

Pupil premium strategy statement

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	Beaulieu Village Primary
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	17.6% (21 pupils)
Academic year/years that our current pupil premium strategy plan covers	21/22 – 23/24 (3 years)
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Katherine Jones
Pupil premium lead	Katherine Jones
Governor / Trustee lead	Sally Needham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17345
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19345

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, 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 children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and 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.

We believe:

- *High expectations are essential for all children
- *It is our responsibility to involve parents
- *High quality teaching is vital, rather than interventions to compensate for poor teaching – by focusing on improving the quality of teaching we will improve outcomes for all children, but particularly our most vulnerable
- *Teachers and support staff must be trained and supported to take responsibility for the accelerated progress of children eligible for pupil premium in their classes
- *We must thoroughly analyse which pupils are underachieving and why
- *Where 'additional to and/or different from' is required evidence should be used to allocate funding to 'high-impact' strategies, based on research from reputable sources
- *Achievement data should be used effectively to check the impact of planned interventions and to make adjustments where necessary
- *Highly trained support staff are essential
- *The welfare and progress of children in receipt of pupil progress is a core responsibility of governance; governors must be routinely involved

Challenges

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

Challenge number	Detail of challenge
1	Potential for lower expectations of pupil premium children to impact negatively on educational outcomes – children may be more likely to have lower attainment or struggle in particular areas

2	Limited money to fund extra-curricular activities reduces opportunities. Access to technology and educational materials may also be limited
3	Potential for disadvantaged children to be less engaged in learning and display poor metacognition and self-regulation skills (learning to learn skills, independence and resilience)
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Research shows that disadvantaged children may not develop phonological awareness and vocabulary at the same rate as others , due to exposure to fewer words spoken and books read at home
6	Wellbeing, mental health and safeguarding concerns are likely to be more prevalent

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 staff will be aware of who are disadvantaged children are and have high expectations that impact positively on educational outcomes and wellbeing.	Disadvantaged children will make at least expected progress and have equal opportunities to access wider curriculum opportunities when compared to non-disadvantaged children
Use of revised and updated Letters and Sounds Phonics Scheme will result in all children learning to decode well and to read in line with age related expectations.	Disadvantaged children will receive high quality phonics teaching, interventions and vocabulary teaching enabling them to read at least in line with age related expectations.
Reading comprehension strategies will be well taught in guided reading sessions.	Disadvantaged children will acquire the necessary skills for reading and understanding challenging texts.
Targeted 1:1/small group maths tuition will enable disadvantaged children to make effective progress.	Children at risk of falling behind will be supported to make accelerated progress.
Disadvantaged children will be supported by responsive use of the school's Heartsmart programme, with additional ELSA support provided where necessary,	Disadvantaged children will show improved attitudes to learning.

so that key social and emotional skills are taught.	
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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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to ensure high expectations and standards for pp children</p> <p>Sally Needham will oversee and monitor provision for pupil premium children</p> <p>In school Katherine Jones will lead and manage pupil premium provision ensuring that</p> <ul style="list-style-type: none"> - all staff are aware of which children are eligible for pupil premium - all staff make use of a clear assessment system to track the progress of pupil premium children - all staff ensure that day to day teaching meets the needs of pupil premium learners and that feedback to pupil premium children is specific, accurate and clear. - in each class, pupil premium children’s needs are identified and met, including those of more able pupil premium children through planned additional support. - all staff actively target pupil premium children to ensure that they have opportunities to engage and take part in wider extra-curricular opportunities and resources required to achieve well. For example, staff to monitor extra-curricular opportunities inside and outside of schools. - Pupil Premium funding is used to support additional activities and resources e.g., additional workshops, purchase of equipment, uniform, resources for use at home (see below) - Performance Management is linked to pupil premium children. 	<p>Research shows low expectations can lead to poor outcomes</p> <p>EEF Effective Feedback/Quality First Teaching (+ 9 months)</p>	<p>1 - 6</p>

- There will be a focus on ensuring maths and reading interventions are in place to support pupil premium children to make accelerated progress		
Use of updated Letters and Sounds Phonics Scheme <ul style="list-style-type: none"> - Evaluate a range of schemes and select the best for our needs - Training for staff - Carefully monitor progress to ensure delivery is responsive and provides extra support where necessary - All classes to explicitly teach new vocabulary 	EEF Phonics (+ 5 months)	1,3,4 and 5
Reading Comprehension Strategies in Guided Reading Sessions <ul style="list-style-type: none"> - Support from English advisor to further refine approach to guided reading - Questioning - Metacognitive talk to model strategies - Use of graphic or semantic organisers (maps, webs, graphs, frames) 	EEF shows disadvantaged children less likely to own books and acquire necessary skills for understanding challenging texts	1,3,4 and 5

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

Budgeted cost: £2,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1/small group maths tuition <ul style="list-style-type: none"> - Provide teaching which focuses on breaking learning into small steps - Focused work on number bonds and times tables 	EEF 1:1 tuition (+ 5 months)	1,3 and 4

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Responsive use of Heartsmart and ELSA support To enable children to improve <ul style="list-style-type: none"> - Self-awareness 	EEF Metacognition and self-regulation (+ 7 months)	6

<ul style="list-style-type: none">- Self-regulation- Social/relationship skills- Responsible decision making		
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Total budgeted cost: £19,345

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID19 performance measures were not published for 2020-21. Due to further school closures in 2021, it was difficult to measure attainment as we normally would at the end of Summer 2021. However, our evaluation of provision for pupil premium pupils shows that we were able to support children well and with a positive impact.

All disadvantaged children were offered full time provision in school from 4th January – 10th March. Extra virtual workshops (aimed at providing additional support with reading, phonics and maths) were also offered to children learning from home, as well as additional virtual support for parents.

In 2020-21 support focused on ensuring the physical, mental and emotional health and wellbeing of our pupil premium children. Food vouchers were provided to pupil premium pupils throughout the year. Extra ELSA support was provided following the school closures of the previous Spring/Summer 2020.

Children in Key Stage 2 also received maths tutoring and targeted 1:1 support was provided following assessments made to identify gaps in children's learning following the partial school closures.