



Full Governing Body Paper – Pupil Premium Report	
From: Mr. L. Rusirevi	Date: 12.07.2024
Date of meeting: Monday 22 nd July	Agenda Item No.
Aim of paper: For the Governing body to review the report	
Action required: For the Governing body to receive and note	
Strategic Objective: (Pupil). exciting, challenging and enriching curriculum	

Background

See the attached Pupil Premium Strategy

This pupil premium review will assess the challenges and activities outlined in the pupil premium report see – Beam Pupil Premium Strategy 2023-24. This review will focus on the impact of the pupil premium strategy on attendance and attainment.

Attendance:

Our school is beginning to see an increase in social and income deprivation in the local community- London Borough of Barking and Dagenham ranks second on the income deprivation in London (gov.uk). We now have more children living below the poverty line, having to deal with temporary housing arrangements and living with parents with mental health/domestic violence issues and mid-phase admissions. This is evident in our 16% pupil premium count.

To address these issues, we have undertaken a thorough assessment to identify the specific needs of our Pupil Premium students. Key findings include:

- **Economic hardship-** Children are coming in lacking basic necessities – food insecurity has been proven to affect concentration and overall academic performance.(13/98 of pupil premium children are recorded as being persistent absentees.)
- **Housing Instability-** Rise is temporary housing and houses in disrepair – this affects sense of security and stability and leads to anxiety. This also leads to attendance and disruptions in learning continuity.
- **Parental Challenges** – Higher incidents of parents struggling with mental health issues with has affected parental engagement.

Please note that these trends cannot be quantified as parents speak casually with our Parent Support Advisor.

Strategic Response:

Background

There is a group of pupil premium children (13.2% - 13/98) whose attendance was below government guidelines. In addition to this, there were some children who used to attend school late- missing soft start which had an impact on their mathematical fluency.

Action 1 - Breakfast club – We admit disadvantage children, free of charge, and provide them with a breakfast and a safe place before school. So far 15/98 children attended breakfast club under the pupil premium offer.

Impact – The children who have taken up this offer are more settled when they come into school. This is in line with academic study which shows a clear correlation between a healthy breakfast and attainment and attendance. (<https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res>)

Case Study: ET	Autumn 1 2024	Summer 2024
Breakfast club take up	No	Yes
Attendance	60% unauthorised absence	96% attendance
Summary	<ul style="list-style-type: none"> - 25th Sept – 16th October- attendance at 13/40 = 32.5% - Mother's illness and finances impacting attendance. <p>Breakfast club offer uptake</p> <p>Current Attendance- 0% unauthorised attendance.</p> <p>Current Attendance – 96%</p>	

Whilst we understand that there may be other factors, it is clear via our CPOMs entries and the conversations with our attendance officer, there is a direct correlation between this individual child and their attendance.

Challenges and Barriers:

Low uptake of breakfast from parents

Proposed action- Send reminders to Pupil parent parents every half term that their child is entitled to free breakfast.

Attainment

Background:

Our internal systems of assessments and observations found there was a lack of real-life experiences and enrichment activities in disadvantaged children's everyday lives – They were missing key aspects such as day trips, holidays experiencing different landscapes, experiencing the culture capital of London etc. for a number of varying reasons. In education discourse, cultural capital has been noted to have a significant impact on attainment.

As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Ofsted's understanding of this knowledge and cultural capital matches the understanding set out in the aims of the national curriculum. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement. – **Ofsted 2019**

Action: School trips and experiences, and enrichment initiatives will be offered at donation rate or free for pupil premium children.

Impact:

While we understand that there are many factors which affect a child's progress, we have seen that the progress of pupil premium children in the school is on a positive trajectory – see the table below. A contributory factor to this is all children's opportunity to engage in experiences regardless of their socio-economic status.

KS2 End of KS attainment

% of PP children attaining EXS or above	
Reading	100%

Writing	100%
Maths	98% (1 child did not achieve EXS or above in maths)
Combined	98% (1 child did not achieve EXS or above in RWM)

Challenges and Barriers:

Although this outcome is positive at KS2 as children would have experienced this cultural capital from EYFS, the measure of PP children attaining EXS or above must improve.

% of PP children attaining EXS or above	
Reading	75%
Writing	75%
Maths	75%

Proposed action- Interventions to accelerate progress and close the gap at a faster pace. Interventions will involve pre-teaching rather than post-teaching. As such, we should expect to see more of our PP children **keeping up rather than catching up** with their peers.

Prepared and Presented by
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