

Pupil premium strategy statement – Beanfield 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	710
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2021/2022-2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Sam Eathorne, Principal
Pupil premium lead	Gemma Cushing, Vice Principal
Governor / Trustee lead	Nicole Andrews Trust Leader for disadvantaged pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298,275
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£44,326
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£20,000
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>	£362,601

Part A: Pupil premium strategy plan

Statement of intent

‘Disadvantaged and Vulnerable children are at the heart of everything we do.’

Our pupil premium strategy which is a three-year plan supports and entwines with our Trusts recovery strategy and is integral to wider school plans for continued education recovery, following the Covid-19 pandemic, pupils whose education has been worst affected, including non-disadvantaged pupils.

Our intention at Beanfield primary school is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. When making decisions about using Pupil Premium funding it is important to consider the context of our school and the challenges faced by our pupils. The key focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

With that at the forefront of our thinking early on in September after initial assessments have been completed and teachers have got to know and understand the children in their classes, staff teams and senior leaders meet to analyse the data and discuss the ‘barriers to learning’ for each year group with a clear focus on identifying the needs of the disadvantaged children. From these meetings key areas of learning, experience and focus required to ensure pupil wellbeing, engagement and academic achievement are prioritised taking full advantage of funding and opportunities already readily available. The challenges identified at Beanfield are varied and there is no “one size fits all”. Regular staff meetings around disadvantage and what it looks like for our school and community ensure that key staff are involved in the identification of pupils and are fully aware of the strengths and weaknesses across the school.

Alongside our identified challenges and individual needs our approach is rooted around high-quality teaching and diagnostic assessment with a focus on areas in which disadvantaged pupils require the most support. We are also responsive to the research conducted by the EEF which states that the common barriers to learning for disadvantaged pupils can be: Weak language and communication skills, lack of self-confidence and self-regulation, less support in education at home, more frequent behaviour difficulties and attendance and punctuality issues. This approach is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

We are responsive to identified challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Key Principles

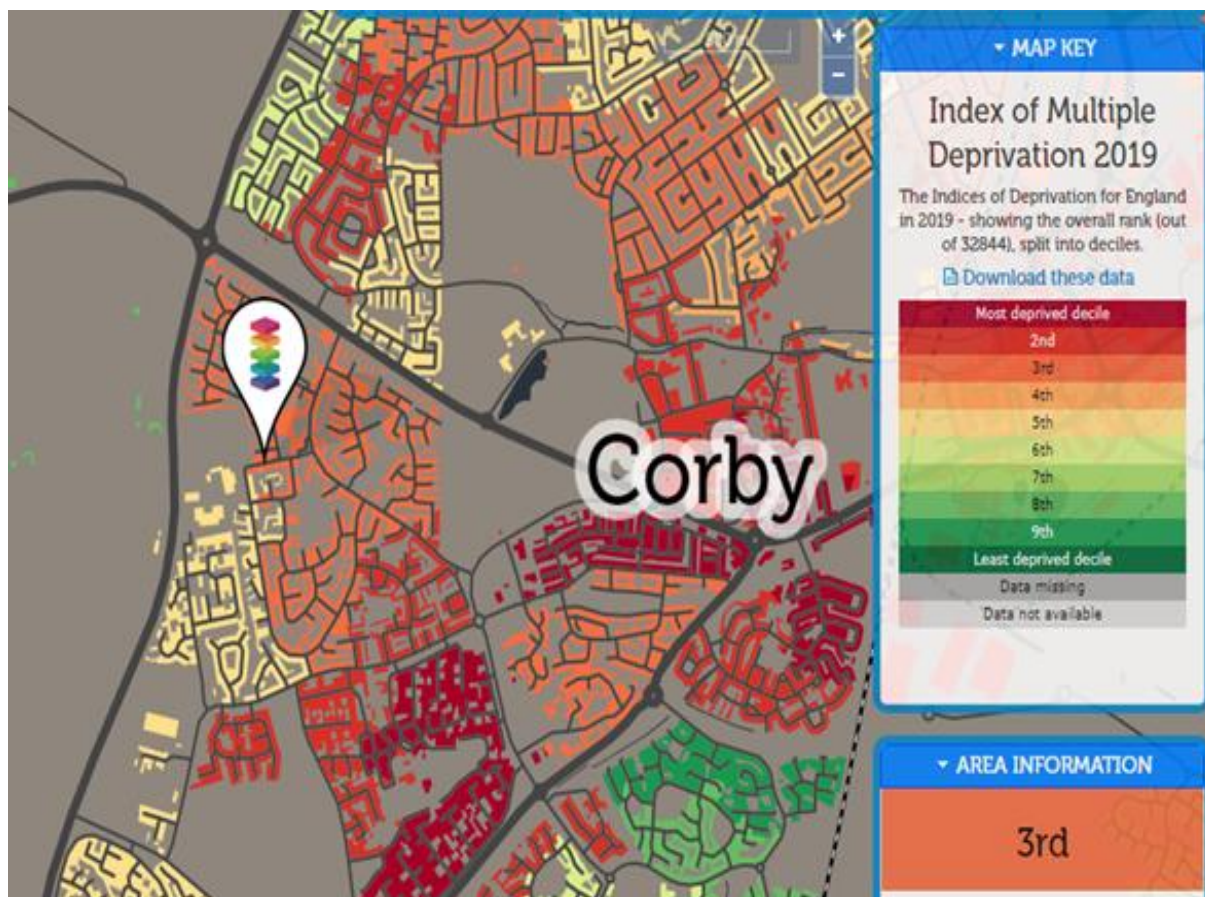
- We ensure that quality first teaching meets the needs of all pupils.
- We ensure that disadvantaged pupils are challenged in the work they are set.
- We ensure that the learning opportunities provide cultural capital and curriculum equity for all pupils.
- We ensure the appropriate provision is made for all pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

