

# Pupil premium strategy statement – Beulah Junior School 2021-2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	249 <b>241</b>
Proportion (%) of pupil premium eligible pupils	42% <b>48%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	31 12 21 <b>Reviewed December 2022</b>
Date on which it will be reviewed	30.12.22 <b>Next Review December 2023</b>
Statement authorised by	V Luniak Headteacher <b>Mrs B Warwick Head Teacher</b>
Pupil premium lead	V Luniak Headteacher <b>Mrs B Warwick Head Teacher</b>
Governor / Trustee lead	Mrs S Campbell Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,915 <b>£156,280</b>
Recovery premium funding allocation this academic year	£50,467 <b>£11,853</b>
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to</i>	£10 372 <b>£ 0</b>

<p><i>2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p><b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£194 38  <b>£168,133</b></p>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve 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 are refugees, have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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

## Challenges

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

Challenge number	Detail of challenge
1	<b>Address and Close Gaps in Reading Attainment</b> Through assessment analysis monitoring and scrutiny, we have identified poor oral skills and vocabulary acquisition in years 3-6. We

	also see consistently general low levels of engagement with and lack of self-motivation in, individual reading. It has been noted that boys, as a specific group exhibit poor reading habits – and that lack of regular access to the internet in order to complete homework is a hindrance to meaningful engagement and progress.
2	<b>Address and Close gaps in Phonic Awareness</b> Analysis of reading abilities of groups of pupils in all year groups indicates numerous and wide gaps in their phonics awareness.
3	<b>Address and Close Gaps in Maths</b> Attainment Concerns that have been highlighted by assessments and analysis are lack of age-appropriate number skills in year 3-5 as well as the accurate and confident application of these skills in Y6 in order to solve problems.
4	<b>Address and Close Gaps in Writing Attainment</b> Through teacher assessment, SLT scrutiny, in- school moderation exercises and analysis, the school has gathered evidence indicating handwriting skills, GPS skills and the ability to use precise language for a range of audience and in a variety of purposes, are priorities for our pupils. This is particularly evident in year 3-5. Where it is an issue in Year 6, children are significantly below expectations for the age group
5	<b>Provide Support for Disadvantaged and Vulnerable Pupils in Order to Remove Barriers to Learning</b> Assessments made by SLT and other outside agencies including social services, Educational Psychologists other therapists as well as our records, show that there has been a marked increase in SEMH issues being faced by pupils. These issues often prevent them from having a ready to learn approach and achieving all that they are capable of. Daily experiences confirmed by liaison with families, staff at all levels and outside agencies has prompted the school to urgently strategies in order to support and prepare pupils better for the school day and life in the classroom and/or playground.

## 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
Pupils in Year 6 to achieve in line with national expectations by the end of 2025	75% of pupils to attain expected standard in KS2 national results in reading writing and Maths
Pupils in Year 5 to be on track to achieve in line with other nationally by the end of 2025	End of year results and teacher assessment in reading writing and Maths

Pupils in Year 4 to be on track to achieve in line with other nationally by the end of 2025	End of year results in reading writing and Maths, teacher assessment and Multiplication times table check
Pupils in Year 3 to be identified and supported so that 70% are on line to achieve in line with national expectations by end of 2025	End of Year outcomes from baseline, Teacher Assessment in reading writing and Maths
Improved and sustain the well-being of all pupils especially those from disadvantaged group so that they are able to approach learning with robustness and focus for successful outcomes at the end of 2025	Qualitative data from student voice, student and parent surveys and teacher observations; a significant reduction in bullying incidents and student conflicts; a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. The vast majority of pupils demonstrate resilience focus and stability in class and around the school

## 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: £12,145 ~~£39,259.96~~

Activity	Evidence that supports this approach	Challenge number(s) addressed
Library relaunch to support independent reading and promote a passion for books	Previous to lockdown, footfall and borrowing of resources in the library was consistent higher amongst the younger groups of pupils.	1,4
Training in Reading strategies and programmes to target specific groups of pupils	Enable supported reading and homework opportunities for groups (especially boys) across the school	1, 4
Reading Resources review to improve individual reading	The school needs to provide texts at their current levels so that children	1, 4

habits in pupils in Years 3-6	may gradually increase their reading abilities	
Phonics Review of Resources and Scheme of Work to ensure consistency and effectiveness	Over the past 18 months- since the beginning of the first lockdown period the school has seen a downturn in pupils reading (and writing) skills. Needs and bring their attainment in line with age related expectations The school must ensure a common school-wide proven approach which will firmly rationalise practice. <b>Bug Club Rapid Phonics has been chosen for this as it is designed for junior school pupils and is in line with what is currently used in both the infant and junior schools</b>	1, 2
Reading and writing developmental work to improve the skills of those working with groups of pupils from year 3-6	Training for staff to carry out focused small group work with pupils Training for class teachers to oversee deliver and effectively manage intervention programmes	1, 4
<b>Recruitment of acting English Lead, including CPD opportunities for the role and others.</b>	<b>Continue consistency and support accord the school in reading and writing) supported reading and homework opportunities for groups (especially boys) across the school</b>	1, 2

