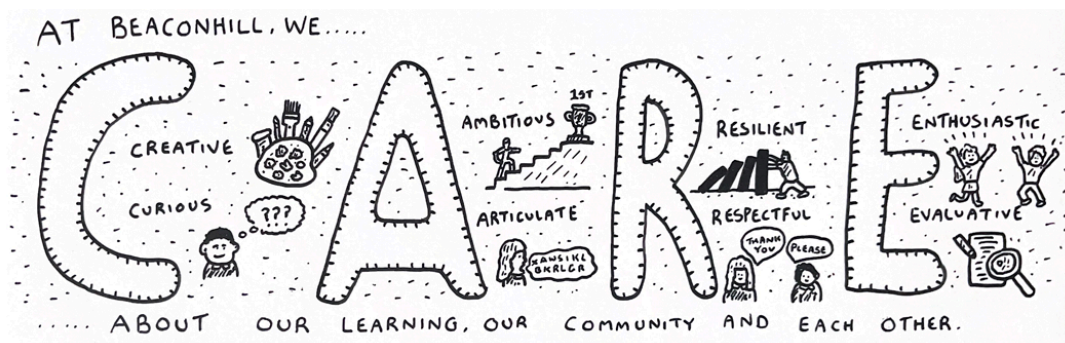


School Vision: Where Children Matter

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
- Have been in care for more than six months and/or
- 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. Our school aims and values are summarised in the image above. .

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



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- Wider strategies supporting readiness to learn
- Non-academic improvements, such as better attendance and attitude to learning
- 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
- One to one or small group intervention/support provided through teachers, support staff or external agencies

All of our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Priority is given to Communication, Language and Literacy, English and Maths as 'enabling subjects'. Pupil premium resources may also be used to target children who may be considered Gifted and/or Talented who are in receipt of Free School Meals 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 statutory assessment data, as this is a summative measure of the impact of the work of the school over time. This includes End of Key Stage Assessments (Early Years, Year Two and Year Six), the Phonics Screening Check (Year One) and the Multiplication Tables Check (Year Four) 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 2024

Joel Routledge
Headteacher

Philip Watters
Chair of Governors

Pupil Premium Strategy Statement 2023-24

School Overview

School Name	Beaconhill Community Primary School
Pupils in school Reception to Year Six	204
Proportion of disadvantaged pupils	54.4%
Pupil premium allocation this academic year	FSM £1480 per pupil x 100 = £148,000 Services £340 per pupil x 6 = £2040 LAC £1495 per pupil x 2 = £2990 AFC £2570 per pupil x 9 = £23,130 Total - £176,160
Academic year or years covered by statement (three year plans are recommended)	2023-2024 to 2026-2027
Publish date	December 2024
Review date	December 2025
Statement authorised by	Joel Routledge
Pupil premium lead	Joel Routledge
Governor lead	Barry Flux

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£176, 160
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	N/A

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 that we have outlined in this statement are also

intended to support their needs, regardless of disadvantage. Quality first 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 our commitment to being a Beach School as a vehicle for support. A significant element of our curriculum relates to learning experiences we provide our children at the beach. Many of our disadvantaged children would not have access to the outdoor learning opportunities that we provide so we ensure that all children visit the beach every half-term.

Our strategy is also integral to wider school plans for education recovery post covid, notably in its targeted support through in-house catch-up activity for pupils whose education has been worst affected, including non-disadvantaged pupils. This is achieved in part due to our large staff team and newly purchased assessment and intervention tools. We have also split our Year Five and Year Six classes into two, smaller groups to allow for better ratios of adults to 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 swiftly to intervene at the point a 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. 'Ambition' has been formally adopted as one of our core values and, as such, we want all stakeholders to have high expectations of progress and attainment.

Challenges

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

Challenge	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 Year Six 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 the basic skills in core curriculum subjects . This negatively impacts their development as readers, writers and mathematicians .
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. Furthermore, opportunities for children who were babies or toddlers during periods of lockdown were also limited. These findings are supported by national studies. This has resulted in significant knowledge gaps and global development leading to pupils falling further behind age-related expectations.
4	Our assessments, observations and discussions with pupils and families have identified social

	and emotional issues for many pupils, notably due to underdeveloped social skills , and a lack of enrichment opportunities during partial school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
5	Our attendance data for 2023-24 demonstrates that attendance among disadvantaged pupils is lower than those that are not disadvantaged. 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 (inc phonics) attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard. Year One PSC outcomes overall to be in line with the national average.
Improved writing (inc GPS) 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: qualitative data from student voice, student and parent surveys and teacher observations and 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: 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: £83,140

(Staff, Resources, Training)

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Improvements made to the outdoor environment. This will include the redevelopment of the school yard. We will resurface the yard and create specific areas to allow children to have space to exercise, develop social skills etc.</p>	<p>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)</p>	<p>1, 2, 3, 4</p>
<p>Purchase of standardised reading assessments (NTS papers from Y3-6 to be delivered on a termly basis). Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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</p>	<p>2</p>
<p>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. CPD delivered by Lynne Carrick on metacognition and a commitment to Teaching for Mastery and the stem sentences the NCETM documents provide.</p>	<p>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</p>	<p>1, 3, 4, 5</p>
<p>Training for staff and parents around the Early Reading, Maths and SPaG resources that we have in school (Little Wandle, Collins Big Cat, My Maths, TTRS, Emile, Lexia, Grammarsaurus)</p>	<p>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. Targeting of basic skills in all core curriculum subjects through the use of technology in the classroom. Phonics Toolkit Strand Education</p>	<p>1, 2, 5</p>

	Endowment Foundation EEF	
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. Delivery of ELSA sessions and the introduction of a counsellor to support the needs of some of our children)	<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>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 3, 4, 5

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

Budgeted cost: £86, 700

(Resources and Staff)

Activity	Evidence that supports this approach	Challenge(s) addressed
Additional staff, booster sessions and intervention groups to provide a better ratio of adult to child support. A significant proportion of the pupils who receive support will be disadvantaged, including those who are high attainers. Support will be most heavily focussed in Year Groups with the highest level of deprivation.	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 and in group situations.	1, 2, 3, 4, 5
Purchase of programmes of work and accompanying resources to improve basic skills in English and Maths especially for our most disadvantaged pupils who have lower attainment on entry.	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.	2, 3, 4
Additional phonics, reading comprehension, arithmetic and GPS sessions targeted at disadvantaged pupils who require further 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:	1, 2, 3, 4, 5
	Phonics Toolkit Strand Education Endowment Foundation EEF	

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