

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	Beeston Primary School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	1 st October 2021
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Sarah Charman
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£2,000
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	£12,760

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Beeston Primary School is to provide experiences that enable all children to be independent and confident learners. We want our pupil premium children to achieve equal progress to other children with similar starting points. Our aim is to diminish the difference between pupil premium and non-pupil premium children by raising the attainment of pupils from low-income families.

Challenges

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

Challenge number	Detail of challenge
1	Prior attainment – many children come into school with low levels of attainment for reading, writing and maths.
2	Speech and Language – many children come into school with poor expressive and receptive language.
3	Social skills and confidence – some children come into school finding it difficult to mix socially in group / whole class activities.
4	Attendance – some of our children have below average attendance.
5	Safeguarding concerns – often learning and emotional well-being are affected.

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
Children to be working at the expected or above in reading, writing and maths at the end of KS1 and KS2. Children to make at least expected progress throughout the academic year.	Termly data will show that children are on track to reach at least expected by the end of KS1 and KS2. Termly data will show that children are making at least expected progress.
Children who have speech and language needs to receive the extra support that they need.	Children will be having their speech and language needs met and this will have an impact on their overall learning.
Poor attendance to be rectified quickly and effectively.	All children's attendance will be at least 92%.

<p>Provide support for children to meet school pledges. Reward children for achieving school pledges.</p>	<p>Children will achieve all the pledges by the end of Year 2.</p>
<p>Staff will have a secure safeguarding knowledge to ensure that all social and emotional concerns are identified and recorded correctly in order for our children to be supported in the best way.</p>	<p>Staff will be confident in identifying safeguarding concerns in order to best support our children.</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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
DSL's will keep up to date with additional safeguarding training opportunities. All staff will receive regular safeguarding updates / training.	Learning is often affected if there are safeguarding concerns around a child.	5

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA time to provide individual and small group support to develop the key skills within reading, writing and maths (through intervention). An emphasis will also be placed on developing social skills.	Intervention work will target gaps in learning and reinforce concepts already learnt.	1 3
TA time to deliver Speech & Language / BLAST (Stars Class).	Increased number of children needing activities to support their speech needs.	2

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Headteacher to challenge and support families identified as having unsatisfactory attendance.</p> <p>Regular contact with families whose attendance is causing a concern.</p> <p>Reward good attendance with certificates, vouchers and badges.</p>	<p>Unsatisfactory attendance of some pupils.</p>	<p>4</p>
<p>Ensure that no child misses out on an opportunity to meet a pledge due to finance.</p> <p>Reward achievement of pledges with certificates and badges.</p>	<p>All children should have the opportunity to take part in opportunities to enrich their school experience.</p>	<p>3</p>

Total budgeted cost: £12,500

School led tutoring grant: £2,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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.