

Beaumont Community Primary School



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Beaumont Community Primary School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	18.8% (Service Premium = 61.2%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 -2024 2024-2025 2025 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	April 2024 2025 2026 October 2024 2025 2026
Statement authorised by	Governors at BCP
Pupil premium lead	Mayleen Atima
Governor / Trustee lead	Elaine Powling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,555 (LAC £10,120)
Recovery premium funding allocation this academic year	£2103
Service premium funding allocation this academic year	£21440
School Led tutoring funding	Final figures not yet published

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Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64,218

Part A: Pupil premium strategy plan

Statement of intent

At Beaumont Community Primary School, we have high aspirations and ambitions for our children, we believe that every child is a learner. We are determined to ensure that our children are given every chance to realise their full potential and aspire to aim high 'because the sky is not the limit'.

The Department for Education introduced the Service Pupil Premium (SPP) in April 2011 in recognition of the specific challenges children from service families' face and as part of the commitment to delivering the armed forces covenant. We use this spend in combination with our Pupil Premium funding to deliver a broad and supportive curriculum.

The school monitors every child's progress and attainment regularly. For our vulnerable pupils, this can be more frequent. If a child is not progressing or has barriers to learning, then we act and support that child to close any gap in his or her learning. As a school we assess each child on an individual basis, therefore not all vulnerable pupils are in receipt of the Pupil Premium Grant. Beaumont Community Primary School will reserve the right to allocate pupil premium funding to those children we identify as socially disadvantaged. Examples are; children of families who have no resource to public funds or those who might have been made homeless and are living in temporary accommodation.

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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 discussions with pupils have identified that due to parental deployments, the service children need emotional and social support to manage this separation. Many of the children struggle to form new relationships and support is needed to ensure that they settle into the school community. Emotional wellbeing of pupils has been deeply impacted by school closures and pupil social needs this has hindered the readiness of learning.
2	Assessments, observations and discussions with pupils have identified that due to the high mobility, which means that some children start school at different points in the year, therefore specific teaching is needed to fill gaps in learning, specifically in vocabulary.
3	Assessments, observations and discussions with pupils have identified that gaps in learning have increased especially in the core subjects (reading, writing, maths) for identified pupils
4	Our attendance data has indicated that the attendance of disadvantaged pupils is lower than that of their peers and this can have an impact on attainment over time.

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
<i>Significant improvement in pupil wellbeing over time</i>	<ul style="list-style-type: none"> ➤ Reduced number of pupils referred to external Emotional Wellbeing hub (over-time) ➤ In school support is meeting needs with use of ELSA trained staff and Paths+

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Pupils make expected or better progress over time in the core subjects	<ul style="list-style-type: none"> ➤ 75% of SP and PP pupils will make expected progress over time ➤ All groups of pupil's attendances is at national or better
Gaps in learning will start to close over time to expected outcomes for the majority of pupils	<ul style="list-style-type: none"> ➤ Increased number of pupils make expected or better progress in R/W/M over time
Attendance for disadvantaged pupils is in line with national	<ul style="list-style-type: none"> ➤ Disadvantaged pupils attendance is at 95% ➤ The percentage of persistent absences reduce

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment and retention of HTLA/Teaching Assistants</i>	<p><u>Support pupils through interventions</u></p> <p>EEF guidance - Making effective use of TAs</p> <p>Use TAs to deliver high quality one-to-one and small group support using structured interventions</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>Ongoing training in Number stacks, Neli and Accelerated Reader as well as training from subject specialists.</p>	1, 2, 3

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	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
<i>Resourcing ELSA and Paths+ leaders</i>	<p>Cost of regular supervision sessions for ELSA</p> <p>ELSAs are working with some of the most vulnerable and sometimes challenging young people in our schools. For their own safety and that of the young people they are supporting, it is essential that ELSAs continue to receive specialised professional support that enables them to reflect on the quality and appropriateness of the assistance they are offering. Schools should have due regard to the skills and competence of the ELSA and not be asking them to work beyond their competence. EPs may also advise further discussion with a line manager when a young person's needs seem to be beyond the skills and competence of an ELSA and require more specialist support .</p> <p>/educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-ce/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term</p>	1
<i>Teacher/TA CPD to embed subject knowledge</i>	<p>EEF - recommendation 2 and 3</p> <p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.- Targeted CPD for teachers.</p> <p>Implement professional development programmes with care, taking into consideration the context and needs of the school</p> <p>EEF Guidance - Making effective use of TAs</p> <p>Ensure that TAs are fully prepared for their role in the classroom</p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback</p> <p>TA CPD to target subject knowledge - 45 minutes once a fortnight.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3