- We act early to intervene at the point need is identified.
- We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.
- We ensure all staff have the highest expectations of what all pupils can achieve.
- In making provisions for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following needs analysis which will identify priority classes, groups or individuals.

Demography and school context

Beanfield Primary School is part of the Brooke Weston MAT. We are a larger than average-sized primary school with over 700 on roll. The school has a unique 55 place Special Provision for students with an EHCP identifying severe learning difficulties including Autism, which, whilst part of our school, forms part of the local special school offer.

Beanfield serves a geographic area of social deprivation. The IMD measures the overall relative measure of deprivation across the "Lower Super Output Areas" (LSOAs) based on 7 'domains'. The map below displays the LSOAs which surround the school and they are colour coded according to which national decile they belong to decile 1 being the most deprived and decile 10 being the least deprived. At Beanfield we are in the 3rd decile meaning that our children are living amongst 30% of the most deprived neighbourhoods in the county. With some children on roll coming from areas classified within the 2nd and 1st decile



The income deprivation affecting children index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived families. At Beanfield we are in the 5th decile meaning that our children are living amongst 50% of the most income deprived neighbourhoods in the county. With 53% of our children on roll coming from areas classified within the 3rd, 2nd, and 1st decile.

There are also a high number of families who fall just under the criteria and are not eligible for pupil premium but rely on the school for additional support such as our food bank, support for trips and school uniform etc. We see high levels of social, emotional, and pastoral support required by children because of disadvantage and SEN, as well as adverse childhood experiences.

The school has high mobility levels – of the 2023/24 Year 6 cohort, only 56% had attended the school from Reception. This is due to children returning to home countries, families moving into the area as well as a large number of families coming straight from abroad which means high numbers of children starting the school at the early stages of English. Of the 22/23 academic year's Year 6 cohort, 72% have attended the school from Reception. This reflects the growing reputation of the school.

Ultimate Pupil Premium strategy objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within our internal data.
- For all disadvantaged pupils in school to reach age related expectations at the end of year 6.

Findings of commissioned pupil premium review.

