

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 | Beckers Green Primary School |
| Number of pupils in school | 314 |
| Proportion (%) of pupil premium eligible pupils | 36 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2019/20 – 2021/22 |
| Date this statement was published | 1 st October 2021 |
| Date on which it will be reviewed | 1 st September 2022 |
| Statement authorised by | Claire Smyth |
| Pupil premium lead | Emma Carvalho |
| Governor / Trustee lead | Vicky Powell |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £145,260 |
| Recovery premium funding allocation this academic year | £16,095 |
| 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 | £161,355 |

Part A: Pupil premium strategy plan

Statement of intent

This document forms part of the **longer term strategy**, which proposes the spending of the Pupil Premium funding for 2021-2022 at Beckers Green Primary School. The school is committed to closing the gap in attainment of the children entitled to the Pupil Premium Grant. Following the extended school closure due to the Coronavirus Pandemic, the EEF (2^{7th} June, 2021) found that pupils from disadvantaged backgrounds experienced higher levels of learning loss compared to non-disadvantaged peers. In order to limit the impact of the Coronavirus pandemic on all pupils, including those from disadvantaged backgrounds, Beckers Green Primary will adopt a systematic strategy, which is dedicated to improving outcomes.

What is the Pupil Premium?

The government considers the Pupil Premium (PP) to be a key element of their education policy. Introduced in April 2011, the Pupil Premium provides additional funding to schools to target specific groups of children who are vulnerable to underachievement. These include pupils from low income families and children in care. Children eligible for Pupil Premium are classed as 'Ever 6'; those who are, or have been receiving free school meals within the past six years, are entitled to a Pupil Premium Grant (PPG) of £1385. Children in Care (CIC) and those in adoptive families are entitled to a PPG of £2410 and Service Children to a PPG of £320.

What are the aims of the Pupil Premium?

The purpose of the Pupil Premium is to raise the achievement and aspirations of disadvantaged groups of children – in Essex the performance of disadvantaged pupils is lower when compared to their peers*. Levels are also expected to fluctuate as a result of the Covid-19 pandemic. The Premium is intended to help schools to provide targeted support to improve the life chances of children from lower income families and young people who face additional challenges in their lives, so that they can reach their full potential.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Assessments, observations and discussions indicate that there are inconsistencies and gaps in core subject skills knowledge. This is particularly true of writing, which is showing the biggest post-pandemic impact. |
| 2 | Discussions with pupils and observations indicate that there are low levels of self-regulation and metacognitive skills. Improving these skills will improve pupils' ability to assess personal levels of understanding and subsequent next steps – therefore developing increasingly independent learners |
| 3 | We have observed a higher incidence of speech and language need |
| 4 | Due to isolation and sickness, we have witnessed increased levels of low attendance and punctuality |
| 5 | Assessments and observations during the lockdown and on the return to school have shown an increase in social and emotional difficulties, including lower levels of confidence and self-esteem and higher incidence of anxiety. |
| 6 | The pandemic decreased the opportunity for pro-social and enriching experiences outside of school |
| 7 | Assessment and observations show inconsistent engagement in home 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 |
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| Previous mid-achievers to make accelerated progress in writing through the effective use of LSA support | <p>Previous mid-achievers to be identified</p> <p>Learning gaps identified</p> <p>Targeted support provided, either in-lesson or through interventions</p> <p>Continual assessment of progress conducted by teacher</p> <p>Children to make in excess of six steps of progress (as measured on Target Tracker)</p> |
| Children will be able to independently make an assessment of their understanding in writing lessons and identify next steps with support | <p>Upskill staff in Zones of Regulation</p> <p>Explicitly teach Zones of Regulation to the children</p> <p>Continue with metacognitive strategies until they are embedded in daily practice: Time to Draw, the Metawalk, modelling of internal processes (I do)</p> <p>Teachers to make an assessment of progress against target termly</p> |
| Reluctant writers to be have sufficient levels of engagement in order to complete the set task | <p>Pond area dome and resources to be maintained</p> <p>Reluctant writers who enjoy Outdoor Learning identified and shared with teaching staff</p> <p>Planning and timetables shared in order to best support the children's learning when</p> |

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| | <p>out of class (children to remain in class for teaching input)</p> <p>Expectation of effort made clear in order to reach intended outcome</p> <p>Teachers and SLT to conduct regular book looks to monitor provision and progress</p> |
| Year 6 children to make accelerated progress towards KS2 assessments | <p>Children with specific gaps identified</p> <p>Booster teacher employed</p> <p>Breakfast booster clubs run by SLT</p> <p>Children</p> <p>Tutoring by trained LSAs</p> |
| Children who are not making expected or accelerated progress from Quality First Teaching alone will have targeted support in order to meet need, including children with S&L, SEN, SEMH and EAL requirements | <p>Identify children who are not making the expected levels of progress</p> <p>Conduct a professional discussion with colleagues regarding need and appropriate support to meet these</p> <p>Termly tracking of data by teachers and SLT</p> <p>Termly progress meetings and regular observations to monitor impact</p> <p>Tutoring by trained LSAs</p> |
| Ensure that all children have their physiological needs met in order to be able to learn | <p>Subsidise or fully-fund breakfast club places, where required</p> <p>Subsidise or fully-fund curriculum-linked trips, where required</p> <p>Provide new uniform and PE kit, where required</p> |
| Continual improvement of home-school relationships | <p>Termly parent-teacher informal meetings focussed on supporting home learning</p> <p>Provision of Family Support Worker</p> <p>Restart of 'Cook your dinner' initiative</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: £113,426

