

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Bevington Primary School
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2021 – September 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Alexandra Brown
Governor / Trustee lead	Isabel Naidoo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,365
Recovery premium funding allocation this academic year	£145 per eligible child £17,255
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	£178,620

Part A: Pupil premium strategy plan

Statement of intent

At Bevington Primary School, we believe that education is the gateway to a better life. Our school intends for all pupils to reach their potential through ensuring that we overcome any barriers to learning that they may have. We strive to ensure that our pupils from disadvantaged backgrounds are given the opportunity to learn how to read fluently and widely, expressing their views of different authors and poets. They will be able to express themselves confidently and be resilient problem-solvers. Through our curriculum, we ensure that they leave us at the end of KS2 with a wealth of real-life experiences, ranging from playing musical instruments, participating in sporting activities and creating pieces of art using a range of media.

Our current pupil premium strategy plan helps us achieve this by allowing us opportunity to remove some of the barriers to learning and to provide opportunity for smaller group support which is focussed to target specific areas of need.

The key principles behind our support strategy are as follows:

- 1. An ethos of high achievement for all pupils. We expect all pupils to reach their potential; we do not stereotype disadvantaged pupils as having less potential or facing similar barriers*
- 2. Early and targeted support for behaviour and attendance. We recognise that good attendance and positive behaviour for learning form the foundation of a successful school experience*
- 3. High quality teaching for all pupils. We believe that quality teaching in the classroom is the most effective way to raise standards*
- 4. Tailored support for individual learning needs. We identify pupils' needs and provide individualised support if required*
- 5. Effective staff deployment We use the most skilled staff to work with the pupils who need most support*
- 6. Use of data to monitor impact We are constantly using assessment data to monitor impact of our work and make adjustments as necessary*
- 7. Clear leadership and recruitment incentives. We aim to recruit and retain the best staff, set extremely high aspirations and hold everyone accountable for raising attainment.*

Challenges

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

Challenge number	Detail of challenge
1	Decreased likelihood of fulfilling complete academic potential – especially higher ability learners.
2	Catch-up, Levels of engagement in remote/on school education varied during the pandemic. As a result, there are some pupils who need to catch-up in order to ensure that they are working at age-related expectations.
3	Attendance and punctuality: Regular punctual attendance is a challenge for a some of our disadvantaged pupils and we aim for attendance of disadvantaged pupils to be in line with non-disadvantaged pupils.
4	Speech, language and communication as well as the Prime Areas of learning in EYFs. Disadvantaged pupils have lower than typical starting points when entering reception.
5	Increased risk of social and emotional difficulty
6	Fewer opportunities outside of school for enrichment and wider personal development

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
For disadvantaged pupils to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check.	100% of our disadvantaged pupils will reach age-related expectations in R, W, M and Phonics. 100% of our disadvantaged pupils with additional barriers to learning will make expected levels of progress from their individual starting points.
All disadvantaged pupils will attend school daily and punctually. Their attendance will be in line with the rest of the school.	Attendance will be 96.4% + across the school. All pupils in school by registration.
All disadvantaged pupils in EYFs to meet the ELG	All disadvantaged pupils in EYFs will perform in line with non-disadvantaged across all the ELGs. All disadvantaged pupils will perform in line with non-disadvantaged 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: £75,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership – TLRs for Maths, Literacy, EYFS Standards	Continuous CPD has a high impact teaching and learning – EEF evidence	1 and 4
EYFS apprentices	 <p>Data collected in school for last academic year shows need for more adult support and modelling of language and communication in EYFS</p> <p>Improving spoken language skills in young children around the time that they start school +4</p>	4
2 x students with bursaries	 <p>Data collected in school for last academic year shows need for more adult support and modelling of language and communication in EYFS</p> <p>Improving spoken language skills in young children around the time that they start school +4</p>	1 and 4
Implementation of Walkthrus programme to support CPD and pedagogy	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1

Additional teachers to allow smaller class sizes	Reducing class size has a small positive impacts of +2	1
Ongoing internal CPD to ensure quality first teaching	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1
INSET days	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1
Maths Hub	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1
Science Partnership	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Outwood English Hub and the Leeds LA Maths Hub. All staff to lead effectively are released once a term	1
Reading Network	Literacy TLR and Phonics Lead identified new Phonics, Guided Reading and home reading books. An investment of new books was undertaken to support the EEF research.	1
EYFs Network Meetings	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Weekly team meetings for EYFS and EYFS Standards Lead attends termly Network meetings.	4

