Pupil premium strategy statement and Impact of Funding 2021- 2022

Beehive Lane Community Primary School

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	Beehive Lane Community Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	This Plan 1 Year. Overall strategy as part of School Improvement Plan 3 years.
Date this statement was published	September 2021
Date on which it will be reviewed	Progress in school reviewed half termly and termly basis. Termly meeting with Vulnerable Groups sub-cttee Governors (led by Peter Redman)
Statement authorised by	Paul Sully (HT)
Pupil premium lead	Paul Sully / Emma Lester (SENCO)
Governor Lead	Peter Redman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,695
Recovery premium funding allocation this academic year CF from Covid Catch Up fund 2020-21	£ 4,536 £4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,180
Total budget for this academic year	£63,906

Part A: Pupil premium strategy plan

Statement of intent

- *To close gaps in attainment of disadvantaged pupils with their peers in school*
- *To accelerate progress to enable gaps to be closed for disadvantaged pupils*
- *To ensure disadvantaged children of Beehive Lane Primary achieve above national average for all children*
- *To ensure full access and inclusion in all enriching activities which promotes the accumulation of a store of cultural capital*

Strategy to meet intent:

- Focussed small class teaching groups in Year 5 and 6
- Focussed interventions and groups targeted at specific needs of the disadvantaged children identified: EYFS, Year 1 and Year 2 Speech and Language and reading; Year 2 English support: Closing gaps in phonic knowledge and understanding, reading skills and writing.
- Ensure full inclusion in all curricular and extra-curricular activities and experiences to develop a valuable store of cultural capital for all children

Key Principle:

- Economic disadvantage will not disadvantage children in terms of progress and achievement.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of speech and language of disadvantaged children with their peers in EYFS and KS1. Targeted children to close gaps on age related expectation of peer group: EYFS: 33% Year 1: Targeted lower band 20%; Year 2: Targeted lower band 20% EEF National funded study found the following: • 76% of schools stated pupils starting school in September 2020 needed more support with communication than in previous years • 96% they were concerned about pupils' speech-and-language development
2	Gaps in reading fluency and phonics of identified children with their peers. Data evidence: EYFS: target 50% children; Year 1: target group lower band 25%; Year 2 Target group lower band 30%;
3	Accelerate progress in English skills in Year 2 to close gaps in attainment and ensure age related targets are met by the end of Key Stage One. Focus group of lower 30% to accelerate progress to close gaps.

4	Gaps in disadvantaged / vulnerable children's learning focussed in Year 3, 4 and 5 in terms of Reading, Writing and Maths – need to accelerate progress to close gaps with peers.
5	To ensure all children are secondary ready, gaps in attainment between disadvantaged children and their peers are closed by the end of Key Stage 2. 33% disadvantaged children Year 5 / 6 in total.
6	To ensure disadvantaged funding is effectively targeted to ensure all children are fully included in all aspects of school and extra-curricular activities, facilitating development of cultural capital for all.
7	To ensure that adequate pastoral support and Family Support is in place and effective to meet well-being needs.

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
All children accelerated in phonics learning and fluency in reading to ensure closing of gaps in attainment	Targets set for age related phonics achievement in Year 1 met: 87% Targets in age related fluency in Year 1 met
Close gaps in speech and language understanding	Targets for age related speech and language achievement met in EYFS, Year 1 and 2 and all gaps closed by the end of KS1
Close gaps between disadvantaged children and their peers in English achievement	Phonics target of 97% met (Year 2 target AUTUMN phonics test 2021) Age related targets in Reading and Writing met by the end of Year 2.
Ensure targets for age related and above outcomes are met by end of Key Stage 2	ARE or above Targets current Year 6: Reading: 93% Writing: 93% GPS: 93% Maths: 93% ARE or above Targets for end of Year 6 for current Year 5: Reading: 87% Writing: 87% GPS: 87% Maths: 87%

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: £ *35,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Teaching Groups Year 5: Maths, English lessons and Guided reading Small Teaching Groups Year 6: Maths, English lessons and Guided reading	EEF based evidence: *Quantity and quality of feedback that pupils receive is more focused and the level of concentration and perseverance amongst pupils is greater. Enables metacognition for pupils and specific next steps planning of learning by pupils. High impact on achievement. *Small groups allow close collaborative approach to learning and peer work / assessment to flourish impacting highly on accelerating progress. High impact on achievement. * Smaller classes have enabled the use of higher order thinking skills to think in greater detail about pupil's individual next steps in learning. High impact on achievement. *6 years of data evidence of PP children on average achieving above other children nationally and closing gaps with peers in school due to accelerating progress. High impact on achievement. *Small teaching groups enables mastery approach to be highly effective – small, targeted steps to learning using AfL accurately. High impact on achievement. *6 years of in school data evidencing high impact achievement, closing of gaps.	Challenge number 5