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| As an ongoing assessment of children's learning, key areas have been identified as priority following the national lockdowns, including <u>language development and comprehension</u> . This year, in addition to our existing early assessment and intervention programme in EYFS, we aim to improve these areas by concentrating on vocabulary in class – having provided CPD over the previous two years to ensure that staff are equipped to deliver this part of our strategy. This element will be driven through reading skills, phonics and spelling, and an awareness of the importance of quality talk in school. | Recent work on addressing educational disadvantage states that language is the key to accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together and in developing <u>relationships</u> with adults and peers. Unfortunately, the same recent work also found that there is a 27% language gap at age five between the lowest income quintile and the highest*. | 1, 3 |

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| <p>At Beckers Green, we will ensure that classes with a higher level of disadvantaged children benefit from higher levels of adult support. In order to maximise the benefit of the spend on staffing, all Learning Support Assistants have been upskilled through an in-house reading and writing course (the first element completed prior to lockdown in Spring 20, the second element conducted in June 21). Learning Support Assistants are now better-equipped to identify and address misconceptions during lesson time, maximising the progress of the child. All staff will be expected to complete case studies of children who they have worked with to encourage continued professional discussion between staff on areas of good practice. Further CPD to maximise the impact of Learning Support Assistants will be conducted in the summer term, following self-assessment.</p> | <p>In the 2019 EEF Guide the Pupil Premium, it is noted that ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’ However, further evidence from the EEF finds that teaching assistants do not have the same impact as qualified teachers. By upskilling Learning Support Assistants, Beckers Green aspires to maximise the benefit of all staff during lesson time - assessing understanding and addressing misconceptions of the children who they are working with. This is outlined as part of the draft OFSTED Inspection Framework 2019 of how schools will be judged on implementation: ‘They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary’.</p> | <p>1, 2</p> |
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| A number of LSAs were paid to complete school led tutoring training. | | |
| Collaborative learning ethos to continue, deepened by a whole-school focus on <u>metacognition</u> . This is an ongoing part of our strategy and is well-embedded in maths but continuing to require further work in the area of self-reflection. Resources were purchased in 20/21 to support teaching of this skill firstly through a regular drawing session, which are designed to give rise to conversations across the curriculum. | Beckers Green school is committed to encouraging children to become life-long learners, and metacognition supports this. The Faculty of Education at Cambridge University states in its paper titled <i>What are the benefits of metacognition?</i> That 'metacognition can boost your academic performance because in a way what it does is that it develops a teacher within yourself.' The recent work on addressing educational disadvantage* states that 'it is important for teachers to explicitly teach metacognitive skills' and outlines this area as a core part of any Pupil Premium strategy. | 2 |
| Our assessments show that the widest disadvantage gap appears in writing. We aim to engage reluctant writers through an outdoor writing experience, during usual lesson time. We have purchased a transparent dome for the pond area so that small groups of children can be immersed in the outside environment | One-to-one and small group tuition has a good evidence base for success, but as outlined by recent work*, a major issue to consider is that this lessens with lower levels of motivation. By supporting small groups, with targeted academic planning in a novel environment, we aim to increase motivation. | 1, 2, 5 |

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| <p>during their writing lessons. Every class teacher has the opportunity to use this area for groups of children who will benefit from the experience.</p> <p>Maintaining this area and resources requires funding from this budget in order to allow children to maximise their lesson time in this area.</p> | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24,983

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>-A range of targeted interventions are provided to support identified need – small groups or one to one support.</p> <p>-Covid catch-up after school booster classes for reading, writing and maths provided by school staff who are familiar with the needs of each child.</p> <p>-Staff trained to be school led tutors</p> <p>-EAL provision</p> | <p>In the 2019 EEF Guide the Pupil Premium, it states that ‘evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.’</p> | <p>1, 3</p> |

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| <p><u>-Speech and language support,</u> including Early Talkboost and NELI</p> <p>-Assessment programmes (such as Lexplore) in order to identify potential areas of difficulty</p> <p>-Booster Teacher employed to accelerate progress, working with targeted small groups.</p> <p>-Breakfast Booster clubs, as necessary, for Yr 2 and 6 preparing for end of key stage assessments, run by current staff and members of the SLT.</p> | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,633

