# 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**

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| **Detail** | **Data** |
| Number of pupils in school | 308 |
| Proportion (%) of pupil premium eligible pupils | 13.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Matt Andrews |
| Pupil premium lead | Elliot Moule |
| Governor lead | Gemma Donald |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £68,005 |
| Recovery premium funding allocation this academic year | £6,670 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £13,145 |
| **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* | £87,820 |

# 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; widening language knowledge and oracy skills; supporting emotional well-being and self-regulation; encouraging attendance and attainment. In addition to this, we aim to give 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.

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| **Challenge number** | **Detail of challenge** |
| 1 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies.  In Summer 2023, there was a gap of 14% in reading, 18% in writing and 21% in maths between disadvantaged and non-disadvantaged pupils. |
| 2 | Our discussions with pupils and staff indicate a vocabulary gap between disadvantaged and non-disadvantaged pupils - our Y1 Phonics check data indicates a 5% difference which has resulted in more of our disadvantaged pupils falling behind age-related expectations in reading, writing and maths. |
| 3 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many of our pupils who struggle to show independence with their regulation and learning. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 4 | Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils has been 2-4% lower that for non-disadvantage pupils. Persistent lateness is also more prevalent amongst disadvantaged pupils.  Attendance for all our pupils needs to significantly improve which is why whole school attendance and persistence absenteeism remains a focus of this current plan and features on our school improvement plan for 23-24. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils’ progress. |

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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.

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| **Intended outcome** | **Success criteria** |
| Improved attainment in Reading, Writing and Maths across the whole school for disadvantaged pupils. | * All children meet their personal targets for RWM, based on autumn term Pupil Progress Meetings and previous end of year data. * All children are able to use metacognitive strategies to self-regulate and work independently. |
| Improved oral and language skills and vocabulary among disadvantaged pupils | * Assessments and observations indicate significantly improved language among disadvantaged pupils. * This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved wellbeing and resilience for all pupils in our school, particularly our disadvantaged pupils. | **Sustained high levels of wellbeing from 2024/25 demonstrated by:**   * Qualitative data from student voice, student and parent surveys and teacher observations. * A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | **Sustained high attendance from 2024/25 demonstrated by:**   * The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. * The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers. |

## 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: £77,465.60

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| **Metacognition CPD to support working memory and cognitive processes** | 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.  [https://educationendowmentfoundation.org.uk/educationevidence](https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation)  [/tea ching-learning-toolkit/metacognition-and-selfregulation](https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation) | 1 and 2 |
| **Implementing MITA to help support children to avoid ‘learned helplessness’**  **Increased number of**  **teaching assistants to**  **support teaching and**  **learning** | Maximising the Impact of Teaching Assistants (MITA) is a whole-school training and consultancy programme for school leaders, teachers, and teaching assistants (TAs). The programme supports schools to improve how TAs are deployed in a classroom setting, prepared for lessons, and interact with pupils to improve pupil outcomes.  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 1, 2 and 3 |
| **Using TLR payment to support creation of new PP role** | We fund the PP Co-ordinator out of class role and provide opportunities for internal skills sharing and modelling/ coaching/collaborative planning with all staff. | 1, 2, 3 and 4 |
| **Developing play provision with OPAL** | UNICEF, EEF and OPAL’s research on boosting well-being.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel> | 3 |
| **Embed high quality adult/child interactions across all areas of the school** | There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughput the day in a language rich environment is crucial.  <https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children> | 1, 2, 3 and 4 |
| **Oracy CPD to help address language gap** | We will fund a member of staff to attend the Literacy Trust training: <https://literacytrust.org.uk/training-and-workshops/developing-oracy-in-key-stage-1-and-key-stage-2/> to help develop how oracy is used across the school and in particular with disadvantaged pupils. | 1 and 2 |
| **Whole school CPD to help support social and emotional learning** | We will provide CPD in ‘Theraplay’ to train staff to support children with their social and emotional learning:  <https://theraplay.org/what-is-theraplay/>  We will attend West Sussex Autism and Social Communication Team’s Emotional Regulation training to help support children with their self-regulation and behavior de-escalation.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 3 |

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

Budgeted cost: £ 3,350.36

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| **Provide school-led tutoring for pupils in years 4, 5 & 6 whose education has been most impacted by the pandemic.**  **A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.** | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 1 |
| **Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasize the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.** | Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>  <https://www.esu.org/oracy-in-action/> | 1 and 2 |
| **Provide pupil-led tutoring for pupils in years whose education has been most impacted by the pandemic.**  **A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.** | Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as:  Fixed role, cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger  Reciprocal role tutoring, in which learners alternate between the role of tutor and tutee.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring> | 1 |
| **Continued implementation of ELSA** | 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 experi enced by pupils.  <https://www.elsanetwork.org/elsa-network/evaluation-reports/> | 1 and 3 |

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

Budgeted cost: £7,004.04

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| **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-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/outdoor-adventure-learning) [evidence/teaching-learningtoolkit/outdoor-adventure-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/outdoor-adventure-learning) [learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/outdoor-adventure-learning) | 1 and 3 |
| **To identify barriers to good attendance with families and ways to overcome these.** | Our data shows that poor attendance and impact due to loss of learning time affects our disadvantaged pupils the most. A variety of strategies will be deployed to ameliorate this.  <https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance> | 4 |
| **Embed high quality teacher/parent interactions across all areas of the school** | The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 3 |

**Total budgeted cost: £87,820**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Progress of Disadvantaged and Non-Disadvantaged Pupils from Autumn 2022 to Summer 2023

2023

Despite showing positive progress, disadvantaged pupils made less progress in the time period than non-disadvantaged pupils.

pupils in Reading and Writing and Maths.

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| Subject | Disadvantaged Pupils (53) | Non-disadvantaged Pupils (273) |
| Reading | +0.3 | +0.9 |
| Writing | +0.1 | +0.8 |
| Maths | +0.3 | +0.6 |

**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.*

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| **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 |
| ELSA | ELSA Network |