



# Bevendean Primary School and Nursery

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Headteacher: Mr. M Dally

Deputy Headteacher: Miss. S Miller

## A place for everyone to succeed and thrive

### Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

#### School overview

Detail	Data
School name:	Bevendean Primary School and Nursery
Number of pupils in school	- 316
Proportion (%) of pupil premium eligible pupils	- 44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	- November 2023
Date on which it will be reviewed	- November 2024
Statement authorised by	- Mark Dally: Headteacher
Pupil premium lead	- Sarah Miller: Deputy Headteacher
Governor / Trustee lead	- Kendrick Tugwell

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,890
Recovery premium funding allocation this academic year (COVID Recovery Grant)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year:	£229,890

#### Part A: Pupil premium strategy plan

##### Statement of intent

At Bevendean Primary School and Nursery, our aim is to ensure that every child within our care enjoys their time at school and leave achieving their best. We strive to support them to making good academic progress as well as becoming strong individuals, who are resilient and ambitious.

Through quality first teaching and a strong supportive staff team, we want every child to experience a high quality, wide and varied curriculum that exposes them to life experiences that will impact on their lives now and in the future. We want our children, especially our disadvantaged children, to achieve good progress and attainment across all areas of the curriculum and to build strong relationships with their peers. We have developed a support programme that allows us to give our children the support they need throughout their educational journey, whether it be academically, with SEMH needs or giving them opportunities they wouldn't get anywhere else.

Our approach to ensure we achieve our aims, is knowing our children extremely well. We have in place a bespoke curriculum that offers those children, who are working below their age expectations, the programme of study that is needed to achieve and make progress. We have a clear vision of how our support teams, around the school, are used to deliver a range of interventions that support the quality-first teaching that is happening in the classrooms. These interventions benefit both our disadvantaged and non-disadvantaged children, with the intention of diminishing the difference.

As well as our academic aims, this strategy has been developed to enable us to develop emotionally resilience children. Children, who are not emotionally ready, will not be able to meaningfully access learning therefore we have to prioritise their SEMH needs. We know that children from disadvantaged backgrounds may suffer from adverse childhood experiences and early trauma, come from families who suffer financial hardship and have had limited access to early learning and life experiences. Targeted sessions are put in place for those children, who require this support the most.

To ensure we are effective in supporting our pupil premium children with this strategy, we will ensure our approach:

- Is consistent across all areas that we are focusing on.
- Has good communication is used to make sure the right children are being targeted at the right time.
- Identifies barriers that may reduce the impact of interventions.
- Will ensure all children will be given the interventions they need, regardless of their ability and level of disadvantage.
- Will ensure all families will be encouraged and welcomed into the school community.
- Give our children opportunities to have a wider experience of opportunities that will wider their development, will be available for children and families regardless of level of disadvantage.
- Will ensure all children will be at school with good attendance.

We are aware of the challenges that our children face however our aim is to encourage and support these children to achieve in spite of these challenges.

#### Challenges:

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

Challenge number	Detail of challenge
1.	<b>Parental Engagement</b>
	For many of our children, lack of parental engagement in their school lives has a negative impact. This is evident across many aspects of school and observations have been made regarding how children's relationships with school are influenced by their parent's relationships and attitudes as well as their own experiences. Lack of engagement with home learning has a detrimental impact on children, which ultimately impacts on their academic success.
2.	<b>Attendance</b>
	Our levels of absence across the school have always been a challenge. Last academic year attendance for non-Pupil Premium children is 93.44% compared to 89.77% for Pupil Premium children. 59% of our pupils with

