



Pupil Premium Strategy

Year 3- 2023-2024

Three-Year Strategy Outline

21-22 (Year 1)

22-23 (Year 2)

23-24 (Year 3)

Beam County Primary School - 3-year long-term pupil premium strategy from April 2021 to April 2024.

This strategy is based on the long-term approach to pupil premium planning recommended by the Department for Education (DfE) and the Education Endowment Foundation (EEF).

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned with the School Development Plan (SDP). This enables us to implement a blend of short, medium, and long-term interventions, align pupil premium use with wider school improvements, and improve readiness to learn.

Our school vision is **Striving, Inspiration, and Community**. We recognise that some of the strategies we are utilising are tackling some of the hidden barriers to achievement. We are also investing in preparatory work to enable children to get into good learning routines.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school, or as individuals, and allocate a budget accordingly.

Our Priorities Year 2: 2022/23

In 2022/23, our intention is to provide an inspirational teaching and learning environment with outstanding education and wider opportunities to all children (disadvantaged or not). Our goal is that no child is left behind socially or academically because of disadvantage. We provide an exciting and motivating curriculum, matched to the needs of each pupil, whilst maintaining high expectations. We raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our priorities Year 3 -2023-2024 -

Additional support for pupils, this will include:

- Lunchtime boosters
- Morning/After-school boosters for at least 80% of pupils who are eligible for Pupil Premium
- Counselling/Boxing sessions/interventions
- Targeted learning for our PP pupils who are working at GDS standard to increase our percentage in PP pupils gaining greater depth at the end of Key Stages
- Targeted learning for our PP pupils who are within our lowest 20%.

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Exceptional Experiences for our pupils, this will include:

- A range of educational visits that enrich learners
- Exposure to a range of musical or theatrical activities
- Payment towards residential trips
- Opportunities and reduced payments for pupils to explore sporting activities beyond the regular curriculum

Every year, our pupil premium strategy is supplemented by money from other areas of the budget, as our ultimate goal is to aid the disadvantaged and the whole school. We have children from many different economic backgrounds, but finances can be tricky for many who do not meet the stated criteria for PP.

Challenge number	Detail of challenge
1	Our on – entry assessments show that attainment on entry to nursery is below that expected nationally.
2	From assessments, observation and discussions with families, children on entry to the Early Years phase lack independence (PSED). This area is a focus across the early years.
3	From assessments, observation and discussions we have found there are a high number of children with low communication and language skills or who use English as a second language – Especially with children in Nursey and Reception intakes and Mid – phase admissions.
4	Our school is beginning to see an increase in social deprivation in the local community. 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
5	Our attendance officer has identified attendance and punctuality issues in disadvantaged children has been between 3-5% lower than their non-disadvantaged peers – There were issues with term time leave / persistent absent or lateness.
6	Our own 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.

Intended outcomes: This explains the outcomes we aim for by the end of our strategy plan and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensure all mainstream disadvantaged children leave Nursery and Reception at age expected levels.	Analysing data on school's assessment system regularly throughout the year. Improve on the predicted GLD of 54% in 2022.
Improved oral, vocabulary and acquisition of language skills amongst disadvantaged pupils	Assessments and observations indicate significantly improved oral and written language in disadvantaged pupils. This is evident when triangulated with other sources of evidence such as engagement in lessons, book scrutiny, ongoing formative assessment and pupil voice.
Improved attainment in reading for disadvantaged students	To ensure all disadvantaged children reach age expected levels, by the end of KS2, unless they have an SEN need.
Improved attainment in maths for disadvantaged students	To ensure all disadvantaged children reach age expected levels, by the end of KS2, unless they have an SEN need.
Improved attainment in writing for disadvantaged students	To ensure all disadvantaged children reach age expected levels, by the end of KS2, unless they have an SEN need.
Improved attainment in phonics tests for disadvantaged students	Ensuring 90+% of children score 36+ in the national phonics test in Year 1 and all disadvantaged children score 34+.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance officer to ensure that by 2025 the attendance of all children, especially that of disadvantaged children, is above 97%
To achieve and sustain an improved wellbeing and life experiences for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025 demonstrated by: - Quantitate data from student voice, student and parent surveys and teacher observations -Ensuring all children that want to are participating in enrichment activities, especially our disadvantaged pupils -Ensuring there are many opportunities for all children's skill sets to flourish -Ensuring all of our children go on worthwhile, interesting and relevant educational visits to build up their life skills

Our priorities Year 1 -2021-2022

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
- Developing teacher metacognition subject knowledge so that teachers gain awareness about and control over how they think and teach by planning, monitoring, evaluating, and adjusting their instructional goals and teaching strategies in accordance with their pupils' needs and the sociocultural context.
- Ensure that an excellent teacher is in every class and that they are encouraged to focus on teaching and subject knowledge so that each child's progress is maximised. This means unnecessary workload must be minimised so teachers concentrate on teaching.

