



## Pupil Premium Strategy Statement Beech Hill School



In June 2019, the EEF published a new guide on the Pupil Premium. The [EEF Guide to the Pupil Premium](#) which aims to support schools in spending their Pupil Premium to maximise the benefit for their students.

The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and

emotional support.

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.

The EEF (Education Endowment) Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action. Red shows the impact in months from research of our chosen activity.

See link for further information <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Pupil Premium School data 2020/21  % pupil achieving age related expectations	EYFS 16 pupils	KS1 14 Pupils	KS2 26 pupils	2019 Attainment		2019 Progress from KS1		
				PP	National	School	National PP	National ALL
<b>Reading</b>	63%	24%	55%	59%	62%	+1.01	-0.66	0.02
<b>Writing</b>	63%	24%	59%	50%	68%	-0.33	-0.59	0.05
<b>Maths</b>	69%	29%	64%	67%	67%	+0.96	-0.43	0.03
<b>reading, writing and maths combined</b>			55%	51%	51%			

## Pupil Premium Strategy Statement

School name	Beech Hill School
Number of pupils in school (Reception – Y6)	440
Proportion (%) of pupil premium eligible pupils	33% (147)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	Termly but full review September 2022
Statement authorised by	Nadim Najib
Pupil premium lead	Shameem Hussain (Head teacher)
Governor / Trustee lead	Nadim Najib

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,715
Recovery premium funding allocation this academic year	£21,305
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	£219,020

## Pupil premium strategy plan

### Challenges

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

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some pupil premium children's parents in education, for example; children do not experience story or books or read at home often with an adult outside of school and do not receive parental support with homework tasks.
2	Attainment at the end of Reception for pupils is below the national average in GLD.
3	Special educational needs and low ability of many of our PP pupils.
4	Attainment at the end of KS1 for pupils is below the national average in Reading, Writing and Maths for pupils who are eligible for the pupil premium.
5	Attainment at the end of KS2 for pupils is below the national average in Reading and Writing for pupils who are eligible for the pupil premium
6	Improve attendance rate for PP pupils so it is in line with national average for all pupils.
7	Parent engagement and lack of financial resource to provide children with broad opportunity and life experiences.

### 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.

Challenge number	Intended outcome
1 and 2	The communication, language and literacy skills of PP children on exit to reception to be in line with their peers – a result of a language rich environment. Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.
3	In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.
4 and 5	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average. This will be measured via whole school attainment data using our internal tracking system.
6	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.
7	PP parents will engage more positively with the school and will be better at supporting their children at home with their learning

### 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: £ 139,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.</p> <p>Staff development and quality CPD</p> <p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> <li>- Feedback: to ensure that the feedback provided to all pupils is instant and effective.</li> <li>- Teaching to the Top – to continue through Lead teachers</li> </ul>	<p>DFE report: <i>supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</i></p> <p>School continue to support those teachers who took part in the DFE Early Career teachers framework – staff are supported by colleagues across the trust. The school supports 1x ECT.</p> <p><b>Feedback (+8 months – EEF Toolkit)</b></p> <p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p><b>Reading comprehension strategies (+6 months)</b></p>	<p>3,4 and 5</p>

<p>disseminating strategies and supporting colleagues in their team to ensure the PP pupils are challenged to achieve more.</p> <p>-Pre teaching – to continue to support pupils with gaps in their learning.</p>		
<p>Raise attainment in Mathematics for pupils by diminishing the gap through QFT.</p>	<p>Improve attainment in mathematics for pupils.</p> <p>Metacognition as part of the maths lessons-maths lead to train new staff. (Taken from ReflectED study)</p> <p>Year 4 to move to Same Day Intervention style of teaching to ensure that their needs are met. (Positive impact shown at DF)</p> <p>Tutoring programme targeted at Year 3 and 6 where the need is greatest.</p>	<p>3 ,4 and 5</p>
<p>Phonics teaching in EYFS/Y1 in smaller groups and streamed across the phase. Additional phonics catch up for pupils who have fallen behind.</p>	<p><b>Phonics (+4 months)</b> 2019 reading data for Y6 and whole school was much stronger than previous years due to the impact of our way of teaching reading and our reading interventions.</p> <p><b>Reading comp strategies (+6 months)</b></p>	<p>3 ,4 and 5</p>

