



Pupil Premium Strategy Statement September 2021 – August 2022

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

School name	Beal Vale Primary School
Pupils in school	198
Proportion of disadvantaged pupils	88 (44%)
Pupil premium allocation this academic year	£117,000
Academic year or years covered by statement	September 2021 – August 2022
Publish date	October 2021
Review date	July 2022
Statement authorised by	G Ball
Pupil premium lead	G Ball
Governor lead	K Halliwell

Funding Overview

Details	Amount
Pupil premium funding allocation this academic year	£129,120
Recovery premium funding allocation this academic year	£15,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£144,880

Statement of Intent

Our aim at Beal Vale Primary School is to provide all students with the opportunity to achieve their full potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to a diverse and bespoke curricular designed especially for our pupils. This ensures we are supporting the development of the 'whole' child to achieve their ambitions and flourish in life.

There may also be complex family situations that prevent children from flourishing. The challenges can be varied. Quality First Teaching is the most important lever that we have as a school to improve outcomes for disadvantaged pupils. Improving the quality of teaching will also benefit other groups - including higher achievers. Ensuring that every teacher is supported and receives targeted professional development in order to keep improving is one priority for our Pupil Premium spending. In 2021-22, CPD from the National College will support teachers and leaders within the school.

Targeted academic support - Evidence shows the positive impact that targeted academic support can have. Our intent is to provide this through classroom teachers and teaching assistants linking with small group tuition and one-to-one support. Trained support staff are deployed to work with small groups and one to one to provide intervention that will close academic gaps and support emotional wellbeing.

Schools wider strategies will continue to address the non-academic barriers to success in school and relate to behaviour and social and emotional support. In order that economically disadvantaged pupils have access to our wider opportunities, all activities and lessons incurring a cost are subsidised for parents/carers of children with Pupil Premium funding. This includes educational trips and visits, music lessons with peripatetic teachers, after school activity clubs and our curriculum enrichment time in school. The schools learning mentor provides nurture and social skills groups which support our most vulnerable and disadvantaged children; one to one (or small group) supervision for pupils requiring or requesting time out of the classroom for emotional and/or behavioural needs. The pupil wellbeing lead fosters good communication between school and vulnerable families around attendance, behaviour, physical and emotional health.

Our key objectives are:

- To ensure that all disadvantaged children at Beal Vale Primary School should reach their potential
- To raise the aspirations of all disadvantaged children
- To ensure that all children reach the attainment levels of non-disadvantaged children.
- To develop the life chances of all disadvantaged children
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences.

Challenges

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

Number	Details of challenge
1	Impact of school closures due to COVID-19 and address gaps in learning.
2	Poor language and communication skills on entry to school. Lack of life experiences and aspirations for the future.
3	Lack parental support and engagement in their child's education and a lack of aspirations in children.
4	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children. 45% of children eligible for Pupil Premium across school.
5	To address attendance fluctuations (including COVID-19 related absence) and punctuality rates

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
<u>Whole-school ethos of attainment for all</u> Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners. Ensure quality teaching for all and reduce the progress gap between disadvantaged pupils and their non-disadvantaged peers is closed.	The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; by the implementation of a bespoke, broad and balanced new curriculum that meets the needs of the children attending Beal Vale Primary School. Professional development to continue to focus on securing strong subject knowledge, questioning, feedback, metacognition and self-regulation. The attainment of disadvantaged children is at least in line with non-disadvantaged children.
<u>Development of the whole child</u> Improving self-regulation and mental health and wellbeing for pupils. A range of approaches to support developing self-confidence, social skills and careers are effective in addressing low aspirations of disadvantaged pupils.	Reduction in behaviour incidents relating to poor social skills. Pupils are able to self-regulate in lessons and free playtimes improving learning behaviours and outcomes and social skills.
<u>Addressing behaviour and attendance</u> To ensure all children access a high quality education regardless of background and academic ability	Attendance will be at least 96% in line with national average. The gap between disadvantaged and non-disadvantaged children is narrowed.
<u>Meeting individual learning needs</u> There is a strong understanding of the barriers to learning and how these barriers present in school.	Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects. Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and CPD to support quality teaching and learning through a range of strategies/ feedback and reflection including National College and development of subject leadership role.	Supporting the attainment of disadvantaged pupils (2015) identified that one of the key strategies for successful schools was a focus on high quality teaching. EEF Toolkit – the impact of teacher feedback is 5+ additional months progress over the course of the academic year in secondary schools. Metacognitive and self-regulatory strategies provide high impact. Our focus is to build opportunities for pupils to reflect on and monitor their own strengths and weaknesses.	1,2,3,4,5
Revision of current teaching practices to ensure systematic catch up teaching and consistency across the school. Training and up-skilling of subject leaders to monitor and develop curriculum coverage and standards. Continue to develop the role of subject leaders to support new curriculum approach. Training and development of subject leaders. Rigorous and robust pupil progress systems embedded in school.	EEF Toolkit – various strands such as Mastery learning, Collaborative learning. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction - One-to-one tuition - Metacognition & self-regulation - Small group tuition - Teaching assistant supervision	1,2,3,4,5

