

Beeston Fields Primary and Nursery School's pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2024-2025 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Beeston Fields Primary and Nursery School
Number of pupils in school	351 (35 YN)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Angela Huthart
Pupil premium lead	Laura Clark
Governor / Trustee lead	Jeff McColl

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,240
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	£204,240

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is driven by a desire to provide opportunities and experiences, which will empower all pupils to achieve across all areas of the curriculum.

At Beeston Fields, we believe that every child, despite any early, adverse childhood experiences and current challenging circumstances, can reach their full potential. As a school, we strive to mitigate the barriers and challenges our disadvantaged pupils face to ensure that any gaps identified between pupils eligible for pupil premium and those who are not are addressed promptly, enabling all pupils' needs to be fully met and giving pupils the opportunity to achieve their aspirations.

At Beeston Fields, we believe that all disadvantaged pupils warrant a culture of high expectations as a fundamental principle. We are aware that some of the pupils eligible for pupil premium at Beeston Fields face challenges that are unique to them, including: low early language levels; low levels of aspiration; social and emotional needs and reduced parental involvement. As well as the aforementioned challenges, we also acknowledge that some of our pupils have not had the same life experiences afforded to their peers and do not have access to the same opportunities outside school as many of their peers. Our highest priority for our pupils in receipt of pupil premium funding is that they receive quality first teaching, which meets their academic needs, and support for their social and emotional needs. This will not only benefit pupils in receipt of pupil premium, but also those non-pupil premium pupils who face similar barriers.

We vow to ensure that pupils identified as high achieving are challenged and targeted towards greater depth, as well as providing the support required for those who do not meet the age expected standard. Within our assessment practices, disadvantaged pupils are at the forefront of professional discussions and evaluations, enabling all pupils to reach their potential.

Challenges

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

Challenge number	Detail of challenge
1	Attainment for pupils eligible for pupil premium funding, who are working at the expected standard, to meet the same standard as pupils not eligible for pupil premium funding in GPS and combined at the end of KS2.
2	Attainment for pupils eligible for pupil premium funding, who are also higher achieving pupils and potential higher achieving pupils, to meet the same standard as pupils not eligible for pupil premium funding in reading, maths and GPS at the end of KS2.
3	Attainment for pupils eligible for pupil premium funding to meet the same standard as pupils not eligible for pupil premium funding when achieving GLD in Early Years.
4	Attendance for pupils eligible for pupil premium funding to meet the same standard as pupils not eligible for pupil premium funding, reducing persistent absence in the process.
5	To ensure pupils who require it receive social and emotional support to ensure this is not a barrier to learning.
6	To ensure families who are dealing with complex issues (including social care and early help) receive the support they need and this does not become a barrier to learning.

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
Raise attainment for pupils working at the expected standard in GPS and combined at the end of KS2.	• Pupils who are not on track to achieve age related expectations will be targeted with more pre-teaches, more verbal feedback in lessons and more response interventions when needed. • These pupils will be tracked regularly and conversations will be had in pupil progress dialogues around the best support they can be offered. • Targets will be set early on in the year so pupils can be supported to achieve their full potential throughout the academic year. • High quality resources will be implemented in lessons. • Pupils will have adequate access to resources to support learning such as high-quality, language rich texts which they will also be able to take home. • Parents will receive positive communication regularly commending pupils' efforts. • Parent events will be planned across different year groups detailing the importance of certain events and the support both school and parents can offer to pupils.
Raise attainment for higher achieving pupils across reading, maths and GPS at the end of KS2.	• Pupils who are not on track to achieve a higher standard will be targeted with more verbal feedback in lessons and more response interventions when needed. • These pupils will be tracked regularly and conversations will be had in pupil progress dialogues around the best support they can be offered. • Targets will be set early on in the year so pupils can be supported to achieve their full potential throughout the academic year. • High quality resources will be implemented in lessons. • Pupils will have adequate access to resources to support learning such as high-quality, language rich texts which they will also be able to take home. • Parents will receive positive communication regularly commending their efforts. • Parent events will be planned across different year groups detailing the importance of certain events and the support both school and parents can offer to pupils.