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

Staff to deliver interventions

Budgeted cost: £123,533 **£92,391.86**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning <b>National Tutoring Funding and Pupil Funding used to provide tutoring in identified areas through the school led approach</b>	Tuition targeted at specific needs can be effective in support low attaining pupils and those fallen behind due to circumstance e.g. covid 19.	1, 3, 4
Intervention – Maths Y3-5	Evidence and data from past intervention activities strongly	3

Interventions using the Shine	support the provision of small group focused work	
Y6 3 Intervention – Maths Interventions using the Shine	Research has shown that timely attention to filling the gaps and reinforcing in small groups is effective in pupils accelerated, steady progress	3
Intervention Writing Y6	Evidence and data from past intervention activities strongly support the provision of small group focused conferencing to hone editing and other technical skills, grow and awareness of creative writing techniques and develop a richer vocabulary	4
Intervention Writing 4-5	Analysis of teacher assessment data and class work shows that pupils' qualitative and quantitative attainment falls well below age-related expectations	4
Intervention Y3 Interventions using the Shine	Analysis of children's attainment on entry shows numerous and wide gaps in learning. The school believes this disruption brought about by the last 18 months of covid 19 restrictions resulted can be most effectively addressed through a combination of small group and targeted individual work 1,3	1, 2, 3, 4
Intervention Reading Y6	Evidence and data from past intervention activities strongly support the provision of small group focused work enables accelerated pupil progress 1	1, 2
Intervention Reading Y3-5 Interventions using the Shine	Research shows that frequent small group 1/;1 reading with targeted pupils leads to good and better progress  Research has shown that timely attention to filling the gaps and reinforcing in small groups is effective in pupils accelerated, steady progress.	1, 2
Purchase and use of Rising Stars assessment and Shine packages to identify gaps in	Research has shown that timely attention to filling the gaps and reinforcing in small groups is effective in pupils accelerated, steady progress.	1, 3

learning and provide targeted interventions.		
Morning homework club for reading in Bug Club (including breakfast).	Research shows that frequent small group 1/1 reading with targeted pupils leads to good and better progress	1, 2, 5
Yr 6 SATs Books and booster sessions in Reading, Writing, GPS and Maths. Using CGP work books	Research has shown that timely attention to filling the gaps and reinforcing in small groups is effective in pupils accelerated, steady progress	1, 3

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

Budgeted cost: £52,073 **£36,481.18**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission the services of an Education Welfare Consultancy to work with the school and families to monitor and improve attendance and punctuality of identified groups of pupils	Attendance figures have nationally fallen during the period 2020-21 this school is no exception with a 3% drop across the school bring us to a current figure of 92.1%	5
Commission the services of a school counsellor to work with pupils and their families	Various research reliably indicates that there is an urgent need to attempt to remove barriers to learning as and when identified. The school will actively take steps to reduce some of the difficulties pupils face.	5
Appoint and train a MH Lead to work with pupils and other stakeholder	Funding provided by government identifying nationwide needs and the school's own analysis of local needs to address the identified need for well-being MH support as a result of pandemic and other socio-economic circumstances that affect the school has prompted the school keenness to engage in this initiative	5



Establish a Nurture Space within the school that fosters a sense of security, belonging and participation for groups and individuals	We will provide training for staff so that the school is able to address the needs of identified pupils in readiness for confident and positive mainstream inclusion within a structured bespoke programme	5
Wider school activities – e.g. Cooking Club	Social and Emotional learning +4 months (EEF Toolkit) Behaviour interventions +3 months (EEF Toolkit) Sports Participation +2 months (EEF Toolkit)	5

**Total budgeted cost: £194,38 ~~£168,133~~**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

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Pupil Premium ARE+	Reading		Writing		Maths	
	Autumn 2021	Summer 2022	Autumn 2021	Summer 2022	Autumn 2021	Summer 2022
3	52%	71%	23%	40%	43%	48%
4	43%	52%	25%	35%	18%	33%
5	49%	63%	49%	54%	50%	54%
6	65%	72%	54%	64%	61%	68%

*This performance has been assessed using a range of the following:*

- *Moderated Teacher Judgements*
- *Statutory Assessments*
- *Non-Statutory Assessments*

*We are pleased with the improvements across the year groups and subjects in general, but know that there is plenty of room for improvement.*

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
FFT Lighting Squad Reading Recovery programme	Fischer Family Trust
Purple Mash	Purple Mash
CPOMs	CPOMs
TTRockstars	Maths Circle
Bug Club	Persons

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Not Applicable
<b>The impact of that spending on service pupil premium eligible pupils</b>
Not Applicable

## 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.*