

Beulah Infants and Nursery School: 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 | Beulah Infants and Nursery School |
| Number of pupils in school | 204 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 to 2024/25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Deborah Butler Head of School |
| Pupil premium lead | Sarah Caesar |
| Governor / Trustee lead | Adrienne Cluer |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £86,000 |
| Recovery premium funding allocation this academic year | £9,135 |
| 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 | £95,135 |

Pupil overview

| Year Group | Number of Pupils | Percentage |
|------------|------------------|------------|
| Nursery | 6 | 25% |
| Reception | 23 | 38% |
| Year 1 | 26 | 43% |
| Year 2 | 25 | 42% |
| Total | 80 | 39% |

Pupil Premium Strategy Plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this intention, including progress for those who are more-able.

We will consider the challenges faced by all our vulnerable pupils, such as those who have a social worker, an Education and Health care plan or are living in temporary accommodation and ensure that teaching and learning opportunities meet the needs of all of our pupils, recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit all pupils in our school. Implicit in our intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure pupils who are eligible for PPG make good progress in comparison to other pupils of similar ability at the end of the key stage

- monitor and target PPG children across the school to ensure that the performance of PPG children in all cohorts is in line with non-disadvantaged peers and, where it is not, put support in place to diminish the difference;
- act early to intervene at the point need is identified
- ensure that barriers to learning for PPG pupils do not have a negative impact on their academic progress;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Internal and external data indicates that literacy attainment among disadvantaged pupils is below that of non-disadvantaged pupil and that disadvantaged pupils have greater difficulty acquiring early reading skills.</p> <p>On entry to Reception class in the last 2 years, there has been a gap of 6%-16% between our disadvantaged pupils compared to other pupils arriving at age-related expectations.</p> <p>In 2019, 90% Non-disadvantaged pupils passed the phonic screen test compared to 87% other pupils.</p> |
| 2 | <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, there has been a gap of 8%-10% between our disadvantaged pupils compared to other pupils arriving at age-related expectations.</p> |
| 3 | Disadvantaged pupils have less reliable or no access to online learning opportunities. |
| 4 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly EAL pupils. These are evident from Reception through to KS1. |
| 5 | Speech and language is identified as the most prevalent additional need in the school with PPG pupils making up a large percentage of SEND pupils with this need. |
| 6 | Percentage of disadvantaged pupils being identified as 'persistently absent' higher than for non-disadvantaged pupils where absenteeism is negatively impacting disadvantaged pupils' progress. |

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| 7 | Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of opportunity for children to attend pre-school provisions, lack of access to professional support. For example, Health Visitors and the family GP. Additionally, no access to playgroups and Children Centers has led to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 8 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths. |

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 close the gap in attainment (Good Level of Development) for disadvantaged pupils in the Early Years. | The GLD outcomes show that the percentage of disadvantaged pupils meeting expected standard is at least in line with national in all areas of development, including social and emotional development. |
| Improved reading attainment among disadvantaged pupils. | KS1 reading / EYFS reading and comprehension outcomes by 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national. |
| Improve outcomes in maths reasoning among disadvantaged pupils | KS1 maths / EYFS number and numerical patterns outcomes by 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national. |
| Improve outcomes in writing among disadvantaged pupils | KS1 / EYFS writing outcomes by 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national. |
| Improve access to online learning for PPG and other vulnerable pupils | Pupils with no previous access demonstrate involvement in online learning. |
| Improved oral language skills and vocabulary among disadvantaged pupils by developing a language rich curriculum. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils, supported by other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improve access to quality SALT therapy for pupils | Work with outside provider (Love to Talk) ensures access to quality SALT therapy and allows SEND pupils with SALT needs to reach speech development targets. |