<p>Continue to teach reading comprehension to all pupils on a daily basis in smaller groups.</p> <ul style="list-style-type: none"> <li>- Reading Plus</li> <li>- Reading Fluency</li> </ul>	<p>Small group tuition (+4 months – EEF Toolkit)</p>	
<p>Additional teachers in Y1, Y2 and Y6, reducing the size and ensuring pupils in Y6 make at least expected progress</p>	<p>Tailored teaching by experienced ‘outstanding’ Y2 and Y6 teachers to ensure all pupils make at least expected progress</p> <p>-Reduced classes for English and Maths particularly having an impact on KS1 and 2 data over the last two years</p> <p>Reducing class sizes (+3 months – EEF Toolkit)</p> <p>Arts participation (+3 months – EEF Toolkit)</p> <p>Sports participation (+3 months – EEF Toolkit)</p>	
<p>To raise attainment through providing enriching experiences across the curriculum through:</p> <ul style="list-style-type: none"> <li>• Specialist Art /Music teachers to develop pupils’ skills in art, dance and music</li> <li>• Ensure pupil receive high quality dance and art provision</li> <li>• Promotion of The Arts within school (See SIP)</li> <li>• Subsiding of trips including residential for PP</li> </ul>	<p>Arts participation (+3 months – EEF Toolkit)</p> <p>Sports participation (+3 months – EEF Toolkit)</p>	<p>3,4 and 5</p>



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

Budgeted cost: £ 77,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</p> <p>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> <li>• Breakfast club - One to one tuition</li> <li>- Extra group work with teachers or TAs</li> <li>- lunchtime tuition with teachers for Y6 pupils</li> </ul> <ul style="list-style-type: none"> <li>• Extra group work with teachers or TAs</li> <li>• Further develop and run Early Years interventions</li> <li>• Oral language interventions to run in EYFS</li> <li>• reading plus for Y6</li> <li>• additional adult support in year 6</li> <li>• Reading intervention groups to be run for any pupils who are falling behind</li> </ul>	<p><b>One to one tuition +5 months (EEF Toolkit)</b></p> <p><b>Small group tuition +4 months (EEF Toolkit)</b></p> <p><b>Early Years interventions (+5 months – EEF Toolkit)</b></p> <p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p><b>One to one tuition +5 months (EEF Toolkit)</b></p> <p><b>Small group tuition +4 months (EEF Toolkit)</b></p> <p><b>Extending school time +2 months (EEF Toolkit)</b></p> <p><b>Early Years interventions (+5 months – EEF Toolkit)</b></p> <p>Year 6 SATs data has shown that one to one short sessions and small group sessions have a very positive impact on attainment and progress. Therefore this will continue.</p>	<p>1,2,3 ,4 and 5</p>

<ul style="list-style-type: none"> <li>• Extra small group support will be provided to all Rec and Year 1 pupils in phonics</li> <li>• Additional catch up sessions after school for targeted pupils</li> </ul> <p>-</p>		
<p>Whole school maths intervention to address gaps in all year groups through the use of:</p> <ul style="list-style-type: none"> <li>• additional adult support</li> <li>• Additional catch up sessions after school for targeted pupils</li> <li>• School Led Tutoring (national programme)</li> </ul>	<p>MyMaths to be used as consolidation and homework tasks  Numberstacks assessments used to help identify gaps and catch up put in place to address those gaps.</p> <p><b>One to one tuition +5 months (EEF Toolkit)</b>  Tuition targeted at year 3 and year 6 where the needs is greatest</p> <p><b>Small group tuition +4 months (EEF Toolkit)</b></p> <p><b>Feedback (+8 months – EEF Toolkit)</b></p> <p><b>Mastery Learning (+5 months – EEF Toolkit)</b></p>	<p>3,4 and 5</p>

