



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 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

The EEF (Education Endowment Fund) 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/guidance-for-teachers/using-pupil-premium>

Pupil Premium Strategy Statement

School name	Beech Hill School
Number of pupils in school (Reception – Y6)	459
Proportion (%) of pupil premium eligible pupils	33% (150)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	Termly but full review September 2023
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	£228,435
Recovery premium funding allocation this academic year	£22,475
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	£250,910

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. Our Pupil Premium strategy will focus on supporting disadvantaged pupils to make progress in-line with their peers. We will consider the challenges they face and barriers to learning and support their needs regardless of whether they are disadvantaged or not.

Our strategy is integral to wider school plans for education recovery as result of lost learning due to the pandemic.

Our ultimate objectives are as follows:

- To ensure that teaching and learning opportunities meet the needs of all the pupils.
- Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils within the school.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To ensure disadvantaged pupils are suitably challenged.
- Act early to intervene at the point need is identified.

In order to achieve our objectives, we will do the following:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including small group work and 1:1 tuition including tuition through the National Tutoring Programme.
- Use funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide wider opportunities for all pupils including in sport and music.
- Provide appropriate nurture support to enable them to access learning.
- Provide support to ensure they attend school daily and on time and are not missing any learning

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, these 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	Developmental delay and identified speech problems in EY.
3	Significant levels of special educational needs and low ability of many of our PP pupils.
4	Small gaps between disadvantaged and non-disadvantaged pupils exist across the school.
5	Attendance and persistent absence which affects disadvantaged pupils when coupled with other issues.
6	Student mobility and rapid integration – a proportion of our PP join school later in the school year and arrive with very little English language. Therefore accelerated progress is needed to close the gap between these pupils and their peers.
7	Lack of Parent engagement and financial resources 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. In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class, attendance data, book scrutinies as well as the EEF's implementation guidance.

Challenge number	Intended outcome
1	<p>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.</p> <p>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.</p>
2	<p>In all year groups, Pupil with SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.</p>
3 and 4	<p>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. Greater proportion of pupils achieving GDS.</p>
5	<p>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.</p>
6	<p>Children make accelerated progress on their arrival to the school in Communication, Language and reading to allow them to access other areas of the curriculum and 'catch up' with their peers.</p>
7	<p>PP parents will engage more positively with the school and children will be given opportunities to take part in experiences appropriate for their age and in line with their peers.</p>

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: £165,446

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"> - Feedback: to ensure that the feedback provided to all pupils is instant and effective. - Teaching to the Top – to continue through Lead teachers disseminating 	<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 2 x ECT.</p> <p>Feedback (+8 months – EEF Toolkit)</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>Reading comprehension strategies (+6 months)</p>	<p>1,2,3 and 4</p>

<p>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>Mastery Readiness programme.</p> <p>Focus on Multiplication Tables in Year 1,2,3 and 4 in preparation for Times table check.</p> <p>Tutoring programme targeted at Year 5 and 6 where the need is greatest.</p>	<p>Improve attainment in mathematics for pupils.</p> <p>Mastery Approach (+6 months)</p>	<p>2,3 and 4</p>
<p>RWInc Phonics teaching in EYFS/KS1(KS2 pupils fallen behind or who are new arrivals) in smaller groups and streamed across the school.</p> <p>Sounds Right – language intervention for pupils who have not passed phonics check (Y3).</p> <p>Leader monitoring delivery of programme and supporting individual staff.</p>	<p>Phonics (+4 months)</p> <p>2023 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>Reading comp strategies (+6 months)</p> <p>Small group tuition (+4 months – EEF Toolkit)</p>	<p>1,2,3 and 4</p>

<p>EYFS- chatterbox language intervention for those highlighted as struggling.</p> <p>Additional phonics catch up for pupils who have fallen behind.</p> <p>Continue to teach reading comprehension to all pupils on a daily basis in smaller groups using reading VIPERS.</p> <p>Reading Plus for Year 6 and Year 5 (summer term)</p>		
<p>Additional teachers in Y2 and Y6, reducing the size and ensuring pupils in make at least expected progress from prior attainment.</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>3 and 4</p>
<p>To raise attainment through providing enriching experiences across the curriculum through:</p> <ul style="list-style-type: none"> • Specialist Art /Music teachers to develop pupils' skills in art, dance and music • Ensure pupils receive high quality dance and art provision • Promotion of The Arts within school • Subsidising of trips including residential for PP 	<p>Arts participation (+3 months – EEF Toolkit)</p> <p>Sports participation (+3 months – EEF Toolkit)</p>	<p>2,3, 4 and 7</p>

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

Budgeted cost: £ 85,284

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"> • Breakfast club - One to one tuition • Extra group work with teachers or TAs • Lunchtime tuition with teachers for Y6 pupils • School Led tuition • Extra group work with teachers or TAs • Further develop and run Early Years interventions • Oral language interventions to run in EYFS (Chatterbox) • Language Legends • Reading Plus for Y6 	<p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p> <p>Early Years interventions (+5 months – EEF Toolkit)</p> <p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p> <p>Extending school time +2 months (EEF Toolkit)</p> <p>Oral language interventions (+5 months – EEF Toolkit)</p>	<p>1,2,3 ,4 and 5</p>