Our priorities Year 2 -2022-2023

Investing in high-quality teaching, this will include:

- training and professional development for teachers and staff including senior leaders
- Closing the attainment gap between disadvantaged pupils and their peers
- Teachers to build on metacognition training and finely tune their use of Thinking Frames - a distinct and highly effective metacognitive strategy which will enable disadvantaged pupils to cultivate excellent and more effective attitudes to learning that raise their attainment.
- Ensure that all teachers and support staff (including new staff) have received training to deliver phonics teaching effectively
- Develop the Gradual Release model for the most able, EAL & neurologically diverse disadvantaged pupils across the curriculum.
- support for teachers early in their careers
- providing cultural capital opportunities

Additional support for some pupils focussed on their specific needs, this will include:

- one-to-one tuition
- small group tuition
- speech and language therapy with our onsite therapist.

Our priorities Year 3 -2023-2024

Investing in high-quality teaching, this will include:

- training and professional development for teachers and staff including senior leaders - Verbal Feedback, Social and Emotional Learning
- Analysis of data and end of key stage results.
- Tier 3 vocabulary

Additional support for pupils, this will include:

- Lunchtime boosters
- Morning/After-school boosters for at least 80% of pupils who are eligible for Pupil Premium
- Counselling/Boxing sessions/interventions
- Targeted learning for our PP pupils who are working at GDS standard to increase our percentage in PP pupils gaining greater depth at the end of Key Stages
- Targeted learning for our PP pupils who are within our lowest 20%.
- After School Club/Morning Club for disadvantaged children who would be unable to attend school due to family issues.

Exceptional Experiences for our pupils, this will include:

- A range of educational visits that enrich learners
- Exposure to a range of musical or theatrical activities
- Payment towards residential trips
- Opportunities and reduced payments for pupils to explore sporting activities beyond the regular curriculum

Barriers to Future Attainment

Academic barriers to attainment	Non-academic barriers to attainment
<p>Low levels of literacy – particularly lower support for reading at home was found from our own investigation into the number of reads disadvantaged and non-disadvantaged pupils particularly during the Covid period.</p>	<p>Poor attendance – historically disadvantaged pupils have been over represented.</p>
<p>Poor language and communication skills– oral language skills and Poor behaviour of specific pupils – over representation of disadvantaged pupils’ language development for EYFS and KS1 have historically been lower amongst disadvantaged pupils, as a result of COVID this has further impacted pupils in KS2</p>	<p>Poor behaviour of specific pupils Behaviour Log - – over representation of disadvantaged pupils noted on Go4Schools.</p>
<p>With main budget funding challenges, the amount of Learning Support assistant time has been cut – LSAs and ex-retired teaching staff taught targeted interventions).</p>	<p>Over representation of disadvantaged pupil parents not attending information sessions.</p>
<p>Lack of school readiness – as a result of COVID, pupils in the Early Years have been affected most as a result of schools and educational settings closing</p>	<p>Lack of focus, writing stamina and confidence due to poor mental health and wellbeing exacerbated by difficulties in accessing the appropriate support at the right time locally.</p>

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Quality of Teaching
2. Targeted academic support
3. Wider strategies

This focussed approach ensures the best chance of success for each intervention.

Strategy	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategy 1: Encouraging self-led professional development: Giving PD time to staff to consider, reflect and use evidence-based research in their own classroom.</p>	<p>This meta-analysis examines the effectiveness of implementing Rosenshine’s Principles of Instruction in classroom settings and its impact on student achievement across various subjects and grade levels. The study synthesizes data from multiple research studies to provide insights into the instructional practices that contribute to enhanced learning outcomes.</p> <p>chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.aft.org/sites/default/files/Rosenshine.pdf</p> <p>Gradual Release model – Fischer Frey chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.ascd.org/staticfiles/ascd/pdf/siteASCD/publications/books/Better-Learning-</p>	<p>1,2, 3</p>

	<p>Through-Structured-Teaching-3ed-sample-chapters.pdf</p> <p>Students' Engagements Patterns during Mathematics Classroom Practice: https://www.scirp.org/journal/paperinformation?paperid=102715</p> <ul style="list-style-type: none"> • Explanation of the key principles of the Gradual Release model, including modeling, guided practice, collaborative learning, and independent application. • Examination of how the GRR model aligns with cognitive theories of learning and promotes deeper understanding and mastery of content among students. 	
<p>Strategy 2: Professional development: Accessing high quality subject input including access to resources, texts, and educational experiences linked to the quality of Education</p>	<p>Feedback and recommendations from inspections guide schools in identifying areas for development and implementing targeted strategies for improvement.</p> <p>chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assets.publishing.service.gov.uk/media/6034be17d3bf7f265dbbe2ef/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf</p>	<p>1, 2, 3, 6</p>