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

Budgeted cost: £ *21,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

*Speech and Language teaching and intervention: EYFS and Year 1 and 2. *Focussed phonics intervention work. *Early Language Intervention Programme * Talkboost and Speech and Language Welcomm *Focussed individual and guided reading work in Key Stage One (Focus Year 2) - Fluency and Reading Comprehension	*Speech and Language baselining. Whole class and targeted speech and language sessions in EYFS. Relies on accurate baselining of children and careful next steps planning. Focussed work with Welcomm EYFS resources and planning. High impact. *Focussed phonics intervention groups Year 1 and 2: High Impact EEF. *Focussed work on NELI (Nuffield Early Language Intervention (Spring) – training and delivery. High impact evidence based programme. *Accurate assessment data of children in Year 1 and 2 to identify specific needs re Speech and Language, phonics, reading. Focused work with KS1 Welcomm and Talkboost programmes. High impact. *Focussed reading comprehension Year 2 interventions. High impact EEF.	Challenges 1 ,2 and 3
Small group (3 children) and individual tutoring with identified children in Year 3, 4 and 5 as identified.	Small group and individual sessions – EEF High Impact. White Rose Tutoring - Maths online Spring term (extending to Summer as available) English – school led tutoring Spring and Summer terms In school maths tutoring Training course online for HLTA and experienced LSA November 2021.	Challenge 4

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

Budgeted cost: *£ 7,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting financial payments for extra-curricular activities and	Promotion of teamwork, collaborative skills esp in problem solving (EEF high impact)	Challenge 6

enrichment inc school clubs, Year 6 residential, educational visits and visitor subsidies	and opportunities to develop a store of cultural capital – Dept of Education, Ofsted.	
In school Pastoral Support worker inc Mental health Family Support Worker	High impact with self regulation work eg zones (High impact EEF); Social and Emotional learning and behaviour and attendance support (high to medium impact evidence base EEF)	Challenge 7

Total budgeted cost: £ *63,000*

Impact of Disadvantaged Funding for 2021-2022 as at July 2022

Intended outcome	Success criteria	Impact at July 2022
All children accelerated in phonics learning and fluency in reading to ensure closing of gaps in attainment	Targets set for age related phonics achievement in Year 1 met: 87% Targets in age related fluency in Year 1 met	Target achieved in Year 1 phonics: 93% age related expectation achieved. Target of 80% age related fluency in Year 1 (ex EHC) achieved. The 20% made excellent progress and are closing gaps – expectation that fluency gaps to be closed by end Yr 2 for those children with further programme in Year 2 of focussed support.
Close gaps in speech and language understanding	Targets for age related speech and language achievement met in EYFS, Year 1 and 2 and all gaps closed by the end of KS1	Gaps in speech and language closed in EYFS, Year 1 and Year 2.
Close gaps between disadvantaged children and their peers in English achievement	Phonics target of 97% met (Year 2 target) Age related targets in Reading and Writing met by the end of Year 2.	Phonics target met in Year 2: 97%. <u>Reading:</u> Aspirational School Target of 80% in reading met. Note National 2019 pre pandemic of 75% <u>Writing:</u> 77% achievement against aspirational school target of 80%. Note National of 2019 pre-pandemic of 69%.
Ensure targets for age related and above outcomes are met by end of Key Stage 2	ARE or above Targets current Year 6: Reading: 93% Writing: 93% GPS: 93% Maths: 93%	<u>Achievement in school end KS2 (Yr 6):</u> Reading 93% (74% national); 70% Greater depth (28% national). Progress +4.3 Writing 90% (69% national); Greater depth 40% (13% national). Progress +3.9 GPS 93% (72% national); Greater depth 63% (28% national).

	ARE or above Targets for end of Year 6 for current Year 5: Reading: 87% Writing: 87% GPS: 87% Maths: 87%	Maths 97% (71% national); Greater depth 47% (22% national). Progress +4.3 <u>Pupil Premium achievement end KS2 Year 6:</u> Reading 91%; 63% Greater depth Writing 73%; 36% Greater depth GPS 82%; 46% Greater depth Maths 91%; 28% Greater depth
To ensure disadvantaged funding is effectively targeted to ensure all children are fully included in all aspects of school and extra-curricular activities, facilitating development of cultural capital for all.	Full inclusion in all aspects of the curriculum, extra curricular activities and educational visits	Achieved – all children included in all activities to facilitate development of cultural capital. Examples include Year 6 residential, visitors to school, additional resources and reading books (inc for book club), subsidy / funding of educational visits.
To ensure that adequate pastoral support and Family Support is in place and effective to meet well-being needs.	Emotional and social needs are met to ensure full inclusion and reaching potential.	Targeted emotional / social programmes, family support work, pastoral care and counselling has enabled all children to progress well both in terms of academic progress, personal development and learning behaviours.