

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	The Beacon CE Primary
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 21
Date on which it will be reviewed	July 22/Autumn 22
Statement authorised by	Sally Aspinwall
Pupil premium lead	Josh Blundell
Governor / Trustee lead	Margaret Rowlands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,650
Recovery premium funding allocation this academic year	£24,650
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	£253,300

Part A: Pupil premium strategy plan

Statement of intent

Our objective at The Beacon CE 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. Through our strategy, we aim to support disadvantaged pupils achieve that academic goal, regardless of prior attainment, and provide pastoral support and wider opportunities to allow all of our pupils to flourish.

As recommended by the Education Endowment Foundation (EEF), our strategy utilises a three-tiered approach to supporting our pupils. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We also focus on targeted academic support for pupils identified by school staff through formative, and summative, assessment. Wider strategies are also identified, this is key in supporting our pupils progress to develop their cultural capital. 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.

To support the delivery of our strategy, we will also utilise the National Tutoring Programme. Again, through formative and summative assessment, selected pupils will be identified to receive extra tuition based on their academic needs. School staff will work alongside a designated tutor in order to form a coherent, consistent approach to teaching and learning.

We will ensure that our approach is monitored throughout the year, with challenges and individual needs identified and responded to. The impact of our strategy upon our disadvantaged pupils will be analysed, and discussed, at half-termly meetings held by the Pupil Premium Strategy team.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Through observations and pupil voice, it is clear that attitudes towards learning have become a barrier to progress, particularly with our disadvantaged pupils. Resilience and a sense of pride of something that must be encouraged and enhanced over time.
3	Attendance data for 2020-21 shows a slight discrepancy (1.03%) between disadvantaged pupils (96.47%) and non-disadvantaged pupils (97.5%)
4	Due to Covid-19 we have been unable to support our pupils in developing their first-hand experiences. We must ensure that our strategy provides all of our pupils with the life experiences they require to progress and develop.
5	Through our time working with, and supporting, our families, it is apparent that a lack of family support can negatively impact upon the development of our disadvantaged pupils. Some of our disadvantaged pupils lack support socially and emotionally, whilst others may lack academic support such as attendance, learning support, attending school with the required equipment.

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
Phonics	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average
Meeting expected standard at KS1 and KS2 (RWM Combined)	Proportion of disadvantaged pupils achieving RWM combined to improve.
Achieving high standard at KS1 and KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving the high standard in RWM combined is at least maintained.
Progress in Reading KS2	Achieve national average progress scores in KS2 Reading (0)
Progress in Writing KS2	Achieve national average progress scores in KS2 Writing (0)
Progress in Mathematics KS2	Achieve average KS2 Mathematics progress score in maths (0)
Other	Improve attendance of disadvantaged pupils to the national average.

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: £118,279

Activity	Evidence that supports this approach	Challenge number(s) addressed																		
Provide children in UKS2 with smaller, targeted groups for English and Maths. Use teaching-staff specialisms to deliver high-quality, personalised sessions for children with various abilities.	Academic data up to 2019 had been consistently above the national average across KS1 and KS2. <table border="1"> <thead> <tr> <th>Subject</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>73%</td> </tr> <tr> <td>GPS</td> <td>84%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>88%</td> <td>78%</td> </tr> <tr> <td>Maths</td> <td>91%</td> <td>79%</td> </tr> <tr> <td>RWM</td> <td>77%</td> <td>65%</td> </tr> </tbody> </table> <p><i>*Data from 2019</i></p>	Subject	School	National	Reading	75%	73%	GPS	84%	78%	Writing	88%	78%	Maths	91%	79%	RWM	77%	65%	1 and 2
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Provide an additional teacher in LKS2 to support in RWI delivery.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2																		
Provide children in KS1 with teaching-staff specialisms to deliver high-quality sessions for children with various abilities.	Academic data up to 2019 had been consistently above the national average across KS1 and KS2.	1 and 2																		
Develop skillsets of children through specialist teaching in swimming and music by providing sessions led by subject specialists and the In-Harmony programme.	https://www.liverpoolphil.com/media/232814/10-years-of-learning-in-harmony-liverpool-january-2019.pdf	1, 2, 4 and 5																		
Provide specialist tutoring through the use of the NTP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 and 5																		

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

Budgeted cost: £78,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerate the progress of PP children in Reading/Phonics through the continued delivery of Reading Recovery and Readers Count.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2
Improve children's mental wellbeing and behaviour through academic and pastoral mentoring.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emoional_Learning.pdf	2 and 3
Provide RWI catch-up sessions to Y3 pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2
Provide 'Freshstart' phonics intervention to selected UKS2 pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2
Improve the working memory of pupils in relation to attainment in maths through the delivery of the working memory programme.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory	1 and 2

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

Budgeted cost: £56,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families to overcome barriers to learning; in particular attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	2, 3 and 5
Provide numerous enrichment activities for PP children; Breakfast Club, residentials, educational visits.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills	3, 4 and 5
Improve the outdoor provision in EYFS to provide the best possible learning environment for all pupils.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning	1 and 2
Boost concentration, health and wellbeing through edible playgrounds. Provide further outdoor learning opportunities.	https://www.treesforcities.org/downloads/files/AnnualReport-mac.pdf	1 and 2
To provide additional IT resources.	Due to Covid-19, the need to provide additional IT resources wherever necessary has increased.	1 and 2

Total budgeted cost: £253,387

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.

Please click the link below to see the impact of our 2020-2021 strategy statement.

http://www.beaconceprimary.co.uk/serve_file/2501987

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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