	attendance of less than 95% are pupil premium children. Last academic year, out of 81 children, who were persistently absent, 74% of those are pupil premium children. The impact of poor attendance and punctuality affects their academic ability, creating gaps in learning and low confidence in ability.
<b>3.</b>	<b>English</b>
	Using data, observations and strong knowledge of our children and families, we know that the levels of vocabulary, reading levels, speech and language and general literacy levels are a barrier to learning across the school but particularly in Key Stage 1. This affects a significant amount of children however our data for our pupil premium children shows that Reception Early Learning Goals for word reading/writing/number combined is at 64% (emerging) and 36% (expected) compared to 18% (emerging) and 82% (expected) for our non- pupil premium children. We know that if children are to succeed at school then they must become secure in these early skills.
<b>4.</b>	<b>SEMH / Wellbeing</b>
	Many of our children have been identified as suffering with their mental health and well-being: low self-esteem / confidence, suffering from adverse childhood experiences, attachment issues, struggles to regulate their emotions, anxiety, impact of significant life events and protective behaviours. Out of the 53 children currently on our Learning Mentor's caseload, 55% of these are pupil premium children.
<b>5.</b>	<b>Poor Oracy Skills</b>
	A large proportion of our children come from disadvantaged backgrounds, with 54% of our children being pupil premium. This can lead to children having limited or no life experiences outside of school or being exposed to enriching environments. This can have an effect on their confidence, self-esteem, mental health and well-being and relationships with their families and peers. In addition, without these experiences we know that children's vocabulary remains limited; it is only through seeing and doing that we can talk and ultimately write about these experiences.
<b>Intended outcomes :</b>	
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
To expose pupil premium children to rich language through a wide and varied curriculum, enabling them to communicate effectively.	Children are able to use and understand a wide range of vocabulary and be able to share this with their peers.  Children are able to use this newly acquired vocabulary in their writing.  Children are able to communicate how they are feeling and share this using clear, structured sentences.
To improve pupils' writing.	Writing attainment levels for our disadvantaged children are inline or better than our non-disadvantaged children.
To enable all children to read, both at home and at school, and develop a love for reading.	All children to have access to, and use, a range of reading resources both at school and at home.  All children to be reading regularly, both on their own and with an adult, at home and at school.

	All children to be able to talk positively about their reading experiences and their favourite books and stories.
To increase and sustain reading attainment levels.	Reading attainment levels for our disadvantaged children are inline or better than our non-disadvantaged children.
To increase and sustain attendance for all pupils, particularly our disadvantaged pupils.	<p>The attendance for our disadvantaged children to be in line with or higher than our non-disadvantaged children.</p> <p>To decrease the number of persistent absentees, that are disadvantaged, including those who are regularly late.</p> <p>Gaps in learning have increased for those children who are persistent absentees.</p>
To improve and sustain the mental health and well-being of our children.	<p>The number of children with levels of concern for children, recorded by teachers, is reduced.</p> <p>A reduction in referrals of children to our Learning Mentor team.</p> <p>Our children are able to show more resilience and feel more confident and are then able to apply these skills to both life experiences and their academic work.</p>
To increase the life experiences that our children have.	<p>Children experiencing a wide range of activities throughout the school year, i.e. trips, visits, after school activities, etc.</p> <p>Through pupil voice, our children show ambition and excitement for their futures.</p> <p>Pupil's writing improves and reflects this increased vocabulary.</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: £ 66,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>1 x Key Stage 1 Additional TA Support</u></b>	Tuition and intervention, which are targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF</a> (educationendowmentfoundation.org.uk) And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
<b><u>1 x Key Stage 2 Additional TA Support</u></b>		3
<b><u>EYFS Additional TA Support</u></b>		3

<b>Targeted academic support:</b> (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £86,433.40		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Interventions:</b>  Year 3 - 6 - Lego Therapy -Social Skills Fine Motor Skills (Busy Hands) Gross Motor Skills Forest School Speech and Language Phonics Talk Boost KS1	EEF Teaching and Learning Toolkit: Small Group Tuition: Has an average impact of four months' additional progress over the course of a year. It is most effective if it is targeted at pupils' specific needs. Small group tuition is an effective intervention. EEF Teaching Assistant Interventions: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. Average progress +5 months in a year.	3, 4, 5