<p>Strategy 3: Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills</p>	<p>EEF – oral language interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>This research paper investigates the critical role of vocabulary interventions in improving oral language and communication skills among pupils with poor language proficiency. Through a review of relevant literature and empirical studies, this paper explores effective strategies, benefits, and challenges associated with implementing targeted vocabulary interventions in educational settings</p>	<p>1, 2, 3, 4, 6</p>
<p>Strategy 4: Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations</p>	<p>EEF: 7 Use structured interventions to provide additional support - chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1715170167</p> <p>In addition, the school will be implementing Making the Best use of Teaching Assistants: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2, 3, 4, 6</p>

	<p>This research explores why the links between special educational needs and disability (SEND) and poverty are so strong.</p> <p>https://www.jrf.org.uk/child-poverty/special-educational-needs-and-their-links-to-poverty</p>	
<p>Strategy 5: Improve pupils' physical and mental well-being including access to funded Breakfast and After school clubs</p>	<p>Public Health England: The link between pupil health and wellbeing and attainment A briefing for head teachers, governors and staff in education settings. "Promoting physical and mental health in schools creates a virtuous circle, reinforcing children's attainment and achievement, which in turn improves their well-being, enabling children to thrive and achieve their full potential."</p> <p>"The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full academic potential."</p> <p>https://fs.hubspotusercontent00.net/hubfs/20248256/Vision/PHE%20briefing%20the%20link%20between%20pupil%20health%20and%20wellbeing%20and%20attainment.pdf</p>	4, 5, 6
<p>Strategy 6: Educational experiences visits and residential- focus on character and personal development.</p>	<p><i>"Learning in the real world outside the classroom, including through outdoor learning, educational visits, residential experiences and adventure activities, is an effective way of meeting the demands of the National</i></p>	4, 5, 6

	<p><i>Curriculum, and of preparing young people for life beyond school” states the OEAP document.</i></p> <p>https://oeapng.info/13284-how-offsite-visits-and-outdoor-education-reinforce-the-national-curriculum-in-england/</p>	
<p>Strategy 7: Attendance: Foster links with parents and identify any underlying issues which are causing attendance issues</p>	<p>school approach: “attendance is everyone’s business” you cannot separate the management of attendance and safeguarding in schools. Where attendance and absence are closely monitored, where schools are inclusive, supportive and welcoming, where staff are well trained, and there are robust, effective systems in place to deal with attendance issues quickly and sensitively, then schools are well equipped to keep children safe.</p> <p>https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024_.pdf</p> <p>attendance and safeguarding : attendance champion and DSL must be in constant communication about children who are absent. Track, monitor, and follow up carefully – “every child, every absence, every time.” Meet, share information and work closely with other leads in a school</p> <p>https://nationalcollege.com/news/why-attendance-is-a-safeguarding-priority</p> <p>attendance and wellbeing:</p>	<p>4, 5, 6</p>

	<p>Reduced or non-attendance at school by a child or young person is often rooted in emotional, mental health or wellbeing issues.</p> <p>Research from the Children’s Commissioner found that in the 2022/23 academic year, 22.3% of all pupils were persistently absent from school. In 2018/19, that figure was 10.9%, meaning that rates of persistent absence have more than doubled since the coronavirus pandemic.</p> <p>https://www.annafreud.org/resources/schools-and-colleges/school-attendance-and-mental-wellbeing/#:~:text=Reduced%20or%20non%20attendance%20at,were%20persistently%20absent%20from%20school.</p> <p>https://www.annafreud.org/resources/schools-and-colleges/school-attendance-and-mental-wellbeing/#:~:text=Reduced%20or%20non%20attendance%20at,were%20persistently%20absent%20from%20school.</p>	
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Strategy 1 Encouraging self-led professional development: Giving PD time to staff to consider, reflect and use evidence-based research in their own classroom.

Category	Quality of teaching		
Intended Outcomes	<p>Improve the quality of teaching and have an excellent teacher in every classroom who has time and resources to reflect on their teaching.</p>	<p>Success Criteria</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils (22/23) to further close as teacher subject knowledge increases and teachers are able to finely hone their teaching and address children’s misconceptions more accurately. We anticipate the following gap to close in these projected areas</p> <p>Writing:</p> <p>Year 2: 41.5% (PP); 42.2%</p> <p>Year 6: 45.8%(PP); 63.1%</p>	<p>100% of teachers will be able to identify and explain to any observer, how they are utilising approaches from their PD reading, in their everyday teaching.</p>