Raise attainment for pupils achieving GLD in Early Years.	• At the beginning of the year, all pupils will complete the Wellcomm baseline assessment. • Data from this will inform interventions which are carried out in the provision to address gaps. • Pupils will be regularly assessed to ensure their needs are being met and they can achieve their full potential. • Additionally, pupils eligible for pupil premium are prioritised for phonics keep up where necessary.
Raise attendance for pupils eligible for pupil premium	• Attendance monitored weekly for all pupils across school. • Pupils who are identified as potentials for becoming persistently absent, or who are already persistently absent, are identified and monitored. • Support offered to families through a number of different avenues including the family support worker. • Regular check in with families who need it to support and encourage good attendance.
To ensure pupils are happy in school and at home and are able to regulate their emotions.	• Nurture intervention groups will provide strategies, which pupils will then be able to apply to home and classroom situations. • Casey counselling is provided to those pupils who have been identified as needing extra support. • The family support worker will engage with families who need extra support. • Staff will be nurturing and aware of individual's needs. They will use emotion coaching when dealing with pupils. • Pupils will know who they can talk to if they have any concerns relating to other pupils.
Provide early help to families where a social worker has been or is allocated and to those requiring an early help assessment	• Early Help Assessment forms will be completed in a timely manner. • Parents and pupils will be engaged in the process through a rigorous procedure, using the safety and well-being grid as a guide. • Parents will be signposted to support groups, additional help and organisations as appropriate. • Referrals to outside agencies will take place in a timely manner. • Pupils will be allocated support via the CFSW. • Support will be evaluated on a 6-weekly basis. • The Boxall profile will be used to ensure an effective baseline and action plan can be monitored and evaluated. • A team approach will be taken with solution circle strategies deployed when cases are complex and requiring new thinking.

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: £104,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue the provision of quality first teaching by providing whole staff CPD. £2,000	EEF: Research tells us that high quality teaching can narrow the disadvantage gap.	1,2,3
Deputy SENCO to undertake NPQ. £1,000	EEF: Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.	1,2,3,4,5,6
To embed updated marking policy with a larger emphasis on feedback. £2,000	EEF: Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1,2,3
To develop pupils' transcription and sentence construction skills through extensive practise. £642	EEF: Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.	1,2,3
To effectively deploy teaching assistants to support with interventions where needed. £66,000	EEF: Effective deployment of TAs is enhanced by training, self-assessment and monitoring of impact of TAs. Deployment should be measured, planned for and evaluated to have impact.	1,2,3
Limit class sizes to a maximum of 25. £32,358	EEF: Research shows smaller class sizes have a positive impact on progress made	1,2,3

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

Budgeted cost: £25,752.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pupil premium children in EYFS with 1:1 and small group intervention for early reading £24,752.50	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.	3
Individual reading for children in receipt of Pupil Premium.	EEF: One to one is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1,2,3
Pre and post teach and feedback sessions.	EEF: Feedback studies tend to show high effects on learning.	1,2,3
Forest schools £1,000	Qualified practitioners carefully facilitate programmes which are uniquely tailored to the needs of the individuals within the group and have the fundamental aim of building participants' self esteem, confidence, independence and creativity.	4,5,6

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

Budgeted cost: £74,487.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO to hold meetings with teachers termly to identify support for targeted children. £2,420	In order to carefully track the progress of children with SEN, it will be necessary to specifically identify and target these children, with strategies agreed and put in place.	1,2,3,5,6
Pupil Premium lead to hold meetings with teachers to identify support for targeted children £1,140	In order to carefully track the progress of children who are disadvantaged, it will be necessary to specifically identify and target these children, with strategies agreed and put in place.	1,2,3,5,6
Attendance team to meet regularly to identify support for targeted children and their families £4,000	In order to carefully track the progress of children who are at risk of being persistently absent, it will be necessary to specifically identify and target these children, with strategies agreed and put in place.	4,5,6
To use Pupil Progress Reviews termly to identify and plan actions for targeted children. £2,500	Pupil progress reviews will direct teachers to explore the key concepts, skills and knowledge required by pupils.	1,2,3,4,5,6
Nurture support and a nurture room is provided for those children who need it. £26,752.50	EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	4,5,6
Weekly counselling service provided to key children identified £1,000	EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	5,6
Wrap around care funded for by school for vulnerable, disadvantaged children £1,000	EEF: Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success.	4,5,6
0.8 Family support worker in school	To support and provide early intervention to vulnerable pp families	4,5,6

£25,675	resulting in less SC referrals and increased attendance/reduction in persistent absenteeism.	
Provide financial aid so children who are eligible for pupil premium can attend school trips/extra-curricular clubs £10,000	Qualified practitioners carefully facilitate programmes which are uniquely tailored to the needs of the individuals within the group and have the fundamental aim of building participants' self esteem, confidence, independence and creativity.	4,5,6

Total budgeted cost: £204,240

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 2023 to 2024 academic year.

