



## 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	Beechcroft Infant School
Number of pupils in school	218 2023-2024
Proportion (%) of pupil premium eligible pupils	24.7% 2023-2024
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 /2022 to 2024/2025 <b>2023-2024 edition</b>
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo-Anne Rutt, Headteacher
Pupil premium lead	Liz Hancock, Deputy Headteacher
Governor	Ray Williams, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,210
Recovery premium funding allocation this academic year	£9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,780

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it the most. The funding is allocated to Local Authorities and schools with pupils in the following circumstances:

- eligible for free school meals (£1,455)
- Are or have previously been looked after (LAC) (£2530)
- have parents in the Armed Forces (£335)

Schools must publish information on how they spend the Pupil Premium Grant (PPG). We have used the research and evidence from Sutton Trust EEF to make informed decisions on the most appropriate actions to achieve our intended outcomes.

At Beechcroft, 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 reach or exceed, expected academic milestones. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and school based trends, not assumptions about the impact of disadvantage.

Our **intent** for the strategy is to:

- Ensure disadvantaged pupils are challenged in the work that they're 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 achieve.
- Understand that not all children receiving Pupil Premium will be in receipt of interventions at one time.
- Recognise that not all children who receive free school meals will be socially disadvantaged.

There are a variety of ways the work and opportunities will be **implemented**:

- Offer an enriched curriculum that will raise aspirations and educational experiences for all our pupils.
- Learning support (both one to one and in small groups) to provide better adult/pupil ratios and to assist to a path of accelerated progress.
- Pastoral support to ensure that self-esteem is high and social, emotional and behavioural needs are met.
- Enrichment activities that offer children the opportunity to develop talents and raise their aspirations.
- Access to targeted intervention groups to overcome specific barriers or gaps in learning.
- A sensitive approach will be taken in order for these children not to be identifiable through written, published documentation.

The **impact** of the strategy will be measured, evaluated and reported in the following ways:

- Year group data analysis will regularly evaluate the attainment and progress of the PPG children.
- Governors to receive updates at meetings to ensure that progress, provision and effectiveness are discussed.
- At the beginning of each year a Statement of Intent will be published detailing the proposed expenditure of the PPG for that academic year.
- At the end of the year the Statement of Intent will be updated to evaluate how the funding has been used to overcome barriers to learning and close the attainment gap.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident through Reception to Year 2 and, in general, are more prevalent among our disadvantaged pupil than their peers.
2	Assessments and observations suggest disadvantaged pupils <b>are at greater risk of experiencing</b> difficulties with phonics <b>acquisition</b> than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than 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 <b>self-regulation</b> , reading, writing and maths. It is no longer possible to collect on entry to Foundation Stage data, however we did complete the Baseline Assessment and this has been analysed by the FS leader.
4	Greater percentage of pupils experiencing additional external challenges such as; physical and mental health medical needs of family members, individual SEMH needs, Young Carer responsibilities, safeguarding and child protection matters (TAC) <b>Around 19% for PPG and 7% Non-PPG (there is a reduction in both in comparison with 2021/22 and 2022/2023)</b>
5	Our data indicates that <b>persistent absence</b> among disadvantaged pupils is more of a barrier than for non-disadvantaged pupils. <b>36% of PPG group are considered to have persistent absence compared with 14% of the Non-PPG group. This is a gap of 22%. The gap remains the same but there is a reduction in persistent absence, overall</b> (2021/2022 51% of disadvantaged pupils have attendance figures of 90% or less compared to 28% of their peers. ) Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, observations and discussion with pupils indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks (scrutiny) and ongoing informative assessment. <b>2023-2024 Oracy in Maths will continue to be the focus for the year and there will be a specific focus on oracy across the curriculum is being developed across the Compass Collaboration.</b>