		<p>Reading: Year 2: 35.3% (PP); 41% Year 6: 50.0%(PP); 64.3%</p> <p>Mathematics: Year 2: 64.7% (PP); 56.6% Year 6: 41.7%(PP); 60.2%</p>	<p>Mastery approach has been implemented for maths and the use of concrete objects to facilitate learning.</p> <p>Maths – CPD and moving away from streaming to whole class mathematics for modelling of language and to reduce the Pygmalion effect.</p> <p>All teachers focus on vocabulary within their teaching to promote tier 2 and tier 3 vocabulary.</p> <p>Impactful interventions –e.g. Beam Breakfast Blenders</p>
Staff lead	T Whittington (Headteacher) and Phase Group Leaders for Quality of Education		
How we will implement?	<p>Year 1 Give every teacher more PPA time to read, reflect and absorb learning and apply within a class context. Most of the cost of this intervention is on staff costs/cover and resources</p>	<p>Year 2 Continue with additional PPA time. Utilise a relevant Education Endowment Fund report and ask each teacher to share their learning with the rest of the staff during Friday staff meetings. Most of the cost of this intervention is on staff costs/cover and resources. In addition, we have LSAs and teachers that lead on booster groups. We will also focus on the attainment and progress of pupils.</p>	<p>Year 3 Give time for lesson study and enable staff to coach each other.</p>
Light touch review –	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations

overall assessment	<ul style="list-style-type: none"> • Above expectations • As expected • Below expectations • Far below expectations 	<ul style="list-style-type: none"> • Above expectations • As expected • Below expectations • Far below expectations 	<ul style="list-style-type: none"> • Above expectations • As expected • Below expectations • Far below expectations
Anticipated expenditure over 3 years X3 =	Year 1: Actual =	Year 2: Actual =	Year 3: Actual =
Impact Evaluation	<p>More opportunities for bespoke training linked to the curriculum and pupils' behaviours for learning was not anticipated. Furthermore, during 20/21 wellbeing for staff was pushed to the forefront.</p> <p>Most of the CPD was conducted virtually. Therefore, PPA has been mostly used for professional pedagogical discussions in regards to the recent updates and changes to the English and mathematics curriculum.</p>		

Strategy 2

Professional development: Accessing high quality subject input including access to resources, texts, and educational experiences linked to the quality of Education

Category	Quality of teaching		
Intended Outcomes	The subject knowledge of staff will increase	Success Criteria	The attainment gap between disadvantaged and non-disadvantaged pupils although broadly in line will close as teacher subject knowledge

	The attainment gap between disadvantaged and non-disadvantaged and positively impact on children's learning.		increases and teachers are able to finely hone their teaching and address children's misconceptions more accurately. We anticipate the following gap to close in these areas: <ul style="list-style-type: none"> • Year 6 Writing: +20% of PP to work in line with non-PP • Reading: Year 2: +6% of PP to work in line with non- PP; Year 6 +15% of PP to work in line with non-PP • Mathematics: :19% of PP to work in line with non-PP
Staff lead	PGLs & Mr Wilson		
Implementation	Year 1 How we will implement this intervention in year 1: Staff will access high quality CPD particularly in the Foundation subjects. This means that they will learn from subject specialists – either secondary colleagues or consultants and be able to share that learning in the classroom. In particular, recent years have seen most CPD focus on English and Maths and we would like to widen that focus to other subjects to ensure that our curriculum input is high quality	Year 2 How we will implement this intervention in year 2 (in light of the year 1 annual light- touch review): Following on from Year 1 we will focus on subjects where a member of staff has yet to access high quality CPD and we will also look at cascading lessons learnt to other staff members. Most of the cost of this intervention will be staff costs/cover and course costs.	Year 3 How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Following on from Year 2 we will focus on subjects where a member of staff has yet to access high quality CPD and we will also look at cascading lessons learnt to other staff members. Most of the cost of this intervention will be staff costs/cover and course costs.

	Using the HIS (High Impact Strategies) we believe will support teachers developing their own subject knowledge. Ensuring high quality resources, texts and experiences are incorporated to raise the quality of education in these subjects is part of the spend.		
Light touch review – overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated expenditure over 3 years X3 =	Year 1: Anticipated: Year 1: Actual =	Year 2: Anticipated: Year 2: Actual =	Year 3: Anticipated: Year 3 Actual =
Impact Evaluation	<p>2021/2022 The arts, wellbeing, health and English (equality, equity and justice) were put at the forefront due to world and school events. The 22/23 plans will increase so that provision is made to enhance the resources and experiences for all pupils (particularly regarding Cultural Capital). Our soft start to the school day allows us to open our classrooms at 8.30am and provide ‘before school activities’ for children. We have then offered a range of after and before school activities that run Monday – Thursdays, as well as lunch-time activities. This includes sporting activities such as football, music, Latin, drama, dance and choir.</p>		

Strategy 3

Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills

Category	Targeted academic support		
Intended Outcomes	The vocabulary gap between	Success Criteria	