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><u>Focus on social, emotional and behavioural aspects – to develop the emotional well-being of all children:</u></p> <p>-A Pastoral Support Manager is employed to support individuals</p> | <p>Ensuring all children are ‘emotionally’ ready for learning is vital. The Education Endowment Foundation has shown that effective behaviour programmes can impact on pupil’s progress by 3 months and <u>SEMH</u> appears as a core value in recent work*. Further to this, Maslow’s Hierarchy of Needs states that emotional wellbeing (including feeling</p> | 5 |

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| <p>with emotional well-being.</p> <ul style="list-style-type: none"> -Learning mentor provision -Interventions designed to target specific barriers for specific children, e.g. Lego Therapy and Zones of Regulation -Provision of a sensory room for children with ASD/sensory difficulties. Maintaining this room and purchasing resources when appropriate for specific individuals will come from this and the SEN budget - Provision of high-quality music tuition for years one to six | <p>belonging) is key (after physiological and safety needs) to motivating humans.</p> <p>Research (Sage Journals, 2017) shows that musical learning promotes an increase in IQ, benefits in gross and fine motor control and improved focus. Further research (University of Westminster, 2016) notes that brain scanning studies have seen an increase in nerve fibres connecting the left and right side of the brain in musicians compared to non-musicians of the same age.</p> | |
| <p><u>Focus on enrichment beyond the curriculum – to provide a range of opportunities for all children:</u></p> <ul style="list-style-type: none"> -Subsidised breakfast club places are available for working parents. -Funding for residential and day trips. -School uniform, PE kits and curriculum support materials are held in school and available for any child | <p>Beckers Green school is committed to developing a rich and varied curriculum, which offers a wide range of enriching opportunities for all children. The importance of this is evident in the draft OFSTED Inspection Framework 2019 which states, 'the curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.' Therefore, at Beckers Green we believe that children from disadvantaged backgrounds should have the same opportunities as their peers, including</p> | <p>6</p> |

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| <p>to own if parents cannot provide it.</p> <p>-Curriculum support packs sent home over school holidays (Christmas, Easter) to engage children in the broader curriculum and provide enriching opportunities.</p> <p>-Amazon Kindles purchased to ensure that every child has access to a device at home in the instance of lockdown/isolation</p> <p>-Some playground equipment has been purchased to provide a focus for structured play to encourage <u>relationships</u>. Further resources will be purchased following as assessment of what is needed on the playground to develop these further.</p> | <p>access to online learning platforms and educational resources at home.</p> <p>As above, Maslow's Hierarchy of Needs states that emotional wellbeing is key to motivating humans. For this reason, at Beckers Green we believe that no child should feel different due to a lack of uniform, PE kit or financial ability to go on a school trip.</p> | |
| <p><u>Focus on family and community – aimed to improve parental engagement and build relationships:</u></p> <p>-Extended teacher termly and initial 'new year' meetings with parents of children eligible for Pupil Premium funding. Meetings designed to</p> | <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. The Education Endowment Foundation has found that favourable parental involvement can accelerate children's progress by 3 months. In addition, the importance of <u>relationships</u> is a core value in recent work*. For this reason, at Beckers Green we want to nurture working relationships with parents</p> | <p>4, 7</p> |

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| <p>build relationships and discuss how parents can best support their children at home. Headteacher to additionally meet with families to further these conversations, to deepen the strength of relationships and address any barriers that are in place.</p> <p>-Funding for a Family Support Worker to support parental behaviour management.</p> <p>-Maths, English and Early Years Leads have recorded a series of videos for the school website, designed to explain the key methods used to teach children at each key stage (Summer 2021). This is designed to engage and help parents to support their children's learning and will be updated when appropriate to reflect current practice (release time required).</p> <p>-Free School Meal check</p> <p>-Bring A Dish (cook your dinner) sessions – parents and children (EYFS) are taught how to cook an evening</p> | <p>and support them to encourage their child's educational journey.</p> | |
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| meal by the Catering Manager, with EYFS staff and SLT present in order to build <u>relationships</u> in a relaxed, non-academic setting. | | |
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*Source: Marc Rowland, Unity Research School and Essex County Council (2021)
Addressing Educational Disadvantage in Schools and Colleges

Total budgeted cost: £152,042

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.

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| See Pupil Premium Strategy 2020-2021 for impact updates on each element |
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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 |
|-----------|----------|
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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)

We are currently in the process of setting up a new initiative called Branch Out. This is designed to be a step beyond the Outdoor Writing element of the current strategy and which will aim to meet the needs of children who find the classroom environment challenging. Start-up costs are likely to be funded from other revenue streams although it is increasingly likely that it will be funded from the Pupil Premium budget, if successful, in future years.

This current strategy marks the end of a three year cycle which has largely focussed on the CPD of staff to increase the level of Quality First Teaching happening in class. The impact of the current strategy will be fully assessed at the end of this academic year.