

# 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	Beckermet Church of England Primary School
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 -2022
Date this statement was published	December 21
Date on which it will be reviewed	December 22
Statement authorised by	C Birkett
Pupil premium lead	C Birkett
Governor / Trustee lead	T Baldwin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4310
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£6310</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*At Beckermet Primary School we believe that every child should have the opportunity “To Let their Light Shine” irrespective of any challenges that they may face allowing them to flourish and grow as healthy, positive members of the community. Disadvantage should not be a barrier to personal and academic success.*

*At Beckermet school we aim to support our children and families to overcome any obstacles so that our children can achieve personal and academic success through quality provision and tailored support.*

*To allow this we endeavour to include all stakeholders in the process. Home-school-community. Allowing all children to achieve their best and make good progress.*

*Our key principles are to provide high quality education which is challenging and supportive from highly trained adults who can support with precision. The support will come in a range of ways:*

- Teachers developing their classroom practice through a deep understanding of researched based teaching principles which will increase the provision for all, but in particular those who need support
- Teaching Assistant precision intervention for emotional support (ELSA/Time to Talk, reading, writing (RWInc) (Talkboost) and maths 1<sup>st</sup> class and 2<sup>nd</sup> class @number)
- Teaching Assistant CPD -ELSA – to support the emotional wellbeing of targeted children
- Specialist counselling and support for children with greater emotional needs
- Additional hours of TA support to deliver interventions

## Challenges

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

Challenge number	Detail of challenge
1	Some children demonstrate gaps in knowledge, skills and understanding. This is due to many reasons: concentration, working memory, lockdowns over the past two years.
2	Social and emotional well being of some of vulnerable and disadvantaged children lack confidence, motivation and resilience to learning. Complex family

	situations sometimes lead to child not being ready to learn.
3	Parental engagement with reading and homework- not seen as a high priority
4	Gaps in learning due to pandemic – opportunities for longer pieces of writing and problem solving and practical maths activities
5	Attendance of disadvantage and vulnerable (punctuality)
6	Access to high quality CPD

## 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
Teaching across school to have a high level of consistency in relation to strategies that support effective learning	<ul style="list-style-type: none"> <li>Continuous staff CPD – 1<sup>st</sup> class and 2<sup>nd</sup> class@number/ELSA/STEM/</li> <li>Monitoring and coaching opportunities</li> <li>Opportunities for reflecting on past learning and building on new</li> </ul>
Children who demonstrate gaps in learning will be supported through effective adult support and targeted intervention	<ul style="list-style-type: none"> <li>Effective use of assessment to identify gaps in particular children and set targets to achieve and make progress</li> <li>High quality targeted support 1-2-1/small group interventions</li> <li>Parental commitment to additional hours of learning/intervention groups</li> <li>Skills learned in groups to be applied when back in classroom</li> </ul>
Children will display high levels of fluency in relation to basic skills in mathematics. They will be able to recall basic concepts and knowledge with increasing confidence	<ul style="list-style-type: none"> <li>Precision teaching to target basic skills in maths</li> <li>Use of TTRS/Whizz Maths/Quizzes to show retention of math skills</li> <li>Use of Catch up Funding alongside PP (Third Space Learning – KS2 target children</li> </ul>
The attendance of PP and vulnerable children will be in line with the national average	<ul style="list-style-type: none"> <li>Good communication home school</li> <li>Support families engage other agencies if necessary</li> </ul>
Children to have a safe place/person to share worries and concerns with. To engage other agencies to support in emotional well being and staff to be suitably trained in supporting children with emotional well being	<ul style="list-style-type: none"> <li>High quality staff training (ELSA)</li> <li>Engagement of other agencies</li> <li>Timetabled small group /1-2-1 intervention</li> <li>Worry Monsters/reflection pods developed in class</li> </ul>

Have termly meetings with parents to support engagement in expectations and learning in school – TEAMS or face to face	<ul style="list-style-type: none"><li>• Timetabled meetings to engage parents in learning and expectations</li><li>• Regular updates via classdojo to further develop parental communication</li></ul>
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## 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: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Provide training for teachers regarding research-based pedagogy so that they can identify gaps in learning and develop their expertise in teaching and learning	Quality first teaching supports all learners to make effective progress. “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.” <a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	6
<i>Additional TA hours to support delivery of high quality 1-2-1 or small group support and interventions across school</i>	HLTA and STA to be used to help pupils develop independent study skills and given direction to deliver high-quality one-to-one and small-group support. <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1 2 4
<i>Enrichment of our maths teaching and curriculum. Maths training in implementation and identifying the gaps</i>	<a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in the Early Years and Key Stage 1   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	4

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Deployment of support staff to target individuals	<p><a href="#">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p> <p>1-2-1 tuition can be effective, accelerating learning</p>	1 2 4
<i>Additional phonic and precision maths teaching</i>	<p><a href="#">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p> <p>1-2-1 tuition can be effective, accelerating learning</p>	12 4
<i>Engaging with national catch up programme a blend of tuition, mentoring and school led tuition for targeted pupils</i>	<p><a href="#">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a></p> <p>1-2-1 tuition can be effective, accelerating learning</p>	1 2 4
<i>Targeted social and emotional well being groups - ELSA/ Time to Talk</i>	<p>Targeted support for specific individuals and families</p> <p><a href="#">EEF_Social_and_Emotiona_Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	2

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

Budgeted cost: £ 1310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trained staff to deliver high quality emotional support</i>	<a href="#">EEF_Social_and_Emotiona_Learning.pdf (educationendowmentfoundation.org.uk)</a>	6
<i>Work closely with families and other agencies to support those who have attendance/punctuality issues</i> <i>Complete Parental Engagement focus (Well Project)</i>	<p><a href="#">Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	3 5
<i>Embed morning routines in class of wellbeing – sharing/working as part of a team/resilience</i>	<a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	2

**Total budgeted cost: £ 6310**

## 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.

*The last two years have been a great challenge for all schools. Attempting to keep schools open and operating and delivering a full and ambitious curriculum to all.*

*Our two main aspects of support beyond the classroom have and are based on 1-2-1 and small group intervention using highly trained support staff and pupil well being. Even during lockdown small group interventions were targeted via zoom and well attended.*

*As children returned to school it was clear that there were gaps in learning and emotional resilience was at a low. Clear timetables of support whether this be in class/1-2-1 or small groups to deliver high quality interventions were created, maximising every minute of the day.*

*Additional support given before and after the school day to accelerate learning.*

SEND support identified/ Early Help cases initiated if progress was meeting the expected standard.

Targeted CPD for support staff to further develop their expertise has had a very positive impact on our vulnerable and PP children

Our assessments and observations indicated that pupil behaviour and well being was impacted on last year, primarily due to COVID. This particularly impacted on our PP children and vulnerable. We used the PP funding to support the well being of our children and support their wellbeing.

## 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
ELSA	County Council Ed Psych provided training
1 <sup>st</sup> class @ number	Every Child Counts
Talkboost	iCan.org

## Further information (optional)

*Further interventions we are planning to use in the up and coming year to support in the gaps in learning in maths – Whizz Maths – online tutoring*

*NELI – Early Language Intervention*