

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Beetham CE Primary School
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Abi Johnson, headteacher
Pupil premium lead	Abi Johnson, Headteacher
Governor / Trustee lead	Brian Smalley, SEN and PP governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7950.00
Recovery premium funding allocation this academic year	£2000.00
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	£9950.00

# Part A: Pupil premium strategy plan

## Statement of intent

*What are your ultimate objectives for your disadvantaged pupils?*

- For all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.
- To raise the expectations and aspirations of pupils.

*How does your current pupil premium strategy plan work towards achieving those objectives?*

- Provide quality first teaching in the classroom enabling high quality and rich learning experiences to enable all pupils to achieve their very best.
- Targeted interventions throughout the whole school delivered on an individual basis where needs are clearly identified.
- All children receive their entitlement of the full breath of the curriculum as well as wider opportunities to further support learning and aspirations.

*What are the key principles of your strategy plan?*

- *At Beetham CE Primary School, we recognise that supporting the well-being and mental health of our children is equally as important as raising attainment so all of our priorities are centred around meeting the needs of the whole child.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Progress in phonics and reading.</i> Data shows phonics/reading is below ARE for at least 50% of our disadvantaged children.
2	Progress in maths 50% of children in maths are not at ARE
3	Well being and mental health concerns. Anxiety and behavioural issues are showing concern in at least 75% of our disadvantaged children.

4	<p>Availability of wider school curriculum.</p> <p>Disadvantaged children have limited access and financial barriers to the provision of wider school curriculum.</p>
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## 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>All pupils will make accelerated progress in reading and phonics.</i>	<p>Pupils eligible for PP funding will make accelerated progress from their starting points in reading and phonics (data taken from internal tracking of end of year expectations)</p> <p>All staff will have received phonics training. Phonics approaches and resources will be evident in the teaching and learning across school.</p>
All pupils will make accelerated progress in maths.	<p>Pupils eligible for PP funding will make accelerated progress from their starting points in maths. (data taken from internal tracking of end of year expectations)</p>
To raise the wellbeing, mental health and self esteem of pupils eligible for PP funding.	<p>Pupils eligible for PP will engage in pastoral support and well being activities across the school.</p> <p>Pupil wellbeing will continue to be a focus of the school with early identification a priority.</p>
All pupils have access to the full breadth of our curriculum, which encompasses, and goes beyond, the National Curriculum in its scope.	<p>The percentage of disadvantaged and vulnerable pupils accessing wider opportunities, such as taking part in peripatetic instrument tuition will increase and be comparable to non-disadvantaged pupils.</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: £3950.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics –</p> <ul style="list-style-type: none"> <li>• CPD provided for all teachers and TAs.</li> <li>• Embed our approach to the teaching of reading across the school to ensure all pupils achieve their fullest.</li> <li>• Continue to promote the love of reading for pleasure for all pupils across school.</li> <li>• To implement intervention strategies clearly linked to phonics teaching scheme.</li> </ul>	<p>Phonics: +5 months</p> <p>An important component in the development of early reading skills, particularly children from disadvantaged backgrounds.</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches.</p> <p>Training staff to ensure they have the necessary linguistic knowledge and understanding.</p>	1
<p>Reading</p> <ul style="list-style-type: none"> <li>• Implement whole class reading and comprehension teaching throughout the school.</li> <li>• Peer mentoring within school to develop the high quality teaching of reading.</li> </ul>	<p>Reading Comprehension strategies: +6months.</p> <p>Reading comprehension strategies develop the learners' understanding of the text.</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p>	1
<p>Maths</p> <ul style="list-style-type: none"> <li>• CPD provided for all teachers and TAs by Maths Lead and SLT.</li> </ul>	<p>EEF +5months (mastery approach)</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may</p>	2

<ul style="list-style-type: none"> <li>NW Maths Hub support for subject leader and teaching.</li> <li>Implementation of White Rose Maths throughout school to develop consistency and clear progression.</li> </ul>	<p>be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. Quality First Teaching is widely evidenced as having the biggest difference to outcomes of pupils of all abilities – having effective &amp; well-trained teachers in front of our children is the most effective tool for our all of our pupils.</p>	
<p>TA support 9.5 hours a week to support maths and reading within class.</p>	<p>EEF +7months (oral feedback) TA class support provides pupils with oral feedback during lessons more regularly and efficiently than if there was only the teacher in the class. The impact of oral feedback is higher, on average, than the impact of feedback overall. The average months progress is 7 months.</p>	<p>1 and 2</p>

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

Budgeted cost: £ 2200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention groups and one to one tuition.</p>	<p>EEF +4 months</p> <p>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. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>EEF One to One: +5 months</p> <p>Very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	<p>1 and 2</p>

	Short regular sessions over a set period of time appear to result in optimum impact.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased cultural capital experiences in the curriculum and through wider curriculum opportunities.</p> <ul style="list-style-type: none"> <li>• Costing of trips for PP pupils covered by funding.</li> <li>• Forest schools provision – increased adult ratios to enable delivery.</li> <li>• Music lessons.</li> </ul>	<p>EEF +/-0months (outdoor learning) Despite very little evidence to show an increase in learning, Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF +5months (collaborative learning) A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>EEF +3months (arts participation) There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from disadvantaged backgrounds.</p>	4 and 5.

**Total budgeted cost: £ 7951.06**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Due to the lack of anonymity, due to extremely small numbers of children, year groups and/or other specifics are not identified.

Provision is constantly adjusted in line with ongoing assessment in identified areas of need and this will continue for the academic year 2022/2023 and beyond, with recovery curriculum implemented if required after initial assessments.

Further detail can be found in the individual reports for the use of Pupil Premium Grants and Individual Education Plans.