



Pupil Premium Strategy Statement September 2022 – August 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	193
Proportion of disadvantaged pupils	79 pupils (42%)
Pupil premium allocation this academic year	£130,190
Academic year or years covered by statement	September 2022 – August 2025
Publish date	November 2022
Review date	September 2023
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	£130,190
Recovery premium funding allocation this academic year	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£144,110

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 curriculum 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 2022-25, CPD from Optimus Education, English Hub, Maths Hub and Focus Trust 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, subsidisation is available for all activities and lessons that incur a cost. 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.

Intended Outcomes

Number	Details of challenge
1	Tackle the remaining gaps in learning identified through the Recovery Curriculum.
2	Poor language and communication skills on entry to school.
3	Lack of life experiences and aspirations for the future. Lack parental support and engagement in their child's education.
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.
5	To address attendance fluctuations and punctuality rates

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.	The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; by the implementation of a bespoke, broad and balanced 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 leading to improved learning behaviours and outcomes and social skills. Children self-identify or are identified in a timely manner by staff/parents when they require additional support with their mental health and well-being. Strategies within school are completed or children are signposted to appropriate support available.
<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 the knowledge and skills 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.
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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: £18,200

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 Optimus online training suite, Focus Trust training programme 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 +6 additional months progress over the course of the academic year in 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. EEF toolkit indicates that +7 months progress can be achieved.	1,2,4
Maintaining of up-to-date research 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	1,2,4
Support for the Early Career Development of ECT staff to ensure a consistent approach to teaching in all year groups. Further opportunities for training in subject knowledge, classroom management and teaching pedagogy.	ECT teachers demonstrating a thorough understanding of teaching and learning strategies that support all pupils regardless of their individual starting points. Classroom management strategies to create an environment conducive to children making good progress. A strong understanding of the requirements of all curriculum subjects.	1,2,4

Targeted academic support

Budgeted cost: £88,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to embed the read, write inc programme to accelerate progress in reading and outcomes for children. Distribution of staff in supporting targeted reading and phonics catch-up sessions</p>	<p>Evidence suggested that delivering high quality reading programmes can have a significant impact on children’s progress. EEF Toolkit – Reading comprehension</p>	<p>1,2,4</p>
<p>Teaching Assistant support in Reception Class to support 1:1 and small groups for targeted intervention.</p>	<p>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.</p>	<p>1,2,4</p>
<p>Specific and targeted interventions to support those children that have been identified and who have ‘fallen behind’ to make accelerated progress and ‘catch-up’ or exceed prior attainment standards.</p>	<p>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</p>	<p>1,2,4</p>
<p>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 through the Recovery Curriculum.</p>	<p>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</p>	<p>1,2,4</p>
<p>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.</p>	<p>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</p>	<p>1,2,3,4.</p>
<p>Internal tiered intervention programmes: Social skills, Anxiety workshops, Anger management Behaviour programme.</p>	<p>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</p>	<p>2,3,5</p>

	improving social interaction tend to be more successful.	
School contribution towards the use of a National Tutor under the NTP to provide individualised or small group catch-up to close learning gaps caused by the COVID closures. Children are identified as having gaps in knowledge and skills resulting from missed periods of learning.	One to one tuition is identified as having a high impact on progress (+4 months) and is a strategy that is being highlighted by the DfE to accelerate the closing of gaps. School's contribution is currently 40% of costs for 2022-2023 academic year. Small group tuition is also judged to have moderate impact (+4) and is a beneficial strategy to closed learning gaps due to missed periods of attendance in school due to COVID.	1,2,4,5

Wider Strategies

Budgeted cost: £37,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor support. Providing pupils with access to an experienced counsellor through 'Off the Record' forms part of our strategy to support the development of coping skills and resilience.	EEF Toolkit – Social and Emotional learning.	1,2,3,4,5
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 Mentor to support with targeted tuition and Interventions. Pupils with identified social, emotional or health needs are supported by school staff to allow them to access the curriculum fully regardless of any challenges.	EEF Toolkit – Social and Emotional learning strategies support children to access the curriculum fully and have moderate impact on progress (+4 months). Children lack resilience and self-esteem. Behaviour tracking, behaviour reviews and other records demonstrated key children who require specific intervention. Targeted behaviour interventions led by a trained Learning Mentor are also shown to have moderate impact on progress (+4 months) when applied consistently.	1,2,4,5