Key strengths are:

- The commitment and passion of staff to drive improvement and raise standards for PP children; there is a united and strong team ethos.
- Creating a culture to empower and promote staff accountability for their Pupil Premium pupils; there is a strong positive culture with a good understanding of the importance of Pupil Premium and promoting the life-chances for these pupils. Expectations are high and there is a commitment to provide challenge at all levels, including for the more able PP pupils.
- Some whole school strategies raising awareness of PP and promotion of Quality First Teaching are in place. Beanfield have a good knowledge and understanding that QFT is essential to drive and improve educational standards for all pupils, especially those who are disadvantaged.
- Leaders have a good knowledge of their school strengths and priorities; they are accurately and critically evaluating their own practice and identifying key priorities to improve; they readily adapt provision from their evaluations.
- Parents/ carers awareness and knowledge of PP interventions and strategies and feeling listened to; they are confident to contribute and approach the school about how the funding is utilised.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing, maths, and phonics
2	Assessments, observations and staff and pupil discussions indicate underdeveloped language and communication skills, and a vocabulary deficit is more prevalent among our disadvantaged pupils than their peers. This is evident from Nursery through to KS2 leading to general underachievement in reading and writing
3	Assessments, observations and staff and pupil discussions suggest disadvantaged pupils generally have greater difficulties with Phonics than their peers. This negatively impacts their development as readers and writers.
4	Whilst statutory data at KS2 show that we are closing the gap between disadvantaged and non-disadvantaged pupils in KS2 maths, when you look closely at internal data for the year groups that follow, there is still large gaps that need to be addressed. The gaps between disadvantaged and non-disadvantaged are as follows: Year 5 – 12%; Year 4 - 14%; Year 3 - 11%. With a significant proportion of disadvantaged children sitting at B2 level, we must be better at breaking the learning down and using a disciplined CPA (Concrete, Pictorial, Abstract) approach to maths teaching. Whilst we have invested in the resources and manipulatives for the classroom, teachers must now become skilled in how to use them to support long-term mathematical thinking and sustained memory.
5	Internal assessment, observations and staff discussions show low attainment on entry to the Early Years Foundation Stage in all areas for the majority of our disadvantaged children.
6	Assessments including identification of any early help identified, observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. These challenges particularly affect disadvantaged pupils who are showing lower levels of resilience towards learning and low self-esteem which is negatively impacting on their attainment. These findings are supported by national studies.
7	Observations and staff, pupil and family discussions have identified a lack of opportunities for cultural experiences and educational experiences at home for disadvantaged pupils which has a direct effect on their attainment. Disadvantaged pupils are also less inclined to participate in extracurricular activities
8	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2% to 4% lower than for non-disadvantaged pupils. Our data over the last 2 years indicates that persistent absence for disadvantaged pupils is between 9% to 16% higher than that of their non-disadvantaged peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' attainment and wellbeing.
9	Observations and evidence indicate that some of our disadvantaged pupils have Multi Vulnerabilities such as SEND at 30% and EAL 11% and 3% of our

	children have all 3 Vulnerabilities. These are in existence from Reception till the end of KS2. Although our SEN register states that we have all four areas of need within our school the greatest area of need is communication and interaction followed closely by cognition and learning due to complexity of needs with our specialist provision.
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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
To improve the language and communication skills of all disadvantaged pupils and ensure the early identification of SLCN.	<p>Assessment and observations indicate strong improvements in the communication and oral language skills among all pupils but particularly disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>The progress and attainment gaps between disadvantaged pupils and non-disadvantaged pupils in KS1 and KS2 in reading and writing diminish by 2024/25 so that the gap is less than 12% by developing communication and language skills.</p>
To improve the phonics, reading and writing attainment among disadvantaged pupils.	<p>The progress and attainment gaps between disadvantaged pupils and non-disadvantaged pupils in KS1 and KS2 in reading and writing diminish by 2024/25 so that the gap is less than 12% by developing phonics, reading, and writing skills.</p> <p>KS1 Phonics outcomes in 2024/2025 show that more than 75% of disadvantaged pupils meet the expected standard.</p> <p>KS2 Reading outcomes in 2024/2025 show that more than 75% of disadvantaged pupils meet the expected standard.</p> <p>KS2 Writing outcomes in 2024/2025 show that more than 65% of disadvantaged pupils meet the expected standard.</p>
To improve the maths attainment among disadvantaged pupils.	<p>The progress and attainment gaps between disadvantaged pupils and non-disadvantaged pupils in KS1 and KS2 in maths diminish by 2024/25 so that the gap is less than 10% by developing pedagogy, fluency, reasoning, and arithmetic skills.</p>