Intended outcome 1:

Raise attendance for children eligible for pupil premium

	<u>Whole school attendance</u>	<u>Pupil Premium attendance</u>	<u>Whole school persistent absenteeism</u>	<u>Pupil Premium persistent absenteeism</u>
2022-2023	93.72%	93.22%	20.77%	26.44%
2023-2024	92.91%	91.65%	22.86%	27.01%

An ongoing attendance taskforce has been set up in school to target the children whose attendance is below 90%. These children are tracked and monitored and parent meetings are held to encourage attendance in school.

Impact:

The gap between pupil premium and non-pupil premium increased slightly from 0.5% to 1.25%. The persistent absenteeism for pupils eligible for pupil premium has increased, but the gap has narrowed between whole school and children eligible for pupil premium.

Next steps:

Attendance will continue to be a focus for the pupil premium strategy 2024 – 2025.

Intended outcome 2:

Raise attainment in higher achieving pupils across reading and writing.

	<u>Writing</u>		<u>Reading</u>	
	<u>Whole school</u>	<u>PP</u>	<u>Whole school</u>	<u>PP</u>
2023-2024	35%	32%	33%	23%

Impact:

The gap between pupils eligible for PP and pupils not eligible for PP in writing was minimal (3%), however the gap between pupils eligible for PP and pupils not eligible for PP in reading was 10%.

Next steps:

The next priority is to ensure attainment for pupils eligible for pupil premium who are working at the higher standard meet the same standard as pupils not eligible for pupil premium in reading, maths and GPS at the end of KS2.

Intended Outcome 3:

To ensure children are happy in both school and home and are able to regulate their emotions.

Impact:

An 'EMPOWER' programme has been put into place to empower the children. This programme is aimed at children who have struggled with their emotions in school. A number of children accessed this programme and were able to have a positive impact on the wider school as well as being more successful at dealing with their own emotions.

Next steps:

This will continue to be a priority within our school as we are aware that children's needs and emotions change over time and we want to be a constant support to those who need it.

Intended Outcome 4:

Raise attainment in higher achieving pupils across reading and writing.

	Writing		Reading	
	Whole school	PP	Whole school	PP
2022-2023	81% ARE +	79% ARE +	80% ARE +	85% ARE +
2023-2024	85% ARE +	82% ARE +	81% ARE +	77% ARE +

Impact:

The gap between pupils eligible for PP and pupils not eligible for PP in writing stayed minimal (2-3%), and the gap between pupils eligible for PP and pupils not eligible for PP in reading shrank by 1% (5% → 4%).

Next steps:

The next priority is to ensure attainment for pupils eligible for pupil premium who are working at the expected standard meet the same standard as pupils not eligible for pupil premium in GPS and combined at the end of KS2.

Intended Outcome 5:

Provide early help to families where a social worker has been or is allocated and to those requiring an early help assessment.

Impact:

Many families have benefitted from this support.

Next steps:

This will continue to be a priority within our school as we are aware that families' needs change over time and we want to be a constant support to those who need it.

Intended Outcome 6:

To close the attainment gap between children in receipt of pupil premium and their peers by the end of KS2.

	Reading		Writing		Maths	
	Whole school	PP	Whole school	PP	Whole school	PP
2022-2023	2.5	3.6	4.6	4.4	1.9	1.2
2023-2024	3.0	1.3	6.3	5.3	3.4	2.8

Impact/next steps:

Whilst there is a gap in the amount of progress made between the whole school and children eligible for pupil premium, our next priority is to ensure attainment for pupils eligible for pupil premium who are working at the expected standard meet the same standard as pupils not eligible for pupil premium in GPS and combined at the end of KS2. This will continue to raise aspirations, encourage children to reach their full potential and ensure children eligible for pupil premium are in line with their peers.

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

Service pupil premium funding (optional)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	