Targeted academic support

Budgeted cost: £96,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed the read, write inc programme to accelerate progress in reading and outcomes for children. Distribution of staff in supporting	Evidence suggested that delivering high quality reading programmes can have a significant impact on children's progress. EEF Toolkit – Reading comprehension	1,2,4,5

targeted reading and phonics catch-up sessions		
Teaching Assistant support in Reception Class to support 1:1 and small groups for targeted intervention.	EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress.	1,2,4,5
Specific and targeted interventions to support those children that have been identified and who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards.	EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress. EEF Toolkit – One to One tuition EEF Toolkit – Small group tuition	1,2,3,4,5
Provide quality TAs to support identified groups of pupils and/or 1-1 sessions. To provide pupils with high quality individualised and/ or targeted small group sessions to provide recovery learning. New curriculum facilitates and identifies gaps in learning from Covid closure.	EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress. EEF Toolkit – One to One tuition EEF Toolkit – Small group tuition	1,2,3,4,5
Extra –curricular clubs and activities. The facility to offer a broad range of extra-curricular trips and events will enhance the social and cultural experiences of our disadvantaged pupils including music peripatetic provision.	EEF Report: Life Skills and Enrichment. In line with limited research guidance these activities will either include a learning focus or be in addition to (not instead of) academic support. EEF Toolkit: The average impact of arts participation on other areas of academic learning appears to be about an additional three months progress	1,2,3,4,5
Internal tiered intervention programmes: Social skills, Anxiety workshops ,Anger management Behaviour programme.	EEF Report; Improving Behaviour in Schools. 'For pupils with more challenging behaviour the approach should be tailored to individual needs.'EEF Toolkit: Alongside academic outcomes, interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Interventions which focus on improving social interaction tend to be more successful.	2,3,4,5

Wider Strategies

Budgeted cost: £28,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor support. Providing pupils with access to an experienced counsellor forms part of our strategy to support the	EEF Toolkit – Social and Emotional learning.	2,3,4,5

development of coping skills and resilience.		
To subsidise pupils access to residential visits, day trips and visitors from external bodies These visits broaden and enrich the curriculum across the school. They improve the children's knowledge of the world and provide them with real-life experiences to provide context for their schoolwork, which in previous years has shown to deepen learning and increase enjoyment of the curriculum.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. EF Toolkit – extending school time and Aspirations. Studies that do exist shows positive impacts and there is a wider evidence base indicating that outdoor adventure learning has positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning plays an important part of the wider school experience.	1,2,3,4,5
Retention and development of the schools Learning Mentors to support with targeted tuition and Interventions Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated.	EEF Toolkit – Social and Emotional learning. Children lack resilience and self-esteem. Behaviour tracking, behaviour reviews and other records demonstrated key children who require specific intervention.	1,2,3,4,5
Behaviour Training /CPD for all staff delivering targeted support in the new whole school restorative practice approach.	EEF Toolkit –average impact of behaviour interventions is 2-6 additional months progress over the course of the year.	1,2,3,4,5
Breakfast club for children - promoting good attendance and ready to learn.	National data on attendance and achievement. Evaluation of Breakfast clubs in school - DfE March 2017.	1,2,4,5
Music tuition in class - all Year 3 pupils provided whole class tuition on a brass instrument.	EEF Toolkit – Arts participation	1,2,3,4,5
Funding for EYFS parents group to support children's transition to school and provide parents with the confidence and skills to support their children's educational journey.	EEF – Teaching and Learning Toolkit: Parental Engagement.	1,2,3,4,5
To maintain the positive behaviour on the playground. More opportunities for pupils to be involved in sport and inter-school sports. Targeted support will have a positive impact on self-esteem, participation levels and attendance.	EEF Toolkit –average impact of behaviour interventions is 2-6 additional months progress over the course of the year.	1,2,3,4,5

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.

Academic year. Review: 2021/2022 aims and outcomes

Aim	Outcome
Quality teaching for all. Designing of a bespoke curriculum suited to the needs of Beal Vale children. Implementation and development of the new curriculum. Ongoing monitoring programme by subject leaders, HT, SENCo and Governors.	We have developed a bespoke curriculum that is suited to the needs of the children of Beal Vale. Identifying opportunities to tackle the specific barriers that can hinder progress in learning and in life. In the process we will allow further opportunities for staff to develop their leadership skills moving the school on. The implementation and embedding and further development of the curriculum will continue, including Maths, Mastery, WRI and the whole school guided reading.
Revision of current teaching practices to ensure systematic catch up teaching and consistency across the school.	Curriculum Leader will continue to develop to support with the progression of skills across all subjects in all year groups. Subject leader time will continue to be provided by sports apprentice and other internal options. Training and development of subject leaders. will be built on this academic year to further improve outcomes. . We will continue to further opportunities for staff to develop their leadership skills moving the school on
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards	The school will continue the provision of high quality interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up. Lesson observations and learning walks focus on feedback to improve. CPD/coaching provided in any areas where this is identified as useful. Deputy head dedicated time weekly to lead Pupil Premium: management release time for key stage leaders to drive and monitor interventions in their teams; leading Teaching Assistants with interventions and how to analyse progress and monitoring of the interventions.
Ensure a catch up curriculum is in place across the classrooms with after school provision to be made for class bubbles.	Increase TA support in targeted classrooms supported children in their learning. Curriculum leaders have reviewed the curriculum with essential catch-up. Curriculum leaders are continuing to monitor and assess the outcome of this strategy.
Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated.	The development of the relationship between SENCO and Learning Mentor in school has been successful. The upskilling of learning mentor to provide a wider range of strategies has worked well and provides children with effective and immediate support throughout school.
To maintain the positive behaviour on the playground. More opportunities for pupils to be involved in sport and inter-school sports. Targeted support will have a positive impact on self-esteem, participation levels and attendance.	A successful strategy that will continue during 21/22 with a sports coach supporting lunchtimes and After School Clubs and provide organised games to facilitate and promote good behaviour. Further development of the strategy with midday supervisors and revised lunchtime facilities for 21/22.

Externally provided programmes

Programme	Provider
Maintain school counselling service	Successful in supporting the children of Beal Vale Primary School and will continue to rise in the number of referrals and economic constraints of many of our families.
Implementation of O'Track	Successfully implemented to allow teachers a wider range of easily identifiable data to base their teaching and interventions around. This system forms an integral part of the pupil progress meetings within school.