



Beaconhill Community Primary School **Policy for the Allocation of Pupil Premium**



School vision; Where Children Matter....

In order that pupils achieve their full potential, we provide a broad, rich and enjoyable curriculum tailored to meet individual needs.

Pupil Premium

The Pupil Premium is additional funding given to schools based on the number of children who have been registered for free school meals at any point during the last six years, children who have been in care for more than six months and children who have a parent serving in the armed services.

It is for schools to decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils within their responsibility. Pupil premium is not an entitlement for individual pupils,

The targeted and strategic use of pupil premium will support us in achieving our stated aims; please refer to the school aims for further information.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.

Provision

- Although the main aim of the pupil premium is to raise attainment, the range of provision the Governors may consider making for this group could include:
- non-academic outcomes, such as improving pupils' mental health
- wider strategies supporting readiness to learn
- non-academic improvements, such as better attendance
- activities that will also benefit non-eligible pupils
- Reducing class sizes thus improving opportunities for effective teaching and learning and accelerating progress
- Enhancing the curriculum to ensure it is ambitious; providing a bespoke experience for our pupils.
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support - additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies

All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Priority is given to CLL, English and maths as 'enabling subjects'.

Pupil premium resources may also be used to target able children on FSM to achieve beyond age related expectations.

Provision will not be aimed at those identified as having SEND as additional resources are made available to support these children.

Measuring the Impact of Pupil Premium Spending.

The impact and effect of our spending of the pupil premium is primarily measured through Y6 data, as this is a summative measure of the impact of the work of the school over time.

Other measures include intervention data and reports from external agencies.

Reporting

It will be the responsibility of the Headteacher, together with the named governor to produce an annual report for the Governors' strategy committee on:

the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils

an outline of the provision that was made since the last meeting

It will be the responsibility of the Chairperson of the strategy committee to ensure that this information is made known to the full governing body

Appeal

Any appeals against this policy will be through the governor's complaints procedure

December 2021

Amanda Forbes
Headteacher

Darren Starling
Governor

Pupil premium strategy statement 2021-22

School overview

School name	Beaconhill Primary School
Pupils in school R-Y6	193
Proportion of disadvantaged pupils	56%
Pupil premium allocation this academic year	£1345 per pupil X 108= £145,260
Academic year or years covered by statement (3 year plans are recommended)	2021-2022 to 2024-2025
Publish date	December 2021
Review date	December 2022
Statement authorised by	Mrs Amanda Forbes
Pupil premium lead	Mrs Amanda Forbes
Governor lead	Mr Darren Starling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,260
Recovery premium funding allocation this academic year	£8712
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	£153,972

Statement of intent

Our intention is that all pupils make good progress and demonstrate high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a hidden disadvantage, a social worker or who are young carers. The objectives we have outlined in this statement is also intended to support their needs, regardless of disadvantage.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. This is particularly evident in the use of Beach School

as a vehicle for support.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through in-house catch-up activity for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, the approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to under developed social skills, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 25 pupils (the majority of whom are disadvantaged) currently require additional support with social and emotional needs, with 4 (4 of whom are disadvantaged) receiving small group interventions.
6	Our attendance data over recent years indicates that attendance among disadvantaged pupils has been between 1 – 2% lower than for non-disadvantaged pupils. On average 64% of 'persistently absent' pupils are disadvantaged compared to 34% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant reduction in bullying• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 4.8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%.• the percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.

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: **£83,000**

(Beach School staff, Resources, Training)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Beach School	Outdoor learning promotes curiosity and wellbeing. It engages children in activities and promotes enhanced recall. (Dewey, 2011 cited in: Meighan and Harber, 2007); Mutz and Müller (2016)	All
Purchase of standardised reading assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion and feedback, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Improve the quality of social and emotional (SEL) learning via Jigsaw programme SEL approaches (Jigsaw) will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£52,000**
(Resources, Covid Catchup staff)

	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
1:1 tutoring and intervention to provide a blend of mentoring and school based support for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive support will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: **£18,500**
(Training, ELSA staffing, contingency)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and de-escalation approaches with the aim of further embedding our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Support for pupils experiencing a wide range of covid and post-covid related issues	Provide 0.5 additional ELSA to support pupils in need of emotional support in school.	All
Enhance levels of physical activity to address issues of inactivity through lockdown	Pilot a daily mile to support physical well being	All
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.	All

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and

approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will adjust our plan over the period of this strategy statement to secure better outcomes for pupils.