting individual children with individual needs e.g. anger resolution will allow identified pupils to access their learning once barrier is removed. Research highlights the impact of poor mental health on children's overall well-being and how it impacts detrimentally on academic achievement and attainment. We believe that the emotional well-being of some of our PPG pupils is affected as a result of external factors such as anxiety, separation, attachment etc. and that it is beneficial to deal with the root cause to allow pupils the</p>	2



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	<p>opportunity to concentrate on their learning. Nurture support ensures that children with social, emotional and/or behaviour needs are supported and given the time needed to calm or talk through concerns to ensure they are ready and able to learn. Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed, or alleviated. Families actively seek support from school to reduce need for social care agency involvement. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p>	
<p>Support staff training on behaviour management approaches with the aim of developing our school ethos and improving behavior attitudes the across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	1, 6
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Additional CPD to support wellbeing Lead including any cost.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	1, 2, 3, 5

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	attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
Additional CPD to develop wellbeing for staff around developing outdoor learning	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
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: £116,275**

## 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 2022 to 2023 academic year.

Our internal assessments during this academic year suggests that the performance of disadvantaged pupils continues to be lower than non-disadvantaged pupils in key areas of the curriculum, especially writing. The outcomes we had aimed to achieve in this strategy have not been fully met, as we had initially hoped for. Going forward, we will continue to support our Teachers in prioritising Pupil Premium children and filling the gap. Common themes in barriers to writing include punctuation, spelling and letter formation.

In September, we introduced Colourful Semantics as a whole school approach to support the formation of sentence structures, which teachers have displayed in their classrooms. Pupil premium funding was used to create resources to support individual pupils, which are also incorporated into interventions. Academic attainment in writing is slow, due to a vast majority of our children with Special Educational Needs, also being Pupil Premium pupils. Due to staff illness, not all interventions have been consistent. Further monitoring and investigation is needed to provide interventions, which are proven to accelerate progress. However, progress can be seen in observations and book scrutiny.

This year we have used Pupil Premium funding to reintroduce post the pandemic, music tuition for our children. The children have the opportunity to engage in extracurricular music tuition such as guitar or ukulele. Our children's participation and engagement has been brilliant and they thoroughly enjoy expanding their skills, beyond the school day.

Sensory circuits has been successful in supporting disadvantaged pupils self-regulate and be ready to access learning opportunities. Going forward, further measures are needed to monitor and record impact.

This year, we have gradually introduced our new curriculum scheme 'CUSP', which supports pupils develop a deeper level of meta-cognition and broadens their exposure to rich language choices. We have gradually implemented the curriculum throughout

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the year in different subjects, therefore it is difficult to assess impact at this point, until further embedded.

In previous Pupil Premium reviews, we identified 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. We have used the Pupil Premium funding to train a member of staff as an Emotional Literacy Support Assistant. It is too early to measure the level of impact; however, teachers have been referring children into the service and the children appear to benefit from the sessions and demonstrate behaviours that they are ready to learn. Similarly, we have incorporated outer agencies such as the Mental Health Support Team to deliver training to staff and support disadvantaged pupils and families.

## 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
On track for maths	Rising stars
On track for Reading	Rising stars
On track for writing and grammar	Rising stars

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

There were no pupils eligible for the service pupil premium funding 2023 - 24

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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

### Projects:

As part of the Wisbech Clusters, disadvantaged pupils have been provided additional learning opportunities such as attending reading conferences for all year groups. Children have been exposed to a range of authors and provided reading material to take home. During a recent Year 5 reading conference a group of disadvantaged pupils were provided £300 to purchase reading material for themselves and to benefit other pupils across the school.

- Circus workshops
- Skipping workshops
- Forest schools
- Fensong
- Tea and talk workshops for SEND/PP parents.
- Wellbeing day invite parents