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

Budgeted cost: £45,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</p> <ul style="list-style-type: none"> <li>• Breakfast club provision</li> <li>• Pastoral support around behaviour and social/emotional support from Inclusion Team</li> <li>• Sports Provision</li> <li>• Behaviour treat/reward</li> <li>• One to one work with Inclusion Specialist and Pastoral Manager</li> <li>• Social and Emotional intervention groups</li> <li>• Free breakfast club for Year 6 leading up to SATs</li> <li>• Sports Provision</li> <li>• One to one work with Pastoral Manager</li> <li>• Forest School provision</li> </ul>	<p>Social and Emotional learning +4 months (EEF Toolkit)</p> <p>Behaviour interventions +3 months (EEF Toolkit)</p> <p>Sports Participation +2 months (EEF Toolkit)</p> <p>Outdoor adventure learning +4 months (EEF Toolkit)</p>	<p>ALL</p>
<p>Improve Attendance and ensure whole school attendance remains above 96% Specifically focus in on PP attendance with the following strategies:</p> <ul style="list-style-type: none"> <li>• Attendance to be on the agenda at Parents' Evenings</li> <li>• First day calls</li> <li>• Home visits</li> <li>• Penalty fines for extended holidays</li> </ul>	<p><i>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</i></p> <p>Individual case studies shows impact of this provision on pupils impact can be measured through attendance data which is in line with national average and much lower than national average for persistent absence.</p>	<p>6</p>

<ul style="list-style-type: none"> <li>• Referrals to EWO for pupils at risk of becoming 'Persistent Absentees'</li> <li>• Attendance treats/ weekly attendance rewards</li> <li>• Work closely with attendance officer from partner school</li> </ul>	<p>Overall attendance at BH has been high at 96% (2019) and is slightly better for PP pupils at 96.7% due to the success of procedures in place.</p> <p>Overall attendance percentage for this academic year (2020-21) thus far <b>95.7%</b></p> <p>Attendance for pupil premium children is <b>95.2</b> In the last year this data has been affected by disruption due to the Covid pandemic. It is now a key priority for school to ensure attendance returns to pre-pandemic levels,</p>	
<p>Build on our PP children's social and cultural capital and to give them access to life enriching experiences through:</p> <ul style="list-style-type: none"> <li>• PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding.</li> <li>• Ensure all PP pupils are able to engage and take part in residential and trips.</li> </ul>	<p><i>The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</i></p>	ALL
<p>Parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> <li>• Seesaw APP</li> <li>• Parental engagement programme in place</li> <li>• Family Learning workshops</li> <li>• Parents' Weeks</li> <li>• class assemblies</li> <li>• Family theme week</li> </ul>	<p><b>Parental engagement +2 months (EEF Toolkit)</b> Parental engagement has massively improved through the online engagement via Seesaw. However this has mainly been virtually so we need to try and re-engage parents with in school activities when this is possible.</p> <p>Workshops will begin virtually with grab bags being sent home</p> <p>Parents' Weeks will be virtual again this year unless guidance changes</p>	7

**Total budgeted cost: £ 261,988**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2020-21

Desired outcomes		Evaluation of impact – end of academic year			
A and B	Attainment and progress at the end of EYFS for disadvantaged pupils is in line with national averages.	<p>Due to school covid closure from January until March, interventions to support pupils could not take place. This has had some impact on the final teacher assessments. In addition there were several 'bubble' closure throughout the Autumn which disrupted learning for this cohort of pupils.</p> <p>There are 16 PP pupils in the cohort. 50% of these achieved the GLD. The proportion of the whole cohort that achieved the GLD was 65%.</p>			
C	In all year groups, SEND/Disadvantaged pupils make progress that is in line with their peers.		Average Points Progress		
			Reading	Writing	Maths
		Year 1 (10) Oct 2020	4.5	4.1	4.5
		Year 2 (14)	5.5	5.8	5.6
		Year 3 (15)	5.3	6.3	7.3
		Year 4 (17)	7.6	7.4	7.9
		Year 5 (21)	8	7.1	7.6
		Year 6 (26)	8.2	10.5	10

From the results, it is evident in the majority of year groups the pupils are making at least the 6 points progress which is what is expected across a year.