	disadvantaged and non- disadvantaged pupils will close throughout their school life at Beam	At the end of EYFS, KS1 and KS2 there will be a diminishing gap between disadvantaged and non-disadvantaged pupils in terms of their speaking and listening skills. EYFS Target – 35% of Reception FSM pupils Year 1 – at least 20% of FSM pupils make progress in vocabulary acquisition KS2 – Focus on Year 6 We will use the end of KS1 data to inform the target set for FSM pupils and ensure the school is aspirational for at least 35% of FSM using tier 2 and tier 3.vocabulary consistently	
Staff lead	PGLs - Mr. Wilson and Mrs. Cook		
Implementation	<p>Year 1</p> <p>Staff CPD re, Alex Quigley’s Closing the Vocabulary Gap. Latin CPD to highlight the importance of etymology.</p> <p>Focus on ensuring that all staff are aware of the importance of explicit teaching of vocabulary. As well as this, high-quality teaching for all pupils - which should benefit disadvantaged pupils.</p> <p>Speech and Language interventions in EYFS where children come in with poor oral skills to be promoted - it might be pre-tutoring of topic</p>	<p>Year 2</p> <p>1. EYFS and the Reception children who missed out on the end of their Nursery education due to the pandemic. This will ensure they are ready for the Phonics Screening Test in 2022/23</p> <p>We are looking at providing adult support in the early years and Year 1 in the afternoons where there are many opportunities for language development in play.</p> <p>2. Tier 2 - Direct and explicit instruction of Tier 2 words can add to the language ability of pupils. Explicit</p>	<p>Year 3</p> <p>LSA CPD teaching assistants will be deployed to ensure that specific vocabulary interventions are targeted on pupils that need them</p> <p>Tier 3 vocabulary – coordinators to specifically identify key tier 3 vocabulary ensuring progression, using Willingham’s simple model of memory</p> <p>(in light of the year 2 light-touch annual review):</p>

	vocabulary. Most of this intervention costs can be accounted for in LSA time and about 12 hours of LSA time per week has been set aside for this.	teaching and carefully planned exposure. 3. SEND – experiential association to key vocabulary and consistent use of widgets across the school. Objects of reference etc. 4. Introduction of Beam Breakfast Blenders	To be completed
Light touch review – overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated expenditure over 3 years X3 =	Year 1: Actual = £7500 (EYFS/Yr1) £4,500 (Year 2) £7500 (KS2) £18.500.00	Year 2: Actual =	Year 3: Actual =
Impact Evaluation		We have been able to identify target children that need individual tutoring in KS1 linked to the robust tracking of progress through regular phonics screening particularly in Year 1. Our Intervention staff (Beam Breakfast Blenders – using Wandle) are making significant impact for particular groups. KS2 intervention to be researched for next year.	

Strategy 4. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations

Category	Targeted academic support		
Intended Outcomes	Children’s misconceptions in Maths and	Success Criteria	The gap between disadvantaged pupils

	English will be addressed and all children will make progress, particularly disadvantaged pupils.		in English and Maths will be closing by 15% in all year groups in both Maths and English , particularly at end of KS1 and KS2. Governors will be able to monitor this termly on the Data Summaries.
Staff lead	PGL & Ms Neale (maths); Mr Wilson (English)		
Implementation	<p>Year 1</p> <p>Children will be able to access specific interventions which will benefit them. This might be 'ad hoc' as in a teacher notices that a disadvantaged pupil has not understood a concept and either goes over it themselves (with LSA covering class) or asks a LSA to do so, later that day. Or they might plan interventions using concrete materials to address the specific needs of that child.</p> <p>LSA time across the school is allocated to mornings, so that English and Maths intervention can be supported.</p> <p>Teachers to use AfL and pre-assessment to provide diagnostic analysis of pupils needs in each area of Maths and English. Planning is therefore precise and a bespoke plan for adaptive teaching is in place.</p>	<p>Year 2</p> <p>Continue to diagnostically analyse pupils understanding as part of the pre-teach strategy. AfL or Thinking Frames as a diagnostic tool for this analysis used to inform teachers planning. This will continue to be used in this year.</p> <p>Closer review following year 1 of this strategy into the impact of 'additionality' and interventions in the school.</p>	<p>Year 3</p> <p>To be completed using end of key stage data</p>

Light touch review – overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated expenditure over 3 years X3 =	Year 1: Actual = (Little Wandle costs) Increase next year	Year 2: Actual = £45,000 (part salary costs) £5,000(resources- LBQ subscription and Catch up resources, maths costs increase – Mastery approach)	Year 3: Actual =
Impact Evaluation	2021/2022Used National Tutoring Programme – not effective. Increased subscriptions to online learning platforms were required to facilitate small groups and online learning for booster groups. Staff professional development programme to develop strategies to support those with additional needs. This has been something we did not anticipate in Year 1, There needs to be focused work in developing our support staff and teachers in delivering the wider curriculum ensuring a high quality offer is available to pupils in both core and non-core subjects. More work on access and differentiation of learning will be a focus in 2022/23.		