<p>Behaviour Training /CPD for all staff delivering targeted support in the whole school restorative practice approach. Induction to the approach for all staff new to school and regular updates through CPD.</p>	<p>EEF Toolkit –average impact of behaviour interventions is 2-6 additional months progress over the course of the year.</p>	<p>1,2,3,4,5</p>
<p>Music tuition in class - all Year 3 pupils provided whole class tuition on a brass instrument. Opportunities for Year 4 pupils to participate in small group brass instrument tuition. Subsidy for CLA or PP children, suffering financial hardship, who wish to access paid guitar or keyboard tuition.</p>	<p>EEF Toolkit – Arts participation is shown to have moderate impact on academic progress but evidence in school has shown the positive impact on children’s attitude to school and attendance on the days of tuition. Ensuring access for all children, regardless of socio-economic challenges is central to school’s mission.</p>	<p>2,3,5</p>
<p>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.</p>	<p>EEF – Teaching and Learning Toolkit: Parental Engagement. The sessions give parents a stronger grounding in strategies to support their child’s learning at home (phonics, reading and calculations). Links between home and school have also been shown to impact positively on attendance.</p>	<p>1,2,3,4,5</p>
<p>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.</p>	<p>EEF Toolkit –average impact of behaviour interventions is 2-6 additional months progress over the course of the year. Physical activity also has an impact on academic progress as well as children’s attitude to school in general, behaviour and attendance.</p>	<p>3,5</p>

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 2021 to 2022 academic year.

Academic year. Review: 2021/2022 aims and outcomes

Aim	Outcome
<p><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.</p>	<p>A full curriculum review has taken place to build a bespoke curriculum for Beal Vale, challenging the barriers to learning that our children and families face. Subject Leaders have been released from class to complete in-depth monitoring of all subject areas to develop a consistent approach across all year groups. Provision to support the learning of disadvantaged children was reviewed during the monitoring process. Subject specific training has been received by subject leaders and time and resources provided to disseminate the information to all teaching staff.</p> <p>NTP tutor was used to work 1:1 or in small groups with disadvantaged children that were identified to have gaps in learning or required additional support to maintain progress with their peers. At Beal Vale we maintain a higher-than-average level of support staff to ensure we are able to quickly identify and support the needs of children that are falling behind their peers academically. This is used to support both advantaged and disadvantaged children, but due to the nature of our cohorts, disadvantaged children tend to be the main beneficiaries.</p>
<p><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.</p>	<p>A full time Pastoral/Learning Mentor is employed in school to deliver a programme or nurture interventions to children identified by staff, parents or increasingly those self-referring. Provision was made last year to provide a ‘purpose built’ nurture room (The Den) to allow therapies such as Lego, Time to Talk, Super Siblings, ELSA and 3Rs behaviour groups to take place. Our mental health first aiders attended training to review current signposting options and the head teacher trained as a Senior Mental Health Leader.</p> <p>‘Off the Record’ counselling service is bought into school to work with the children who do not currently reach threshold for referral to Healthy Young Minds provision. These children are referred through parents, staff, social workers or self-referred.</p> <p>Children have benefitted from being able to self-refer.</p> <p>inspirational speakers have delivered workshops and talks in school to promote aspirational thinking amongst the children – based around careers, education, travel, vocational work and life-challenges. This have opened the door to our children to know they are able to achieve whatever they want to do.</p>
<p><u>Addressing behaviour and attendance</u> To ensure all children access a high-quality education regardless of background and academic ability</p>	<p>Use of the PP grant to create specific time for the School Business Manager to develop and tighten whole school routines to follow up absences and punctuality. This as allowed for school to support parents around morning routines or to challenge absences in a timely manner.</p> <p>Restorative practice training for all staff has been delivered to develop the whole school approach. This has created a more understanding culture where support for children rather than a</p>

	heavily punitive approach has been adopted. This in turn has had a positive impact on attendance as absences resulting from a sanction (children not coming into school as they know they are having a sanction delivered at play or dinner) have reduced.
<p><u>Meeting individual learning needs</u></p> <p>There is a strong understanding of the barriers to learning and how these barriers present in school.</p>	<p>Funding has been used to support children who have socio-economic barriers to learning through a food bank, uniform swap shop and financial support for trips and costed activities. A series of speakers and inspirational workshops have been delivered to expose children to a wider range of aspirational achievements that are open to them, including sports, careers, life challenges and disability awareness.</p> <p>Use of funding to provide additional support staff allowed the identification of key targeted children requiring specific intervention to accelerate progress.</p>

Externally provided programmes

Programme	Provider
Maintain school counselling service	Successful in supporting the children of Beal Vale Primary School and will continue to rises in the number of referrals and economic constraints of many of our families.
Implementation of the Sonar Curriculum	Allowed for a more consistent approach to planning across the curriculum to create 'learning links' and also for clear planning for progression of skills across year groups.