	<p>Contingent Tak introduced across the school as an intervention, and will be explained to parents/carers in the phonics and early reading evening.</p> <p>Talk Through Stories training for FS staff. Programme supports language acquisition through stories. We will continue with the Talk for Writing approach across the school also.</p>
Improved Phonic attainment among disadvantaged pupils. Improved pass rates in the Phonic Screening Check	<p>Phonic Screening Check outcomes in 2021/2022 will show that more of disadvantaged pupils met the expected standard, compared with the 2019 results (40%). This percentage will rapidly increase. The data for 2024/25 will evidence a narrowing or closing of the disadvantaged and non-disadvantage gap to less than 5%.</p> <p>2023-2024 Results for 2024 PSC will show that standards continue to improve and the gap, in particular, narrows. There will be evidence of accelerated progress through the effective analysis of data and effective implementation of the SSP, Unlocking Letters and sounds and the rigorous intervention support</p>
Improved reading, writing and maths attainment among disadvantaged pupils.	<p>KS1 reading, writing and maths outcomes continue to improve and by 2024/25 evidence that more than 75% of disadvantaged pupils met the expected standard.</p> <p>2023-2024 Results to be in line or above 2022-2023 results and in line with Local and National results</p>
To achieve and sustain improved wellbeing for all pupils at our school, particularly our disadvantaged pupils. Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.	<p>Improved and sustained high levels of wellbeing by 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>Qualitative data from pupil voice, pupil, staff and parent survey and teacher observation. Clear evidence of the impact of Zones of Regulation through discussion with staff, children and parents and carers.</li> <li>Significant reduction in low level behavioural incidents and disruption in class. Evidenced in the SEMH audit through the year.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improved and sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall attendance rate for all pupils being 95% or better and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>The percentage of persistent absence will be below 5% across the school and the figure among disadvantaged pupils will be in line with their peers.</li> <li>2023-2024 PPG persistent absence to improve from 2022/2023 data (36% &lt;90% attendance)</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023/2024)** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 93,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional learning.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p><b><u><a href="https://www.educationendowmentfoundation.org.uk">Social and Emotional Learning   EEF (educationendowmentfoundation.org.uk)</a></u></b></p>	4 and 5
<p>Use of pairs and small group activities to be introduced in a variety of lessons. Once simple structures are embedded, more complex structures can be explored.</p>	<p>The theory is that in working together learners pool their ideas so that they can help each other. They can also think about different ideas in relation to each other and choose the best. This also means that teachers can observe learners talking and making their thinking explicit. This provides an opportunity to assess and evaluate what they are doing.</p> <p><a href="#">Continue coaching to support Phonics and introduce this strategy for Maths.</a></p> <p><b><u><a href="https://www.educationendowmentfoundation.org.uk">Collaborative Learning (educationendowmentfoundation.org.uk)</a></u></b></p>	1, 3 and 4
<p>Planning with clear objectives provided for pupils who need additional help from TAs. Teachers to work with TAs to identify clear sets of targets and materials to support work.</p>	<p>Evidence suggests that having another adult in the classroom can lower stress levels for the teacher, better classroom behaviour and improve social interaction in classrooms. If planning is effective teachers and teaching assistants work together, leading to increases in attainment.</p> <p><a href="#">Training for fluid teaching strategy in Maths</a></p> <p><b><u><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></u></b></p>	2 and 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><b><u><a href="https://www.educationendowmentfoundation.org.uk">Oral Language Intervention   EEF (educationendowmentfoundation.org.uk)</a></u></b></p> <p><a href="#">Monitoring release time for subject leaders termly</a></p>	1 and 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><b><u><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></u></b></p>	2 and 3

	<a href="#">Sustain and review curriculum and timetable adaption to enable TAs to deliver the interventions and love of reading sessions, training, monitoring and coaching from SLT</a>	
Improving Classroom teaching by building a trusting and challenging environment which promotes continuous improvement and psychological safety.	The EEF evidence suggests an attainment gain of +4 months. Getting teachers to observe each other's classroom practice in an atmosphere to trust and challenge, enables teachers to reflect on their own teaching skills and methods. <a href="#">Monitoring release time for subject leaders throughout the year</a>	1, 2 and 3

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

Budgeted cost: [included above](#)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned small group work to take place with identified children who have fallen behind in reading, writing or maths.	This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.  <a href="#">Sustain and review curriculum and timetable adaption to enable TAs to deliver the interventions and love of reading sessions, training, monitoring and coaching from SLT</a> <b><a href="#">Small Group Tuition   EEF (educationendowmentfoundation.org.uk)</a></b>	2 and 3
Improve the quality of social and emotional learning. Targeted small groups or individual sessions to support identified children to link their brains and bodies (thoughts, feelings and behaviours). Zones of Regulation	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Draw and Talk and Sand Play session lead by the Children's Champion</a> <b><a href="#">Social and Emotional Learning   EEF (educationendowmentfoundation.org.uk)</a></b>	3 and 4

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

Budgeted cost: £8,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Art, music and creative sessions to take place with children.</p> <p>Explore the option of working towards and achieving the Arts Award accreditation.</p>	<p>The EEF evidence states: arts activities have important educational value as such activities are associated with increased self-confidence and wellbeing, improved social interaction and leadership skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/arts-participation/">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The arts are inclusive and collaborative and provide powerful means for self-expression. Which can contribute to removing the barrier to learning. <a href="https://www.artisfoundation.org.uk/achieved-award-in-2021-develop-this-further">Achieved award in 2021 – develop this further</a></p> <p><a href="https://www.artisfoundation.org.uk/arts-provision/">Arts provision   www.artisfoundation.org.uk</a></p> <p><a href="https://www.artsaward.org.uk/the-arts-award/">The Arts Award   www.artsaward.org.uk</a></p>	<p>1 and 4</p>
<p>Small group sessions to take place, out of the class to develop understanding how behaviour impacts learning of themselves and others. Include parents in the work and progress of the groups.</p>	<p>Aim to reduce low level disruptions in school and work in partnerships with parents to improve engagement and involvement in learning.</p> <p>This may include TAC/TAF meeting and Early Help Records</p> <p><a href="#">Zones of Regulation support regular sessions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3 and 4</p>
<p>Staff training to develop staff skills and understanding of self-regulation</p> <p>Small, targeted group work to improve emotional regulation.</p>	<p>Understanding the connection between thoughts, feelings and behaviours is important when learning how to regulate our emotions. Improvements in this areas is likely to impact behaviour.</p> <p><a href="#">Zones of Regulation intervention group</a></p> <p><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation/">Metacognition and Self-Regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This may involve release time for staff to develop and implement procedures to work with EWO and parents to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>

Total budgeted cost: £101,800 (£93,700+ £8,100)