Strategy 5	Improve pupils’ physical and mental well-being including access to funded Breakfast and After school clubs		
Category	Wider strategies		
Intended Outcomes	Pupils will be fit, active, healthy and emotionally well-meaning that they will be able to engage better with learning.	Success Criteria	Our aim is to ensure at least 68% of our FSM pupils to access our extended offer. Pupils will be able to

			access a wide variety of sporting activities and will be active daily as evidenced by the Sports Mark continuing to be Gold or above each year.
Staff lead	Mrs. McKenzie/ Mr Hoyte/ Mrs Cariba/Mrs Kryeziu		
Implementation	<p>Year 1</p> <p>Many of the Sports and physical well-being elements are funded through Sports Premium so are not double accounted for here. But there is a school-wide recognition that we need to be holistic in our approach to health and recognise mental health too. This may mean that we need to access specialist practitioners for individual pupils where there are access difficulties. It may be also that disadvantaged pupils can have funding to access extended schools clubs</p> <p>Breakfast and After school clubs are funded by this premium to ensure access for these specific groups .</p>	<p>Year 2</p> <p>We will continue to roll out OPAL. Alongside that, Play/Pastoral Leads will support and enhance break and lunchtime play.</p> <p>All pupils will receive first aid training and Mental Health First Aid training</p>	<p>Year 3</p> <p>To be completed</p>
Light touch review – overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations

Anticipated expenditure over 3 years X3 =	Year 1: Actual =	Year 2: Actual =	Year 3: Actual =
Impact Evaluation	£65,000.00 over 3 year period this includes the part staffing costs, and the ongoing supplementing the Sports Grant Premium to ensure access for all pupils in sport and mental health activities The 22/23 will continue to focus on ensuring all children have positive engagement in their learning and are positive about themselves as a learner. Increased levels of stress and anxiety are common barriers with current pressures on children	Boxing Futures intervention	
Strategy 6	Educational experiences visits and residential- focus on character and personal development.		
Category	Wider strategies		
Intended Outcomes	Pupils will be focused on learning because they will have good learning attitudes. They will have developed intrinsic motivation to behave. They will be able to access visits which develop values which help them to deepen their understanding and prepare for life in modern Britain.	Success Criteria	FSM pupils will not be over-represented in the Behaviour Log.
Staff lead	Mrs. McKenzie, Mrs Endecott, Miss Mooney		
Implementation	Year 1 To purchase resources to enhance whole school and class assemblies and enable children to reflect on their motivation and aspiration. We have also identified that we need to	Year 2 Continue to support disadvantaged pupils in relation to access to educational visits and residential. Review of Behaviour Policy	Year 3 Behaviour Policy and involvement of parents

	<p>prepare children for life in modern Britain and enable them to appreciate the richness of cultural diversity within the UK this will be supported through the various experiences planned for them. Disadvantaged children in particular need opportunities to widen their experiences and develop cultural capital. Money will be available to support children who might not otherwise be able to access opportunities. Links with university programmes and research will be a focus of this strategy.</p>		
Light touch review – overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Light touch review – overall assessment			
Anticipated expenditure over 3 years X3 =	Year 1: Actual =	Year 2: Actual =	Year 3: Actual =
Impact Evaluation	<p>The use of specialist teachers, events and learning opportunities for pupils needed to be reviewed.</p>	<p>The increase on this expenditure in Year 2 will ensure pupils engage and have opportunities to embed this curriculum through opportunities outside of the classroom and enhanced resources to support specific lessons.</p>	

Strategy 7 Attendance: Foster links with parents and identify any underlying issues which are causing attendance issues

Category	Wider strategies		
Intended Outcomes	Children are attending regularly and where there are barriers to attendance, these are being addressed.	Success Criteria	For all disadvantaged children not to be disproportionately represented in the persistent absentee category- our target is for at least 90% of pupils to be supported through our absentee drive
Staff lead	Mr Anderson / Mrs Cole		
Implementation	<p>Year 1 Support will be given to parents where there are barriers to attendance – this may be through time spent with Early Help referrals, it may be through subsidising costs of extended school care so children are in school. However, the importance of this category cannot be underestimated – if children aren't in school, they cannot learn or make progress.</p> <p>A huge amount of support was needed with vulnerable families and parental engagement over Covid-19 and some families were on daily phone calls. We also had a lot of contact re: domestic abuse. Our CP case load has been impacted by a high number of families fleeing from DV situations impacting on pupil attendance. Safeguarding cases remain high -Early Intervention linked to</p>	<p>Year 2 As per year 1 – Analysis of needs will be prioritized Mrs Cole's diagnostic attendance Links with attendance and pupil data.</p>	<p>Year 3 To be completed</p>

	attendance is fundamental. Employment of Attendance Officer and introduction of Attendance Tracker		
Light touch review – overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated expenditure over 3 years X3 =	Year 1: Actual =	Year 2: Actual =	Year 3: Actual =
Impact Evaluation			

1. Quality of teaching - Budgeted cost: £ 93,000

- a. **Encouraging self-led professional development:** We have implemented BlueSky to provide staff with the flexibility to engage with learning modules, thus facilitating intrinsic motivation and self-directed learning. Our work with NACE will focus on sharing effective, evidence-based uses of pupil premium funding to address some of the barriers to learning and achievement faced by more able disadvantaged learners – particularly through the use of the Gradual Release Model and Rosenshine’s Principles.
- b. **Professional development** by accessing high-quality subject input: In 2019-2020, remote Latin CPD and internal CPD, we delivered training to staff to ensure that we were equipped to provide high-quality remote education. In 2020 - 2021 staff also accessed professional development from Thinking Matters to develop metacognition and its application for our pupils and Little Wandle training. These programmes and strategic support for teachers’ development will continue through 2024.