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

Budgeted cost: £46,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school interventions to target small groups	EEF toolkit: Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months) High impact for very low cost based on limited evidence +5	2
After school interventions by teachers to target small groups	EEF toolkit: Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	2
Speech and language therapist	EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost	4
Educational Psychologist	EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the	5

	course of a year. The EEF toolkit states that Oral Language impact development (Average impact +5 months)	
West London Zone	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning. +7	1
Drama Therapy	EEF toolkit identifies that this has a positive impact: Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months)	5 and 6
Resources to support our developing specialist sensory curriculum	+7	1, 4, 5 and 6
LCAT	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.+7	5
Mind Up and Zones of Regulation	EEF toolkit identifies that this has a positive impact: Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months)	5
Art Therapy	EEF toolkit identifies that this has a positive impact: Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months) Arts participation (+2 months)	5
CAMHS	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.+7	5
Trailblazer	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning. +7	1, 2, 5 and 6.

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

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Support	Moderate impact for very low cost based on moderate evidence + 3	6
Family Support	Moderate impact for very low cost based on extensive evidence+4	2, 3
Development of playground	Low impact for very low cost based on moderate evidence +1	6
Attendance initiatives	Parental Engagement Moderate impact for very low cost based on moderate evidence + 3	3
Daily fruit	All children across the school were given a daily piece of fruit during the year. This had a positive impact on the children's wellbeing and overall health	1
Trips and workshops	Moderate impact for very low cost based on moderate evidence + 3	1 and 6
One-to-one pupil wellbeing support	Moderate impact for very low cost based on moderate evidence + 3	5

Total budgeted cost: £135,927

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, however from teacher assessment the following data was collected:

IN-SCHOOL HEADLINES

EYF5

Reception	Prime										Specific										GLD
	LA	U	S	MH	HSC	SC	FB	R	R	W	N	SSM	PC	TW	T	MM	BI				
N Expecteds	81	81	77	85	92	96	69	81	85	88	88	85	85	88	96	85	88				
N Exceedings	19	19	9	27	54	23	15	12	23	31	46	31	19	12	23	15	23				
R Expecteds	98	93	89	89	93	93	87	91	82	73	78	89	71	78	98	91	87				
R Exceedings	22	29	27	16	18	16	11	9	24	2	13	13	22	20	22	7	7				

Core Subjects

EXS+	Reading	Writing	Maths
Year 1	69	67	73
Year 2	74	71	83
Year 3	70	65	70
Year 4	81	77	79
Year 5	80	76	73
Year 6	87	91	91

GDS+	Reading	Writing	Maths
Year 1	38	33	38
Year 2	38	21	31
Year 3	30	35	35
Year 4	35	28	42
Year 5	20	42	31
Year 6	49	40	42

Foundation Subjects

EXS+	STEM	Humanities	The Arts	Sport	Languages					
Science	Computing	DT	History	Geography	RE	Music	Art	PE	MFL	
Year 1	84	82	84	79	79	75	88	78	93	79
Year 2	83	90	90	79	79	83	88	95	86	81
Year 3	85	77	82	68	70	78	98	98	93	78
Year 4	79	90	84	86	74	86	81	76	100	71
Year 5	87	98	93	82	84	93	92	91	96	82
Year 6	98	96	98	96	96	98	100	100	96	98

Foundation Subjects

GDS	STEM	Humanities	The Arts	Sport	Languages					
Science	Computing	DT	History	Geography	RE	Music	Art	PE	MFL	
Year 1	40	40	38	42	44	29	38	33	7	29
Year 2	38	36	31	40	40	41	36	29	10	14
Year 3	36	36	39	35	35	34	33	40	7	45
Year 4	40	40	42	44	28	33	24	21	7	21
Year 5	29	27	24	22	18	29	24	22	16	22
Year 6	47	49	38	47	44	47	44	44	18	39

Beverington Primary School
Assessment Summary Summer 2021

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.