

Pupil Premium Strategy Statement

Upper Beeding Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-------------------|
| Number of pupils in school | 326 |
| Proportion (%) of pupil premium eligible pupils | 14.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/23 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Matt Andrews |
| Pupil premium lead | Matt Andrews |
| Governor lead | Christine Gilliam |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £69,915 |
| Recovery premium funding allocation this academic year | £6,380 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £3,408 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £79,703 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all our children to be the best they can be, to be ambitious in their learning and confidently embrace their future. We want all children to be confident and motivated life-long learners. We aim for all our children, irrespective of their background, to have a love of reading and be strong, confident readers.

The current pupil premium strategy focuses on: ensuring children have secure English and Maths skills; widens language knowledge; supports emotional well-being with access to play therapist as well as giving children access to a variety of wider curriculum opportunities. We believe children learn best when they are happy, calm and confident in themselves.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessment shows that there is a difference between disadvantaged pupils' attainment in Reading and Writing compared to their non-disadvantaged peers due to poor oral language skills and observed gaps in cultural capital |
| 2 | Assessment shows that there is a difference between disadvantaged pupils' attainment in Maths to their non-disadvantaged peers due to less developed number sense. |
| 3 | Our observations and discussion with pupils and families show an increased need for social and emotional support amongst our disadvantaged pupils |
| 4 | Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils has been 2-4% lower than for non-disadvantaged pupils. Persistent lateness is also more prevalent amongst disadvantaged pupils |

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 |
|--|---|
| Increased attainment in Reading and Writing across the whole school for disadvantaged pupils | <ul style="list-style-type: none">All children meet their personal targets for Reading and Writing, based on autumn term Pupil Progress MeetingsDisadvantaged pupils in all year groups use their oral language skills to make good progress across the curriculum |

| | |
|--|--|
| Increased attainment in Maths across the whole school for disadvantaged pupils | <ul style="list-style-type: none"> • All children meet their personal for Maths, based on autumn term Pupil Progress Meetings • Disadvantaged pupils in all year groups use metacognition strategies to make good progress across the curriculum |
| Ensure vulnerable children and their families have access to social and emotional wellbeing support. | <ul style="list-style-type: none"> • Pupil voice shows that pupils feel happy and safe at school and know who they speak to at school |

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: £750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Metacognition CPD to facilitate the embedding of effective practices which secures learning in the long-term memory of all pupils. | <p>There is strong evidence to show that Memory and Metacognition strategies should be explicitly taught to disadvantaged pupils and this then enables them to make accelerated progress.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation</p> | 1 and 2 |
| ELSA | <p>https://www.elsanetwork.org/elsa-network/evaluation-reports/</p> <p>The ELSA programme is a targeted intervention aimed at developing the social and emotional skills of primary and secondary school aged children. ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.</p> | 1 |
| Recruitment of TA to increase adult support in EYFS | <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions</p> | 1 and 2 |

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

Budgeted cost: £ 66,100.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Extra TA time of 1 day per week in EYFS to run speech and language programs (NELI and School Start) | Research shows that the Nuffield early language intervention and the Speechmark practical resource (school start) allow participating pupils to make significantly more progress in their language skills. Oral language forms a crucial foundation for thinking, learning and social interaction and is one of the strongest predictors of success in English and Maths and later employment and wellbeing. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf | 1 |
| Additional teacher in Y6 to act as support for pupils whose education has been impacted by the pandemic. | Small group tuition is effective if it is targeted at pupil's specific needs and is considered an effective part of a school's pupil premium strategy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1 and 2 |
| Assistant Headteacher teaching Y4 Maths in order to create smaller teaching groups. | Small group tuition is effective if it is targeted at pupil's specific needs and is considered an effective part of a school's pupil premium strategy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1 and 2 |
| Extra TA time of 2 days per week in Y1/2 | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1 and 2 |
| ½ day dedicated teacher in Y1/2 to support phonics and reading with identified children | Reading Guidance – July 21 and https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 1 |
| Extra TA time of 1 day per week in Y6 | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1 and 2 |

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

Budgeted cost: £12,853

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| To support families financially to allow their children to attend a range of trips, visits and special events, including residential in Y5/6 and KS2 swimming lessons. To support financially access to school uniform and external clubs. | Based on our experiences we have identified that we need to set aside funds to enable disadvantaged pupils to have opportunities to develop beyond the classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning | 1 and 3 |
| To purchase play therapy counselling | The EEF states that when social and emotional learning is addressed and a child feels more settled and secure, then learning increases. It is often a misconception that pupils' wellbeing and social emotional learning is separate from their academic, curriculum based learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 3 |
| To run attendance workshops, led by Attendance Officer, to identify barriers to good attendance with families and ways to overcome these. | https://educationendowmentfoundation.org.uk/news/new-evidence-review-finds-sending-personalised-letters-or-texts-can-help-but-wider-evidence-is-weak | 4 |

Total budgeted cost: £79703.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress of Disadvantaged and Non-Disadvantaged Pupils from Autumn 2021 to Autumn 2022

| Subject | Disadvantaged Pupils (50) | Non-disadvantaged Pupils (276) |
|---------|---------------------------|--------------------------------|
| Reading | +0.9 | +0.7 |
| Writing | +0.7 | +0.5 |
| Maths | +0.5 | +1.0 |

Disadvantaged pupils made greater progress in the time period than non-disadvantaged pupils in Reading and Writing, closing the gap in these subjects.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|------------------------|--------------------|
| School Start | Speechmark |
| Firstclass@numbersense | Every Child Counts |
| Your Space Therapy | Your Space |
| X Tables Rockstars | TT Rockstars |
| White Rose | White Rose |
| Sumdog | Sum Dog |