	KS2 Maths outcomes in 2024/2025 show that more than 80% of disadvantaged pupils meet the expected standard.
To improve the progress and attainment among disadvantaged pupils by the end of EYFS so that the attainment gap is narrowed.	<p>Disadvantaged EYFS Pupils make as much progress as non-disadvantaged pupils in reading, writing and maths.</p> <p>All children in the EYFS also make better than expected progress across all prime areas of learning.</p> <p>The attainment gap between disadvantaged pupils and non-disadvantaged pupils is closing in reading, writing and maths with 60% of disadvantaged pupils achieving GLD.</p>
To increase levels of resilience to learning and improve self-esteem and SEMH for all pupils in our school, particularly our disadvantaged pupils.	<p>The resilience and self-esteem of disadvantaged pupils improves, and this has an impact on attainment and progress. Pupils can talk about how they learn and what they are good at.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. Quantitative data shows the attainment of these pupil is improving and they are closing the attainment gaps with their peers.</p>
To increase the number of pupils attending extracurricular activities and trips and extend their exposure to alternative cultural experiences	<p>Pupils are aspirational in their future planning and have high expectations of themselves. Disadvantaged pupils are exposed to a greater range of cultural experiences: attending trips and extracurricular clubs and this is having a positive impact to their school life experience and improving their progress and attainment. Pupils have opportunities to represent the school in a wide range of activities/opportunities.</p> <p>By 2024/25 there will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by;</p> <p>Overall attendance rate for all pupils being more than 95% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p> <p>The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 4% higher than their peers.</p>

To improve the curriculum resourcing and provision for disadvantaged pupils with SEND.	<p>To ensure the early identification of disadvantaged children with a SEND so they can get the correct provision and support to ensure they are making accelerated progress compared to non-disadvantaged/SEND children.</p> <p>Pupils with SEND have specific individual strategies to use and personalised support is in place, so the pupils are making progress from their starting points.</p> <p>Assessments show that disadvantaged pupils with SEND are making progress against their targets.</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: £187,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Commission Speech and language therapist to provide training to all key school phases.</p> <p>To enable staff to provide C&L support to children with poor speech and language development and create communication friendly environments.</p> <p>We will purchase resources and fund ongoing teacher</p>	<p>Most EYFS children are entering school with significantly underdeveloped communication and language skills alongside unidentified SLCN which are shown on the baseline assessments.</p> <p>This means that most of the children are unlikely to have the breadth of Vocabulary that reflects their experiences on entry to both Nursery and Reception without this skill being developed KS1 and KS2 children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	1, 2, 5

<p>training and release time.</p> <p>To become and ELKLAN communication school.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>The EEF guidance for EYFS preparing for literacy is based on a range of the best available evidence research and outlines the importance of focusing on early language and vocabulary development:</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p>	
<p>Purchase of RWI online training and resource package to secure stronger phonics teaching for all pupils in school and release time for staff to complete training.</p> <p>Purchase of key Phonics RWI resources to improve access to RWI for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3,5
<p>Effectively target gaps in phonics and writing through resources, intervention, training in writing and moderation and taking advice from the reading and writing strategies</p> <p>We will fund teacher release time within this area.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The EEF guidance for EYFS preparing for literacy is based on a range of the best available evidence research and outlines the importance of focusing on early language and vocabulary development:</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF guidance for KS1 Improving literacy is based on a range of the best available evidence research and outlines the importance of focusing on children's speaking and listening skills and phonics development to improve reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>The EEF guidance for KS2 Improving literacy is based on a range of the best available evidence research and outlines the importance of developing children's language capabilities and teaching reading comprehension strategies to improve reading.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1,3,5