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| with speech related additional needs. | |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, parent feedback and teacher observations • participation in enrichment activities, particularly among disadvantaged pupils • improved communication skills for pupils with identified SLCN barriers to learning. • Improved behaviour and attainment for pupils with identified SEMH barriers to learning |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being at or below national levels, and the attendance of disadvantaged pupils being in line with non-disadvantaged pupils • the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being in line with non-disadvantaged pupils. |
| To diminish gaps in pupil attainment, particularly between disadvantaged and all pupils, which have grown as a result of the partial closure of schools. | <p>Pupils make rapid progress and close gaps. Knowledge gaps leading to pupils falling further behind age-related expectations are addressed and reversed, especially in writing and maths.</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: £11,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase and implement 'Little Wandle' DfE approved SSP to secure stronger phonics teaching for all pupils. Training for staff to ensure phonics intervention is correctly taught | 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. | 1, 4 and 8 |
| Purchase additional resources and Implement 'Little Wandle' reading practise strategies and in class teaching and booster groups and for books to go home | EEF identifies reading comprehension strategies as a low cost, high impact intervention. | 1,4,8 |
| Purchase and monitor use of Chromebooks for PPG pupils without access to technology in KS1 | Impact of learning technology recognised in DfE 'Realising the potential of Technology in education' 2019 and EEF 'Using digital technology to improve learning. | 3 |
| Improve vocabulary skills for pupils who have low spoken language skills, including pupils with EAL. | 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 impact on reading | 1,4, 5 and 8 |
| Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance with CPD related to 'Maths Mastery'. | 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, including the benefit of a 'Maths Mastery' approach. | 2 ,8 |
| Improve the quality of well-being support for learners and embed BLP (Behaviours for Learning) into routine educational practices, supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, with behaviour interventions identified as have impact for low cost by the EEF. Metacognition and self-regulation are identified by EEF as high impact, low cost approaches. | 6, 7,8 |

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

Budgeted cost: £70,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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: | 1, 4 and 8 |
| Provide school-led tutoring for pupils 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 and in small groups: | 1,2,4 and 8 |
| Provide in school, focused EAL support group in reading comprehension, writing and maths to support pupils falling behind. | Small group tuition identified as having a moderate impact based on low cost by EEF. Quality Teaching Assistant led interventions identified as having impact based on moderate costs. | 1,2,4,8 |
| Speech therapist and practitioner from 'Love to Communicate' to work with pupils 1:1 on specific SALT targets. | Link between improved language skills with improved reading skills | 4, 5 and 8 |

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

Budgeted cost: £13,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Intervention to work with pupils 1:1 and small groups to address SEMH barriers to learning | Behaviour interventions identified as providing moderate impact for low cost by EEF. Evidence suggests highest impact for approaches that focus on self-management or role play and rehearsal | 7 |
| Providing a wide range of high-quality extracurricular activities, including trips, to boost wellbeing, behaviour, attendance and aspiration for disadvantaged pupils | Arts participation and physical activity identified as low cost interventions with moderate impact. | 6,8 and 9 |
| Embedding principles of good practice set out in the DfE's advice on improving attendance. Appointing EWO to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
| Provide free school milk to disadvantaged pupils in KS1 | Research shows that if children are hungry, this impacts their capacity to learn. | |
| Provide subsidised or in some case free places at our breakfast and/or after school provision to support well-being, socialisation and attendance issues or to support families in particular need due to home circumstances. | Impact of improved parental engagement is outlined by EEF as having moderate impact for low cost based on extensive evidence. | |

Total budgeted cost: £95,200

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.

Internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and live teaching using Google meet. During Lockdown the school supported PPG pupils particularly by:

- Providing Chrome books, Wi-Fi access and IT support to enable our most vulnerable PPG pupils to have access to learning;
- Offered 'keyworker' places to vulnerable and/or PPG pupils;
- Providing a daily 'hot meal' food service for the duration of Lockdown and provisions to supplement the national voucher scheme;
- Providing home delivery service of meals, provisions and work for pupils in families where attending the school site was not possible;
- Regular telephone contact to support learning and mental and emotional wellbeing.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and an increase in persistent absence in this group is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. 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 plan.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback, where EEF research has demonstrated that this has significant benefits for pupils, particularly disadvantaged pupils.
- Providing Play and Music Therapy to support pupils identified by staff, social workers and parents as needing well-being support.
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Planning, implementation, and evaluation

In planning our new pupil premium strategy, 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 and to 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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.