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

Budgeted cost: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School led group Tutoring for Maths</i>	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group	2,3

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	<p>tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<i>Number stacks intervention led by TA</i>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support</p>	2,3
<i>School led group Tutoring for English (writing)</i>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3
<i>Nuffield Early Language group Intervention led by TA (training costs) Accelerated Reader</i>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	2,3
<i>School led group Tutoring for Phonics/Reading</i>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.</p>	2,3

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	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Accelerated reader</p> <p>The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13.718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club, after school and wrap around care subsidised	Observations and discussions have identified that access to before and after school care supports the increased attendance of pupils	1,4
<i>Subsidised trips to support curriculum including virtual visits</i>	Pupils to be given increased opportunities so that they are inspired by outside motivations Pupils given more opportunities to be healthy and learn a skill. (link to RSHE curriculum)	1,4
<i>Resourcing Star, attendance awards certificates and Pupil of the day awards</i>	Increased motivation to attend school including building SEMH skills.	1,4

Total budgeted cost: £64,218

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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 2022 to 2023 academic year.

Activity	Impact and Outcomes in 2022-2023																		
Pupils making progress at the end of KS2 (prior attainment)	80% of pupils at the end of KS2 with high prior attainment reached the expected attainment in Reading, Writing and Maths. 33% of pupils at the end of KS2 with low prior attainment reached the expected attainment in Reading																		
Pupils meeting national or above attainment	83% of pupils passed the year 1 phonics screen 63% of pupils scored 19 or more out of 25 (Multiplication Screen) 63% of pupils met expectations in reading at the end of year 2 67% of pupils met expectations in maths at the end of year 2																		
<i>Expected or better progress of disadvantaged pupils</i>	50% met expected at the end of KS1 in reading, writing and maths 50% met expected at the end of KS2 in reading, writing																		
Improving pupil attendance	Absence rates in 2022 - 2023 moved in line with national <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Absence Rates</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Overall absence rate</td> <td>6.4%</td> <td>6.3%</td> </tr> <tr> <td>- Authorised absence rate</td> <td>4.5%</td> <td>4.8%</td> </tr> <tr> <td>- Unauthorised absence rate</td> <td>1.9%</td> <td>1.5%</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p>Persistent Absence</p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Persistent Absence</td> <td>17.4%</td> <td>17.7%</td> </tr> </tbody> </table> </div> </div>		School	National	Overall absence rate	6.4%	6.3%	- Authorised absence rate	4.5%	4.8%	- Unauthorised absence rate	1.9%	1.5%		School	National	Persistent Absence	17.4%	17.7%
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Persistent Absence	17.4%	17.7%																	

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To increase the number of Pupils that attend clubs at least once.	15 PP children attended at least one club at least once for the 22/23 school year
<p><i>Evaluation of 2022- 2023</i></p> <p>There was a significant dip in 2023 where 50% of the cohort joined the school in year 5 and 6. Swift assessment were put in place to close gaps and in school data identified that all pupils made good progress from the time that they joined the school. However, this was not reflected in the national progress measure, especially for disadvantaged pupils. This has become a priority in our 2023/24 pupil premium strategy and is reflected in our school development plan.</p>	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	https://www.renaissance.com/about-us/
Number Stacks	https://www.numberstacks.co.uk/
Nuffield Early Language Intervention	https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Service pupils had access to additional targeted teacher led interventions.</p> <p>Service Pupils trips were subsidised.</p>

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	<p>Celebrated military day in April 2023 and the army welfare team supported the day.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>88% of pupils passed the phonics screen 53% met expectation at end of KS1 in Reading/Writing and Maths 56 % met expectation at the end of KS2 in reading 78% met expectations at the end of KS2 in writing</p>