

Beech Hyde Primary School and Nursery Pupil premium strategy statement 2021-22

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	Beech Hyde Primary School & Nursery
Number of pupils in school	150 (174 including nursery)
Proportion (%) of pupil premium eligible pupils	34% (59/174) with nursery 36% (54/150) without nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kate Harvey
Pupil premium lead	Tracey Berry
Governor / Trustee lead	Mary Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52,765
Recovery premium funding allocation this academic year	£ 6,058
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1,365
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	£ 59,533

Part A: Pupil premium strategy plan

Statement of intent

In line with our School Improvement Plan, at Beech Hyde, we aim to remove the barriers to learning for *all* of our pupils including those that are disadvantaged or vulnerable so they are all able to access our broad and balanced Beech Hyde Curriculum and reach their full potential.

We aim to identify and address quickly both existing and new barriers to learning.

We aim to provide '*high quality teaching*' for *all* children which encompasses robust and effective assessment for learning, differentiation, scaffolding and feedback that has a positive impact on pupils' outcomes.

By using our bespoke Beech Hyde Positive Minds, we aim to improve and advance personal wellbeing, social development, behaviour and attitudes so all children become lifelong learners able to understand their feelings and look after their physical and mental well-being.

We aim to increase the cultural capital of all our children by providing a curriculum that is rich in new experiences through the Beech Hyde Curriculum, our extra- curricular opportunities, theme days and whole school events.

At Beech Hyde, all of our class teachers take responsibility for the progress of all the children in their class and to support this we have a strong, reflective, pupil monitoring system where class teachers and senior leadership meet regularly to reflect on child's attainment, progress and barriers to learning. Alongside this, all staff receive continuous professional development.

Via our pupil monitoring systems, we are able to identify and target gaps in attainment and where children need additional support or interventions.

By building strong relationships with our pupils and their families we are able to identify social and emotional needs and support these through our nurture strategies. We are able to contact outside organisations, where appropriate, to support children and families.

Challenges

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

Challenge number	Detail of challenge – barriers to successful learning
1	Our assessments, observations and discussions with pupils indicate gaps in learning are preventing children from making expected progress, expected attainment and or greater depth attainment. This

	has been exacerbated by the partial school closures. These findings are supported by national studies.
2	Our assessments, observations and discussions with pupils indicate that less developed language and vocabulary is preventing understanding and access to the wider curriculum and attainment
3	Our assessments, observations and discussions with pupils and families indicate a lack of life experiences and varied opportunities, including support for home learning, so pupils are unable to draw on their own experiences and opportunities
4	Class teacher observations and discussions with pupils and families show an increase in the lack of resilience and concentration of children. This also includes a decline in social and emotional well-being of pupils.
5	Our attendance data indicates that attendance for disadvantaged pupils is still lower than non-disadvantaged pupils (2020-2021 91.6% Pupil premium / 96% non-pupil-premium) and that disadvantaged children form the majority of persistent absentees.

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
Reduction in gaps leading to improved attainment and progress	Assessments, observations and discussions show the majority of disadvantaged children make expected attainment and good progress
Improved range of vocabulary and language skills are understood and used.	Assessments, observations, scrutinies and the bespoke curriculum, show improved and expanding vocabulary in pupils
Children will have the opportunity to engage in experiences they would not normally have access to.	The number of children who engage in a broad range of learning opportunities and extra curricular activities increases.
Children show more resilience, independence and concentration for both their school work and home learning.	Children self-regulate and have an understanding of their social and emotional wellbeing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Persistent absenteeism is reduced, exposing children to their statutory teaching and learning.

Activity in this academic year 2021-22

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: £ 15,577

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER standardised diagnostic assessments and Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2
HLTA training for Support Staff	Training will lead to high quality teaching and interventions that can be differentiated and personalised.	1,2,4
STEPS Tutor Refresher course and staff training Behaviour Action Plan update and training	When staff are able to understand the reasons for anti-social behaviour and can deal with it appropriately, positive relationships are built this leads to better engagement, attainment and progress	4,5
INSET –SEND /disadvantaged audit – planning, delivery and attendance of class teachers	Yearly ‘audit’ enables disadvantaged children and families to be identified and discussed so personal circumstances are understood. Better understanding and awareness leads to better relationships, engagement, attainment and progress	4
Specialist Training –to be arranged	CPD in understanding the needs of our most vulnerable children is vital and leads to better relationships, engagement, attainment and progress	1,2,4,5
In house CPD staff meetings – to include, reading; phonics; vocabulary; wellbeing; positive minds; behaviour;	Being able to read competently is vital for children to access the whole curriculum Phonics EEF (educationendowmentfoundation.org.uk) We know that children that are able to self-regulate and understand their emotions fare better at school than those that cannot.	1,2,4