	<p>There is a strong evidence base that suggests reading comprehension interventions, involving the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text alongside collaborative learning techniques are inexpensive to implement with high impacts on reading</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund key resources to improve maths fluency and teacher release time to embed key elements of guidance in school and to access Maths Hub resources and BWT CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance for KS2 Improving Mathematics is based on a range of the best available evidence research</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1, 4
<p>Provide High quality staff CPD around subject leadership.</p> <p>All staff released for collaborative working and knowledge sharing within BWT Development groups to enhance staff knowledge and cascades good practice into school.</p> <p>The Brooke Weston learning hub provides target CPD in different areas based in identified training needs of teachers and support staff. All staff are released for training at the BWT Training hub.</p> <p>All subject leaders are released at least once a term for CPD</p>	<p>High Quality staff CPD is essential to follow the EEF principles which outline the importance of quality first teaching. Staff meetings, CPD offers and Inset days focus on these principles and quality first teaching.</p> <p>EEF found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>The EEF guidance states Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,4,5,9

and Monitoring of their subjects.		
<p>Provide High quality staff CPD around SEND</p> <p>Staff to be released to access wider SEN CPD opportunities across the BWT and externally to support staff in their development in this area for whole school improvement.</p> <p>We will purchase resources and fund ongoing teacher training and release time within this area.</p>	<p>There is a high proportion of PP children that have a SEN link.</p> <p>High Quality staff CPD is essential to follow the EEF principles which outline the importance of quality first teaching. Staff meeting and Inset days focus on these principles and quality first teaching.</p> <p>EEF found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>The EEF guidance states Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The EEF guidance states Supporting high quality teaching is pivotal in improving children's outcomes especially children with SEND</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1, 9

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

Budgeted cost: £75,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission Speech and language therapist within school to increase identification of SLCN and provide bespoke intervention support for pupils with	Higher than average number of children in Reception and Nursery and special provision need access and referral to SALT for a SLCN. These children will require targeted 1:1 or small group intervention for a trained SALT.	1,2,9

<p>low speech and language skills and work with children on SALT programme reviews and target setting.</p>	<p>This means that most of the children are unlikely to have the breadth of Vocabulary that reflects their experiences on entry to both Nursery and Reception without this skill being developed KS1 and KS2 children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1, 3, 5</p>
<p>SEND Resourcing to meet the needs of the New SEND curriculum and support a play-based learning environment in the Special Provision/ Foxes class/ The burrow and the Rainbow hub.</p>	<p>. After reviews by our school advisor there is a need to invest in new curriculum and resources to meet all of the needs of the SEND children and support attainment and progress.</p> <p>Play based learning have a good evidence base that indicates a positive impact learning particularly for disadvantaged pupils: It can be contrasted with activities that have explicitly defined learning outcomes, or games, which are likely to have clearer rules or a competitive element. Play-based activities might be solitary or social and involve a combination of cognitive and physical elements. Activities might be adult guided, for example through the suggestion of a scenario for pretend play. In other cases, activities will be largely child-initiated ("free-play"), with adult involvement focused on the provision of props, or the design and management of the learning environment.</p>	<p>1, 2, 5, 6</p>

	Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior Student support Officer and student support officer to address emerging issues identified by the designated safeguarding/wellbeing lead, outside agencies and parents to address barriers to learning.</p> <p>Increase use of EHAs for families who need support including supporting emerging needs of families through our family hub.</p> <p>To work with our children in the rainbow hub on SEMH/ Nurture interventions</p> <p>We will purchase resources and fund ongoing CPD and whole staff training with the aim of supporting our whole school ethos and improving behaviour and wellbeing across the school.</p>	<p>With the large amount of social services involvement with children within our school it is essential that we identify social and emotional need and triggers which will affect behaviour and learning.</p> <p>According to the EEF “The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.”</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Children & Young People’s Mental Health Coalition states ‘Some children’s ability to benefit from education and fulfil their lifetime potential is hampered by their poor mental health and wellbeing.’</p>	6, 7

