

Beech Hyde Primary School and Nursery Pupil premium strategy statement 2024-25

This statement details our school's use of pupil 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	164 (184 including nursery)
Proportion (%) of pupil premium eligible pupils	34% - 62 pupils
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Karen Thomas
Pupil premium lead	Julie Field
Governor / Trustee lead	Hannah Bowman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 97,760
Recovery premium funding allocation this academic year	£ 0
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	£ 97,760

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 the 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, particularly in language and vocabulary, are preventing children from making expected progress, expected attainment and or greater depth attainment. This has been exacerbated by the partial school closures in the covid years. These findings are supported by national studies.

2	Our assessments, observations and discussions with pupils and families indicate varied life experiences and opportunities, including support for home learning, so pupils are unable to draw on their own experiences and opportunities
3	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.
4	Our attendance data indicates that attendance for disadvantaged pupils is still lower than non-disadvantaged pupils (87% Pupil premium / 90% 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 2024-25

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: £10,155

Activity	Evidence that supports this approach	Challenge number(s) addressed

Therapeutic Behaviour Management Tutor refresher course and staff 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. 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 suspensions.	4,5
INSET –SEND /disadvantaged audit – planning, delivery and attendance of class teachers and TAs	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 - attendance of Teachers and TAs	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 far better at school than those that cannot.	1,2,4
Well-being Training updates from Mental Health Leaders	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

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

Budgeted cost: £65,145

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

Little wandle assessment and interventions - Synthetic Phonics Programme to secure stronger phonics teaching for all pupils	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 in every classroom for PP and SEND 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
Resources for targeted support in Reading to enable rapid catch up	We know through observations and pupil feedback that learning is enhanced when quality resources are used in class. Quality resources e.g Little Wandle, 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	High quality teaching is the best lever for improving attainment 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2,3
Nurture groups and 1:1 wellbeing support	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: £22,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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
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: £ 97,760

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023-24

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our end of KS2 data showed great progress for many of our disadvantaged pupils, many of whom attained in line with their peers. At KS1 PPG pupils overall attained only slightly below their peers.

Our internal assessments and data collected for 2023-24 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.

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