<ul style="list-style-type: none"> • Additional adult support in year 6 • Reading intervention groups to be run for any pupils who are falling behind • Extra small group support/intervention will be provided to all Rec and Year 1 pupils in phonics. • Additional catch up sessions after school (Friday afternoon) for targeted pupils 	<p>Year 6 SATs data has shown that one to one short session/ small group sessions and Reading Plus programme data shows that the average gain for Disadvantaged pupils is 3.1 reading year gain in a period of 9 months. Therefore will continue.</p> <p>Phonics (+4 months)</p> <p>(+5 months – EEF Toolkit)</p>	
<p>Dingley Promise training for EYFS staff</p>	<p>Small group tuition +4 months (EEF Toolkit) One to one tuition +5 months (EEF Toolkit) Early Years interventions (+5 months – EEF Toolkit)</p>	<p>1,2,3 and 4</p>
<p>Deployment of SALT one day a week to support identified pupils with developmental language delay and speech problems</p>	<p>One to one tuition +5 months (EEF Toolkit)</p>	<p>1 and 2</p>
<p>Whole school maths intervention to address gaps in all year groups through the use of:</p> <ul style="list-style-type: none"> • Additional adult support • Additional catch up sessions after school for targeted pupils • School Led Tutoring (national programme) 	<p>Numberstacks assessments used to help identify gaps and catch up put in place to address those gaps.</p> <p>One to one tuition +5 months (EEF Toolkit) Tuition targeted at year 3 and year 6 where the needs is greatest</p> <p>Small group tuition +4 months (EEF Toolkit)</p> <p>Feedback (+8 months – EEF Toolkit)</p> <p>Mastery Learning (+5 months – EEF Toolkit)</p>	<p>3 and 4</p>

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

Budgeted cost: £49,992

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"> • Breakfast club provision including sensory circuit • Pastoral support around behaviour and social/emotional support from Learning Mentors • Sports Provision • Behaviour treat/reward • One to one work with Learning Mentors • Lunchtime support by Learning Mentors • Social and Emotional intervention groups • Free breakfast club for Year 6 leading up to SATs • One to one/group work with School Counsellor • Forest School provision • Sports provision • Access to sensory room and adult support 	<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"> • Attendance to be on the agenda at Parents' Evenings • Weekly monitoring by SLT • First day calls • Home visits 	<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>Overall attendance percentage for this academic year (2021-22) was 94.9% (disruption due to Covid related illness)</p> <p>Attendance for pupil premium children is 95.4</p>	<p>5</p>

<ul style="list-style-type: none"> • Penalty fines for extended holidays • Referrals to EWO for pupils at risk of becoming 'Persistent Absentees' • Attendance treats/ weekly attendance rewards • Work closely with attendance officer from partner school 	<p>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"> • PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding. • Ensure all PP pupils are able to engage and take part in residential and trips. 	<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>	<p>ALL</p>
<p>Support 'newly arrived pupils' (from abroad) to ensure they settle in quickly and make accelerated progress so that gap between them and their peers closes through:</p> <ul style="list-style-type: none"> • 6-week programme induction programme in small group • Pupils set up with a buddy • Baseline for Reading using Star Reading test and Maths using Numberstacks • Read Write Inc baseline assessment • Small group phonics intervention • Pupils accessing learning in class alongside peers as much as possible for Maths and other curriculum areas • Use of 'Racing to English' to support catch-up in English <p>Other new pupils:</p> <ul style="list-style-type: none"> • Pupils set up with a buddy 	<p>Small group tuition +4 months (EEF Toolkit)</p> <p>Phonics (+4 months)</p>	<p>3, 4 and 6</p>

<ul style="list-style-type: none"> • Baseline for Reading using Star Reading test and Maths using Numberstacks • Read Write Inc baseline assessment • Small group phonics intervention if required • Catch-up if required 		
<p>Parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> • Seesaw APP • Parental engagement programme in place • Family Learning workshops including phonics and times tables • Termly Parents' events • Parents invited to have lunch with parents • Reception morning activities with parents • Class assemblies • Family theme week • SALT workshops 	<p>Parental engagement +2 months (EEF Toolkit) 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>In school workshops and meetings to restart. Parents' Evenings will virtual and face to face depending on parents requests.</p>	<p>7</p>

Total budgeted cost: £ 300,722

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes 2022-23

Desired outcomes		Evaluation of impact – end of academic year																	
1 and 2	<p>Attainment and progress at the end of EYFS for disadvantaged pupils is in line with national averages.</p> <p>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.</p> <p>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.</p>	<table border="1"> <thead> <tr> <th>EYFS area</th> <th>PP</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Communication and Language</td> <td>73%</td> <td>70%</td> </tr> <tr> <td>Literacy</td> <td>60%</td> <td>55%</td> </tr> <tr> <td>Mathematics</td> <td>67%</td> <td>64%</td> </tr> <tr> <td>Good Level of Development</td> <td>60%</td> <td>52%</td> </tr> </tbody> </table>	EYFS area	PP	National	Communication and Language	73%	70%	Literacy	60%	55%	Mathematics	67%	64%	Good Level of Development	60%	52%	<p>All pupils taking part in the chatterbox intervention across EYFS have made significant progress (evident in the comparison of their baseline assessments to 10 week assessments)</p> <p>91% of EYFS parents have accessed Seesaw account</p> <p>56% of parents are accessing Seesaw regularly</p> <p>20 % of parents accessing Seesaw rarely</p> <p>95% of parents attended Parental Consultation meetings</p>	
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Maths	86%	75%	59%	+3.8	+2.88	-0.25	0.04																																										
reading, writing and maths combined	72%	53%	44%																																														
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.	<p>Overall attendance percentage for this academic year (2022-23) was 94.6%</p> <p>Attendance for pupil premium children was 93.7.</p>																																															
7	Majority of PP parents are engaging with school and	A high proportion of PP parents attended the year 4 Times Table Tea Party in summer term - 68%																																															

	supporting their children at home with learning	A high proportion of PP parents attended the year 1 Phonics Workshop in summer term – 70% 95% of PP parents attended Parents’ Evening or had a phone call meeting in March 2023.
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