	<p>The EEF toolkit suggests Interventions which target social and emotional learning (SEL) improve pupils' interaction with others and self-management of emotions</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Employment of Education welfare officer to Improve attendance of key disadvantaged pupils/families to meet expectations of 95%</p> <p>To develop relationships with families to identify and support potential barriers for PP pupils with attendance <95%</p> <p>To develop relationships with families to identify and support pupils with persistence absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>Last academic year the attendance of disadvantaged pupils was significantly below that of other pupils.</p> <p>A high % of disadvantaged pupils have punctuality and attendance issues. <i>'Improving Attendance in School'</i> (DfE, 2012) makes it clear that Headteachers should see attendance as one of their most important responsibilities and, to improve it, they need to be prepared to spend both time and money.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	8
<p>Support BWT curriculum with enhanced range or learning experiences under the 50 B4 Y7 initiative.</p> <p>To provide and fund a range of experiences for children both within and out of the classroom, which develop a wider knowledge of the world and raise aspiration.</p>	<p>Develop '50 before Y7' across the whole school. The concept is designed so that a child will experience a wider range of learning and cultural experiences before they leave at the end of Key Stage 2.</p> <p>The EEF toolkit identifies that outdoor learning can have some positive benefits on academic learning although more evidence-based research is needed.</p> <p>Education Endowment Foundation EEF</p>	7
<p>To continue to provide support for disadvantaged families out of school hours through our Extended Provision.</p> <p>This will include breakfast club, after school club and holiday clubs.</p>	<p>The provision supports those with basic care needs such as food and shelter. The provision provides an opportunity for those who are not safe at home in the holidays to be safe in school. Social skills are promoted as well as friendships and confidence.</p> <p>Children also attend who struggle with lateness, the routine of coming to the</p>	8

	provision assists them with attendance and punctuality.	
Music lesson and projects led by NMPAT.	<p>The links below show the impact that music education and show that music can enhance the life chances of children in seriously deprived communities.</p> <p>Evaluations of Music education shows that engagement in music can:</p> <p>Increase development of skills including pupil's confidence, resilience, teamwork, patience, listening, concentration, perseverance and self-motivated learning.</p> <p>Has the ability to improve overall educational performance in pupils.</p> <p>Increases young people's and their family's cultural capital, resilience and aspirations for their future training and careers.</p> <p>https://www.artscouncil.org.uk/blog/how-music-transforms-lives-young-people https://www.frontiersin.org/articles/10.3389/fpsyg.2017.01694/full https://nebhe.org/journal/tuning-in-six-benefits-of-music-education-for-kids/ https://nafme.org/important-benefits-of-music-in-our-schools/</p>	7
Hardship fund to support families with renewing clothing and equipment for school.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to the needs of families and children when crises arise in the home e.g. Fire, removal of children by LA, homelessness.	All

Total budgeted cost: £ 362,601

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Since the start of this academic 2022/23 year 19 additional pupils are now eligible for Pupil Premium funding, numbers have increased to 205 within YR-6. This is an increase from 29% to 31.1% of the school, which reflects the increasing hardships within our community. The national picture would imply that this will rise further due to the current economic crisis we are facing within the country, it should also be noted that our PP funding received is still based on last year's academic figures.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data both summative and formative data and against national 2023 data. We have also looked at the phonics check results, the EYFS and results.

To help us gauge the performance of our disadvantaged pupils in 2022/23 we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantage pupils in school. We also looked at these comparisons using pre-pandemic scores for 2019, to assess how the performance of our disadvantaged and non-disadvantaged pupils has changed during this period of difficulty and hardship. Please see results below.

KS2 Disadvantaged pupil verses non-disadvantaged results for academic years 2019 and 2023 and national.