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

<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised scores 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.</p> <p>https://educationendowmentfoundation.org.uk/tools/assessingand-monitoring-pupil-progress/testing/standardised-tests</p>	<p>3,6</p>
<p>Ensure all pupil premium children receive quality universal and targeted teaching by a qualified teacher or higher learning teaching assistant.</p>	<p>Ensure all children are taught by qualified staff which means they get the best learning experiences available.</p> <p>Staff CPD is regularly undertaken to ensure all teachers are equipped to teach their classes following the schools ethos and principles.</p> <p>https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/1-high-quality-teaching</p>	<p>1,2,3,6</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessary comprehension), particularly for disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3,6</p>
<p>Embedding our reading for pleasure resources within the school to support reading at home as well as school (Book Corners, development</p>	<p>There is robust evidence that suggest oral language interventions, including dialogic</p>	<p>1,2,3,6</p>

<p>and use of GLH, Phonics Library, Little Wandle books, intervention books, Little Wandle books, Vending Machine - to read to the children and ambitious texts used in Reading and English lessons). These along with additional resources will ensure the children are exposed to a range of texts, new language and support their progress in reading and its key skills. This will enhance the level of pupil oracy in all children.</p>	<p>activities, such as high-quality discussion in the classroom, are inexpensive to implement with high impacts on reading. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Additional phonics sessions targeted at pupils who require further phonics support. Implementation of Breakfast Blenders and Rapid Catch-up.</p>	<p>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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3, 5,</p>
<p>CPD staff meetings every Wednesday to allow SLT and ML the chance to embed what they expect to see in their curriculums and across the school in a clear concise manner. Staff will also have the opportunity to put themselves on external training courses to support and extend their curriculum knowledge.</p>	<p>CPD sessions in our school are vital to the running and structure of the school. Staff take ownership of their own curriculum areas and lead sessions on what they plan to implement allowing them to take full ownership of their curriculum area. CPD is also shaped by current trends of the school and nationally. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</p>	<p>1,2,3,6</p>
<p>CPD sessions have been undertaken by all members of staff on feedback to ensure our children receive high quality feedback from all members of staff.</p>	<p>Research has shown that giving oral feedback in the moment is one of the most powerful tools to drive progress in children’s learning.</p>	<p>1,2,3,6</p>

	https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/feedback	
Improve the quality of social and emotional (SEL) learning. To become a Rights Respecting School so that we embed a child's rights approach to all aspects of school life.	There is extensive evidence associating childhood social and emotion skills with improved outcomes at school and in later life in areas such as improved academic performance and attitudes to learning. development and training for staff. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	4, 6
Target adult support for children with complex needs enabling improved access to the curriculum for all learners.	"Pupils with complex additional support needs: research into provision"²: This research conducted in Scotland explores the ways that pupils with complex needs are supported. It looks at policy, practice, partnerships, and the perspectives of parents, carers, children, and young people. The research also explores the roles different institutions play to deliver positive outcomes and examines whether existing policies are sufficient to deliver positive outcomes for children with complex additional support needs².	

2. Targeted academic support - Budgeted cost: £72,000

a. Structured interventions: Introducing reading Catch-up interventions for (phase 2) pupils

- b. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations through pre/ post-teaching
- c. Creating additional teaching and learning opportunities using LSAs to support accurately identified needs and mentors to ensure learning is facilitated.
- d. Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted and Specialist teams in place for quick targeted intervention for the right children, identified by class teachers, at the earliest opportunity.</p> <p>Staff trained to deliver areas to their full potential.</p>	<p>We run Phonics, Reading and Maths interventions by key members of staff to support the development of children's abilities in these areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3
<p>Interventions based on the days/weeks learning run by the class/ year group LSAs</p>	<p>Children are practising and rehearsing their skills with a familiar adult in a less intense environment in small groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3,6
<p>Speech & Language therapist employed to work with children, parents and LSAs with speech and language issues.</p> <p>Early years key worker to be trained in speech and language.</p>	<p>Used to support the weak language and communication skills we see on entry to school.</p> <p>To support and develop the language skills that are lacking in the EY setting.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1,2,3

Increased number of extra-curricular school clubs to support disadvantaged pupils including those who are high attainers.	Allowing all children to have their lives enriched by choosing a club based on their interests and needs. This is important for their emotional wellbeing.	6
Specialist teacher to support the high numbers of pre-key stage learners that we have seen in recent academic years.	Ensuring a SEND teacher has the right skill set for a particular school or college is paramount to understand and ensure the right person fits the role available. https://www.keystagesupply.co.uk/specialist-sector/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3