<b>Interventions:</b> <b>(E.Y.F.S)</b>  Speech & Language Early Curriculum Fine Motor Gross Motor Social Skills Early Talk Boost Lego Nurture	EEF Toolkit suggests: 'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.'	3, 4, 5
<b>Additional</b> <b>Pupil</b> <b>Premium</b> <b>Expenditure</b> <b>to enhance</b> <b>life</b> <b>experiences</b> <b>for our</b> <b>children</b>	<p>The University of Bath, who conducted the research, found that children who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.</p> <p><u>Extra-curricular activities, soft skills and social mobility - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</u></p> <p>Educational school trips benefit primary school pupils in many ways, and can be inspiring, positive experiences that not only enhance learning and understanding, but also pupils' social and personal development. School trips provide the opportunity for pupils to immerse themselves in new, different and exciting environments where learning is less formal – but sometimes more powerful – and a recreational element threads through their day. Educational visits also benefit pupils who have a more kinaesthetic, sensory or visual way of learning, as well as SEND pupils who might struggle in a traditional classroom environment. As the <u>Council for Learning Outside the Classroom</u> says, "Learning outside the classroom changes lives."</p>	3

<b>Wider strategies:</b> (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £77,167.60		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>Learning Mentors (3 FTE)</u></b>  <b><u>1 x 0.2 FTE ELSA TAs</u></b>	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.  <a href="#">Parental engagement</a>   <a href="#">Toolkit Strand</a>   <a href="#">Educational Endowment Foundation</a>   <a href="#">EEF</a>	1, 2, 4
<b><u>Attendance Admin Support</u></b>	Having a dedicated team for attendance and persistent lateness ensures that consistency in our approach is created and good communication and relationships are developed quickly, especially for our more vulnerable and hard to reach families.  EEF 'increasing parental involvement in primary schools had an average 2-3 months positive impact.	2

**Total budgeted cost: £229,890**



## 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 2022-2023 academic year.

Planned Expenditure for 2022-2023- Indicative Budget £225,558			
Allocation	Desired Outcome/s	Staff Lead	Milestones
1. Teaching Assistant Support - 2 x KS2 TAs - 1 x KS1 TA - 1 x EYFS TA	1. To improve outcomes for selected pupils receiving additional targeted support  2. To develop and improve the learning behaviour for pupils receiving targeted support	JH HW RJ AJ	<ul style="list-style-type: none"> <li>- Selection of pupils to receive additional targeted support – discussions with class teacher / inclusion manager / use of data</li> <li>- Development of bespoke programmes of support and interventions</li> <li>- Termly monitoring of targeted support</li> </ul> <p>We used a team of teaching assistants throughout the school, who ensured children received the support they needed, sometimes in the classroom and sometimes outside, to support them learning. These included live marking interventions, supporting teachers to deliver extra support following lessons, as well as targeted interventions that may be linked to specific children's EHCPs.</p>
2. Reading Recovery – school-wide support (in ECAR TA)	1. Children across Key Stage 1, who require additional reading support to be able receive a short burst intervention  2. Additional advise & support will be offered to parents / carers  3. Children from Years 5/6 identified who require additional support with their inference skills when reading.	EC/TW	<ul style="list-style-type: none"> <li>- Early identification of pupils requiring additional support (Autumn 2022)</li> <li>- Conversations and early liaison with Class Teachers regarding children of concern</li> <li>- Tracking and monitoring systems established by EC/TW</li> <li>- Early communication and contact with parents / carers</li> <li>- Criteria of support established (Autumn 2023)</li> </ul> <p>Emily Cullen (Reading Recovery teacher) and Tim Weekes (ECAR TA) worked with their children regularly to support their reading, in addition to what was achieved in class. Tim attended a LA Training course, which trained Tim in the specific skills needed to support children in Year 5 and 6 with their inference skills. During the academic year, 2022/23, our Reading Recovery teacher worked with a total of 21 children from across the school. <b>13 of these children were Pupil Premium children.</b></p>
3. Interventions: Just Right; Lego Therapy; Social Skills; Social Stories; Comic Strip Conversations (0.4) EYFS/KS1/KS2	1. Interventions implemented for pupils with additional needs. 2. Baseline and summative assessments will show progress of pupils. 3. Group targets will be set and reviewed as appropriate.	JH / LB / AJ	<ul style="list-style-type: none"> <li>- Pupils identified with class teachers</li> <li>- Baseline assessments completed</li> <li>- Group targets set and planned for</li> <li>- Summative assessments completed</li> <li>- Data analysed and next steps identified</li> </ul> <p>Within day to day teaching and supporting children, specific TAs delivered a range of interventions to support children from across the school to develop specific skills. These TAs were supported by our SENCO, Miss Jones, who delivered the training necessary for these interventions to be delivered.</p>
4. Phonics Interventions	1. Children from EYFS to Year 2 to receive consistent phonics teaching. 2. Children to have access to books that support and link to the whole school phonics programme.	LC / CG	<ul style="list-style-type: none"> <li>- All classes from EYFS- Year 2 to use programme to ensure continuity for phonics teaching</li> <li>- Selection of pupils to receive additional targeted support – discussions with class teachers</li> <li>- Development of bespoke programmes of support and interventions</li> <li>- Termly monitoring of targeted support</li> </ul>
5. Additional Pupil Premium expenditure for experiences.	1. Subsidise trips for all year groups to enhance their topics/learning. 2. Organise trips/visits outside of topics for children	MD/ SM/ CTs	<ul style="list-style-type: none"> <li>- Identify opportunities to book to take the children to.</li> <li>- Allocate funding for each year group to use to subsidise trips as they wish</li> <li>- Develop opportunities for these experiences to impact on the children's learning</li> </ul>