Phase	Aspect	2019		2023		National 2023	
		Dis	Non-Dis	Dis	Non-Dis	Dis	Non-Dis
Year 6	Reading Standard	57%	79%	73%	79%	60%	78%
Year 6	Writing Standard	69%	81%	55%	70%	58%	77%
Year 6	Maths Standard	66%	81%	79%	79%	59%	79%
Year 6	Combined	49%	73%	53%	63%	44%	66%

The data for KS2 demonstrates that the attainment of the school's disadvantaged pupils in 22/23 was higher than in 2019 (pre pandemic school data) and higher than the 2023 national data in all areas except writing including combined. This shows that despite the difficulties and disruption to learning caused by the Covid 19 pandemic our disadvantaged pupils are making

good progress and are continuing to close the gaps between themselves and their non disadvantaged peers in all subjects except writing which will become a focus for this year's strategy.

The data also shows that the gaps between disadvantage pupils and non-disadvantaged pupils within our school are closing within all subjects (except writing) including combined. All gaps in 2023 being at or below 10% except writing which is at 15% but this has reduced from a gap of 24% in 2019. These figures confirm that our disadvantaged children have, in fact, achieved very good outcomes which exceed national performance on all measures except writing at KS2 which still has a gap of 3% The national disadvantage gap in 2023 is similar across subjects, ranging from 18 percentage points in reading and science to 20 percentage points in maths. This means that our schools disadvantaged gaps in KS2 are between 4% and 20% lower in all subjects than the national gaps for disadvantaged pupils. This shows that the attainment of our disadvantaged pupils has increased more over time than disadvantaged pupil nationally and more than our non-disadvantaged pupils in most subjects indicating that our strategy is closing the disadvantage attainment gap for our pupils over time.

KS1 Disadvantaged pupil verses non-disadvantaged results for academic years 2019 and 2023 and national.

Phase	Aspect	2019		2023		National 2023	
		Dis	Non-Dis	Dis	Non-Dis	Dis	Non-Dis
Year 2	Reading Standard	61%	75%	59%	85%	54%	73%
Year 2	Writing Standard	65%	77%	41%	57%	44%	65%
Year 2	Maths Standard	61%	79%	55%	77%	56%	75%

The data for the KS1 assessments show that, attainment of the school's disadvantaged pupils in 2022/23 was lower than in 2019 (pre pandemic school data) in all subjects. It has dropped by 2% in reading, 24% in writing and 6% in Maths. However, this is reflective of the national picture for KS1 disadvantage pupils who have had their early years of education and life experiences disrupted by the covid 19 pandemic as evidenced in schools across the country. School closures were most detrimental to our KS1 disadvantaged pupils. This is reflective of the national results and demonstrates the additional impact that COVID-19 had on disadvantaged pupils in KS1 at Beanfield and across the county.

The schools reading data is positive at 5% higher than disadvantaged pupils nationally and our maths data is only 1% below national. This indicates that the reading and maths focus of our strategy is beginning to have an impact on KS1 disadvantaged pupils to help close the gap. However, we recognise the gaps between are disadvantaged and non-disadvantaged in KS1 are too large which is why raising the attainment and progress in maths, reading and writing of our disadvantaged pupils in KS1 is a big focus of our current strategy. It also shows that so far, the KS1 children have not benefited from our Pupil Premium funded improvement to teaching and targeted intervention to the degree we had intended and so they must be a clear focus for the current plan.

Phonics Disadvantaged pupil verses non-disadvantaged results for academic years 2019 to 2022.

Phase	Aspect	2019		2023		National 2023	
		Dis	Non-Dis	Dis	Non-Dis	Dis	Non-Dis
Year 1	Phonics	88%	82%	50%	71%	67%	83%
Year 2	Phonics	91%	87%	55%	79%	81%	91%

The data for the Year 1 phonics assessments show that, attainment of the school's pupils in 2022/23 is significantly lower than in 2019 and the 22/23 national data for both our disadvantaged and our non-disadvantaged pupils. Our analysis suggests that the reason for this is primarily the ongoing impact of the COVID-19 pandemic, as evidenced in schools across the country, school closures were most detrimental to our disadvantaged pupils. This is reflective of the national results and demonstrates the additional impact that COVID-19 had on disadvantaged pupils in year 1 at Beanfield and across the country. We recognise this gap is too large which is why raising attainment in phonics for all of our pupils is a focus of our current plan.