Wider strategies - Budgeted cost: £ 51,795

1. Wider health focus: Our School Plan for 2023/24 will continue to focus on health (physical and mental). Staff training has focused on mental well-being, OPAL (Outdoor Play and Learning for Schools) and has included training for all staff: teachers, teaching assistants and lunchtime supervisors on emotional well-being and the benefits of play. Upon completion of the Wellbeing Award, we are now seeking to implement the Rights Respecting Children – London Inclusion Charter.
2. Behaviour: We have implemented a new Behaviour Policy which has led to improvements in all children’s Behaviour. Time has been spent on ensuring that the Ready, Respectful and Safe values are demonstrated throughout our curriculum and are not just part of assemblies.. We are investing in this approach to ensure that all pupils and in particular those who are disadvantaged use these skills to develop resilience and intrinsic motivation.
3. Attendance: Time has been given to supporting families to ensure that the over-representation of disadvantaged pupils becoming persistent absentees decreases. During the COVID lockdown, we paid particular attention to our disadvantaged and vulnerable family, enabling them to return to school as soon as possible. This whole school response has meant that In 2023/24 this work continues with a focus on ensuring the pupils who are at risk of persistent absence are challenged through our robust systems.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast club – Whilst all children can access a free bagel, we will admit disadvantaged children, free of charge, and provide them with a breakfast and a safe place before school.</p>	<p>Through observations we have found this club helps to settle the children and ensure they eat a meal that prepares them for their day at school.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfastclubs-found-to-boost-primary-pupils-reading-writing-andmaths-res</p>	<p>4,5,6</p>
<p>Working with the local community and families in the school to ensure they are happy, safe and well.</p>	<p>Internal observations and assessments show working with families in need and running adult classes to ensure parents are supported and equipped with the skills to teach and help their children both academically and with life skills has been very beneficial. Parents are becoming more confident with the new ways of leaning that differ from their own experiences.</p> <p>Go4School to inform our parents of both positive and negative actions to improve both parental engagement and children engagement in lessons.</p> <p>We also hold many parent workshops, with fantastic turnouts, based on a range of key topics within the school year. We cover things such as early reading, writing and maths. Parents have said this is beneficial in seeing the journey their children may go on throughout</p>	<p>4,6</p>

	<p>their academic year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</p>	
<p>Enrichment activities as part of the curriculum for key children identified by senior leaders, coordinators and class teachers.</p>	<p>We have supplemented the academic curriculum with some pastoral areas to ensure all children are catered for. These include but are not limited to:</p> <ul style="list-style-type: none"> -Art Therapy – Chess Teacher -Educational Psychologist/Counsellor -Musical instruments (Every child has a right to learn/play an instrument) -Orchestra Evidence shows a number of benefits and transferrable skills that can help accelerate children’s learning potential. -Play Leaders <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	6
<p>Attendance officer to ensure attendance in school is a priority for all the families within our community.</p>	<p>Working with key families and persistent offenders to ensure that all children are in school regularly to ensure they reach their full potential. Research shows there is a negative link between absenteeism and attainment particularly in KS2 and 4.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p>	5

Residential costs/ Educational visits (also in house courses)	<p>Improving the real life experiences of our children, some who have never been outside of London, or even into London. Also we book trips to contrasting areas of the country all linked to the curriculum.</p> <p>Evidence shows a number of benefits and transferrable skills that can help accelerate children’s learning potential.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	4,6
Contingency funds for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set out a small amount of funding aside to respond quickly to need that have not yet been identified.	1, 2, 3, 4, 5, 6

Our review processes

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. According to research by the EFF and the DFE This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. During a light-touch review, we will review the success of each intervention based on evidence and determine the most effective approach moving forward – adapting, expanding or ceasing the intervention as required. Where applicable, year group or Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with class teachers and they are reported separately as a group in our termly data drops and in our termly ‘Data Summary’ which will be provided to Governors. This means that the progress of disadvantaged pupils is closely monitored and the Data Summary includes a section: Action Points which details any actions needed to tackle any attainment gaps between advantaged and disadvantaged pupils. Once the three-year term has been completed, a new three-year strategy will be created in

light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website (this document). The school publishes a link to the school and college performance tables and the schools' performance tables page on the school website.

Governors hold the Headteacher to account for the progress of disadvantaged children.

We also have children who receive PPG funding because they were previously looked after children ('post LAC') and we have a link Governor, currently Cllr Phil Waker who is the Governor monitoring our pupil premium provision. Governors also receive regular reports from the Headteacher regarding LAC.

Beam County Primary School – Our funding:

Funding Summary: 21 – 22 (Year 1)					
Pupil numbers	611	Number of pupils eligible for PPG	130	Actual PPG budget	170,815
Funding Summary: 22– 23 (Year 2)					
Pupil numbers	613	Number of pupils eligible for PPG	153	Actual PPG budget	209,135
Funding Summary: 23– 4 (Year 3)					
Pupil numbers	609	Number of pupils eligible for PPG	149	Actual PPG budget	216,795