	Average Points Progress		
	Reading	Writing	Maths
Year 1 (2) Oct 2020	2.7	2.3	2.3
Year 2 (6)	3.8	4.0	4.5
Year 3 (4)	3.0	1.8	5.3
Year 4 (4)	6.5	5.8	6.5
Year 5 (7)	7.4	5.3	7.1
Year 6 (7)	8.6	15.3	15.6

Green indicates where these pupils have made more points progress than all pupils in the year group.

Year 1's baseline is from October 2020 so the expectation would be 5 points across the year.

D	Attainment at the end of KS1 for pupils is below the national average in Reading, Writing and Maths for pupils who are eligible for the pupil premium	<table border="1"> <thead> <tr> <th data-bbox="840 252 1093 427">% achieving expected standard</th> <th data-bbox="1093 252 1279 427">Reading</th> <th data-bbox="1279 252 1464 427">Writing</th> <th data-bbox="1464 252 1650 427">Maths</th> <th data-bbox="1650 252 1836 427">RWM</th> </tr> </thead> <tbody> <tr> <td data-bbox="840 427 1093 507">PP (School)</td> <td data-bbox="1093 427 1279 507">24%</td> <td data-bbox="1279 427 1464 507">24%</td> <td data-bbox="1464 427 1650 507">29%</td> <td data-bbox="1650 427 1836 507">24%</td> </tr> <tr> <td data-bbox="840 507 1093 730">Pupils not eligible for PP (national average for 2019)</td> <td data-bbox="1093 507 1279 730">N/A</td> <td data-bbox="1279 507 1464 730">N/A</td> <td data-bbox="1464 507 1650 730">N/A</td> <td data-bbox="1650 507 1836 730">N/A</td> </tr> </tbody> </table>					% achieving expected standard	Reading	Writing	Maths	RWM	PP (School)	24%	24%	29%	24%	Pupils not eligible for PP (national average for 2019)	N/A	N/A	N/A	N/A
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Pupils not eligible for PP (national average for 2019)	N/A	N/A	N/A	N/A																	
E	Attainment at the end of KS2 for pupils is below the national average in Reading and Writing for pupils who are eligible for the pupil premium	<table border="1"> <thead> <tr> <th data-bbox="840 970 1093 1145">% Achieving expected standard</th> <th data-bbox="1093 970 1279 1145">Reading</th> <th data-bbox="1279 970 1464 1145">Writing</th> <th data-bbox="1464 970 1650 1145">Maths</th> <th data-bbox="1650 970 1836 1145">RWM</th> </tr> </thead> <tbody> <tr> <td data-bbox="840 1145 1093 1273">School Pupils eligible for PP</td> <td data-bbox="1093 1145 1279 1273">55%</td> <td data-bbox="1279 1145 1464 1273">59%</td> <td data-bbox="1464 1145 1650 1273">64%</td> <td data-bbox="1650 1145 1836 1273">55%</td> </tr> <tr> <td data-bbox="840 1273 1093 1399">No national data available</td> <td data-bbox="1093 1273 1279 1399">N/A</td> <td data-bbox="1279 1273 1464 1399">N/A</td> <td data-bbox="1464 1273 1650 1399">N/A</td> <td data-bbox="1650 1273 1836 1399">N/A</td> </tr> </tbody> </table>					% Achieving expected standard	Reading	Writing	Maths	RWM	School Pupils eligible for PP	55%	59%	64%	55%	No national data available	N/A	N/A	N/A	N/A
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F	Support in place for the induction of new pupils when they are admitted to ensure they settle in quickly and make progress.	Due to school covid closure in March, interventions to support pupils could not take place. This has had some impact on the final teacher assessments.  Very little movement – in and out due to Covid
G	Majority of PP parents are engaging with school and supporting their children at home with learning	All parent workshops were cancelled due to restrictions except those that took place virtually – attendance was limited at those.  90% of PP parents attended Parents’ Evening in November 2020 – this took place virtually.