EYFS Disadvantaged pupil verses Non-disadvantaged GLD results for last academic years 2019 to 2022.

Phase	Aspect	2019		2022		2023	
		Dis	Non-Dis	Dis	Non-Dis	Dis	Non-Dis
Reception	GLD	89%	77%	43%	53%	41%	67%

Over the period from 2017 to 2019 the reception end of year GLD outcomes showed that, our disadvantaged pupils performed as well as or in some years better than their non-disadvantaged peers. In 2019 disadvantaged pupils outperformed their non-disadvantaged peers by 12% and their disadvantaged peers nationally by 32%. However, in 2021/22 the GLD outcomes for disadvantaged and non-disadvantaged pupils has dropped significantly with the gaps standing at 10% between themselves and their peers. This picture is again reflected in 2022/23 data which shows that gap has grown wider between our disadvantaged and non-disadvantaged pupils and now stands at 26%. This again shows the impact that the Covid-19 pandemic has had on EYFS children in this country but especially on the disadvantaged children.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing information.

Although overall attendance in 2022/23 was at 92.98%, which was below the national average at 95%. Attendance among disadvantaged pupils was 2.3% lower than their non-disadvantaged peers at 91.4% and 93.7% respectively. However, this gap is smaller for our disadvantaged pupil than it was in 2021/22 which was 4% lower than their non-disadvantaged peers at 89.7% and 93.5% respectively. In 2022/23 persistent absence among disadvantaged pupils

was 8.5% higher than their non-disadvantaged peers at 26.3% and 17.8% respectively. This means that in the last year the gap has closed by almost half as it sat at 16% in 2021/22. This is indicating that our strategy is closing the attendance gap for our pupils over time, but we recognise this gap is still too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments and observations indicated that pupils' wellbeing and mental health were significantly impacted last year, primarily due to ongoing issues arising from COVID-19 and the cost-of-living crisis. The impact was particularly acute for disadvantaged pupils. Referrals for wellbeing and nurture support remain high. Due to the high needs a nurture class has been established and additional wellbeing interventions have been added to meet the needs of 61 pupils (26 of whom are disadvantaged) currently requiring support with social and emotional needs. All of these pupils receive either small group or 1:1 interventions carried out by the student support officers. Our new nurture class has 7 children in 6 of which are disadvantaged. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this strategy. Pupil voice questionnaires and our Ofsted inspection show that children feel happy and safe in Beanfield primary and have an understanding how to get help and support if they need it.

These results and our analysis mean that we have made solid progress on our strategy targets for the academic year 22/23 and if we continue to make sustained progress and that progress continues to have an impact on disadvantage pupils progress and attainment, we will be on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the intended outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year differently to target new areas of focus such as writing and in CPA in maths that have been identified in our pupil progress meeting and School improvement plan. This is set out in the Activity in This Academic Year section above.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Speech and Language Therapist	Kristina Smith
Early Talk boost	I Can
Ruth Miskin Online training portal	Ruth Miskin
Music lessons	NMPAT

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
<p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p> <p>We have a student support officer dedicated to the emotional wellbeing of disadvantaged children which include working with all of our service children. She helps pupils create 'still photo books' and 'talking photo books' to stay connected to their deployed parent, and a memory box for if they move schools.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.</p>

Further information (optional)

Additional activity:

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. They will include:

- Use of PIXL
- Pedagogy & Coaching training and Development
- ELSA
- Senior mental health training
- Extra-Curricular and before and after school activities
- Rainbow class (Nurture Hub)
- Curriculum development Group /
- Whole Trust moderation days
- Year Group trust planning days
- Family hub offering a range of activities to parents e.g coffee mornings and 1, 2, 3 magic.

Planning, implementation, and evaluation:

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We commissioned a pupil premium review to get an external perspective. We also took part in North Northants County Pupil Premium Training project ran by Marc Rowland who is a foremost expert on the effective use of the Pupil Premium and improving outcomes for disadvantaged learners. He is or has worked with the DfE, the Jersey government, numerous local authorities and over 500 individual schools to support them with their strategies to improve outcomes for disadvantaged pupils. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.