Well-being Training updates from Mental Health Leaders To achieve the Wellbeing Mark for Schools	Understanding physical and mental wellbeing and identifying the signs of poor wellbeing are vital for staff and children alike. Keeping a positive wellbeing working and teaching environment is vital for the success of adults and children alike.	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Targeted Readers 1:1	Being able to read competently and having good comprehension skills is vital for children to access the whole curriculum One to one tuition EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,2,4
WellComm assessment and interventions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4
NELI assessment and Interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,4
Teaching Assistant for 1:1 pupils	1:1 and targeted group tuition has been shown to be effective, particularly when combined with quality feedback Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
Investigate, purchase, train and deliver a DfE validated Systematic	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	1,2,4

Synthetic Phonics Programme to secure stronger phonics teaching for all pupils	necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Resources for targeted support (including dictionaries, thesaurus)	We know through observations and pupil feedback that learning is enhanced when quality resources are used in class. Quality resources can enhance learning and engage learners.	1,2
Well-being (social & emotional) resources (including feelings cards)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
Homework Club led by teachers	High quality teaching is the best lever for improving attainment 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2,3
Social Stories Creation Package investigate, create and deliver	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4
Nurture groups	Having a trusted adult to speak with regularly enables children who are struggling with school or life in general to improve their wellbeing, attainment and progress in school	3,4

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

Budgeted cost: £ 20,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Action Plan update, implementation, disseminate to all staff	DfE figures show children in receipt of FSMs are more likely to be excluded from school. Teaching self-regulation and mutual respect to children will work towards preventing these exclusions. Permanent exclusions and suspensions in England, Academic Year 2019/20 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)	3,4,5

Visitors and theme days	Offering children life experiences that they would not normally have access to raises their cultural capital Education inspection framework - GOV.UK.pdf	3
Enhancement of external environment (including quiet, reading areas, play trails)	Offering children an environment that they are keen and happy to be in as well as a space for them to be physically active is beneficial to both their physical and mental wellbeing	3
TA to investigate and run Trim Trails for vulnerable groups	Offering children an environment that they are keen and happy to be in as well as a space for them to be physically active in, is beneficial to both their physical and mental wellbeing	3
Membership of Harpenden Partnership Plus Subscription to support vulnerable pupils and their families	Home lives can be complex and families may need some extra support from time to time. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	3,4
Close monitoring of attendance with County AIO support and contact with vulnerable families to support attendance and punctuality.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 59,533

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020-21

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 these results will not be used to hold schools to account.

Our internal assessments and data collected for 2020-21 do show that disadvantaged pupils are beginning to, in some instances, make similar progress to non-disadvantaged pupils and in some instances better progress which will begin to close the attainment gap.

As evidenced in schools across the country, school closure was still detrimental to our disadvantaged pupils. The impact, however, was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online resources. These resources were delivered via Google Classroom for pupils at home and direct teaching to those in school often at the same time. Methods of teaching at this time included: daily live sessions from teachers; digital conversations via the 'stream' area; readings of texts and presentations demonstrating methods and procedures required to support learning. In order to support the wellbeing of pupils, daily registration sessions and daily fun activities to engage all children were introduced. Detailed, personalised feedback was also given to the children, during this period, which enabled them to reflect, edit and improve their learning.

In addition to this, we provided laptops to several families and ensured, via a parental survey, that access to the internet did not deter from engagement.

Reading, specifically across all year groups, is a stand out success and reflects the focus given to this area over the last academic year.

Attendance data shows an improving picture. Disadvantaged pupils' attendance has risen to 91.6% for the 2020-2021 academic year.

Pupil behaviour has improved with less serious incidents recorded on our monitoring system.

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

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.