			Throughout the year, the children from across the school were able to take part in a range of sports and activities that are outside the 'normal realm of the curriculum'. These included paddle boarding, canoeing, attending a live international football game, archery, rock climbing and many more.
6. Learning Mentors (including ELSAs)	<p>1. All children feel supported &amp; have a trusted adult during their school day and are ready and able to engage with their learning</p> <p>2. The school is able to provide same day follow-up / support for children and their families</p> <p>3. Being able to deescalate and prevent incidents from becoming a barrier to children's learning</p>	ES / FM/ AV	<p>- Early identification of P.P. Learning Mentor caseload (September)</p> <p>- 1:1 and small group work established early in the year</p> <p>- Termly reporting to the Head teacher of caseload</p> <p>- Supporting and embedding the work on Emotion Coaching and Attachment training</p> <p>- Communicate daily with parents / carers</p> <p>- Liaising with all staff regarding children requiring additional support</p> <p>During the academic year, 2021/22, the Learning Mentors worked with a total of 147 children from across the school. 107 of these children were Pupil Premium children.</p> <p>These sessions included:</p> <ul style="list-style-type: none"> <li>• Just Right</li> <li>• Friendship and Social Skills</li> <li>• Nurture</li> <li>• Lunch Bunch</li> <li>• Behaviour Management</li> <li>• Protective Behaviours</li> </ul> <p>There has been a huge impact school wide due to these interventions:</p> <ul style="list-style-type: none"> <li>- reduced number of detentions</li> <li>- increased number of parents supported</li> <li>- increased confidence in children engaging and talking about how they're feeling and about their worries</li> <li>- increased number of children having a larger number of trusted adults in school</li> <li>- high-tariff children having less incidents on the playground</li> </ul>
7. Attendance Support and School Attendance Liaison Officer	<p>1. Early identification and follow-up identify children and families with unsatisfactory attendance and punctuality</p> <p>2. Reduction in the number of school days missed from learning</p> <p>3. Provide support and positive strategies for parents / carers</p> <p>4. Local and National guidance on school attendance matters are fully implemented and embedded throughout the school year</p>	KD/JS	<p>- Early identification of poor attendance / punctuality by weekly print outs</p> <p>- First day response for poor attendance</p> <p>- weekly &amp; termly celebration</p> <p>- Regular meetings with parents / carers</p> <p>- Attendance Advisory letters sent out to all families with below 95% attendance</p>