



# Bevendean Primary School and Nursery

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## 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 2022 to 2023 academic year) funding to help

*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.*

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:	Bevendean Primary School and Nursery
Number of pupils in school	- 329
Proportion (%) of pupil premium eligible pupils	- 53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	- November 2022
Date on which it will be reviewed	- November 2023
Statement authorised by	- Mark Dally: Acting Headteacher
Pupil premium lead	- Sarah Miller: Acting Deputy Headteacher
Governor / Trustee lead	- Lydia Majic
Funding overview	
Detail	Amount
Pupil premium funding allocation this academic year	£231,981
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:	£231,981

## 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.
<b>2.</b>	<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.	
<b>Intended outcome</b>	<b>Success criteria</b>
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.	The attendance for our disadvantaged children to be in line with or higher than our non-disadvantaged children. To decrease the number of persistent absentees, that are disadvantaged, including those who are regularly late. Gaps in learning blah
To improve and sustain the mental health and well-being of our children.	The number of children with levels of concern for children, recorded by teachers, is reduced. A reduction in referrals of children to our Learning Mentor team. 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.
To increase the life experiences that our children have.	Children experiencing a wide range of activities throughout the school year, i.e. trips, visits, after school activities, etc. Through pupil voice, our children show ambition and excitement for their futures. Pupil's writing improves and reflects this increased vocabulary.

**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: £ 93,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>2 x Key Stage 1 Additional TA Support</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:	3
<b>1 x Key Stage 2 Additional TA Support</b>	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
<b>EYFS Additional TA Support</b>		3

Targeted academic support: (for example, tutoring, one-to-one support structured interventions)		
Budgeted cost: £71,295		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Reading Recovery (ECAR)</b>	<p>ECaR had an overall positive impact on school level reading and writing attainment. In the second year of its operation, ECaR improved school level reading attainment at Key Stage 1 by between 2 and 6 percentage points. School level writing attainment at Key Stage 9 1 was improved by between 4 and 6 percentage points in ECaR's second and third years of operation. Reading Recovery had a positive impact on reading. At the end of Year 1, Reading Recovery had an impact of 26 percentage points on pupils reaching level 1 or above in their reading as assessed by class teachers. Reading Recovery had a similar level of impact (23 percentage points) on pupils being assessed as good or very good at decoding text. Reading Recovery had smaller positive impacts on reading related attitudes and behaviours. Significant positive impacts were found on always or sometimes: enjoying silent reading (17 percentage points), confidence in tackling a new book (12 percentage points) and voluntarily choosing extra books to take home (12 percentage points), as assessed by class teachers. Reading Recovery also had wider impacts on pupils. Reading Recovery had an impact of 17 percentage points on parents encouraging the child to think that reading is important, as assessed by class teachers, and an impact of 18 percentage points on the ability of pupils to initiate ideas and activities.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">Report Title (publishing.service.gov.uk)</a></p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Research has found that reading storybooks to children is one of the <b>most important activities for developing the knowledge required for eventual success in reading.</b> ... In addition, reading to children also stimulates them to read books themselves and further develop their cognitive skills (Canoy et al., 2006)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p>Teachers to be readers and model this – to be knowledgeable about children's literature.</p> <p><a href="https://www.researchgate.net/publication/227717974_Teachers_as_readers_Building_communities_of_readers">https://www.researchgate.net/publication/227717974_Teachers_as_readers_Building_communities_of_readers</a></p>	3
<b>ECAR TA Interventions</b> Year 5 & 6		3
<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	<p>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.</p>	3, 4, 5

<p><b>Interventions:</b> <b>(E.Y.F.S)</b></p> <p>Speech &amp; Language Early Curriculum Fine Motor Gross Motor Social Skills Early Talk Boost Lego Nurture</p>	<p>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.’</p>	<p>3, 4, 5</p>
<p><b>Phonics Interventions</b> <b>(0.2 FTE)</b></p>	<p>EEF Toolkit suggests: ‘The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.’</p>	<p>3</p>
<p><b>Additional Pupil Premium Expenditure to enhance life experiences for our children</b></p>	<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. <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>	<p>3</p>

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

Budgeted cost: £74,729

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Learning Mentors (3 FTE)</u></b></p> <p><b><u>2 x 0.2 FTE ELSA TAs</u></b></p>	<p>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.</p> <p><a href="#">Parental engagement</a>   <a href="#">Toolkit Strand</a>   <a href="#">Educational Endowment Foundation</a>   <a href="#">EEF</a></p>	<p>1, 2, 4</p>
<p><b><u>Attendance Admin Support</u></b></p>	<p>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.</p> <p>EEF ‘increasing parental involvement in primary schools had an average 2-3 months positive impact.</p>	<p>2</p>
<p><b>Total budgeted cost: £239,126</b></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 2021-2022 academic year.**

Planned Expenditure for 2021-2022- Indicative Budget £225,558			
Allocation	Desired Outcome/s	Staff Lead	Milestones
1. Learning Mentors (2.4 FTE) (including ELSAs)	<ol style="list-style-type: none"> <li>All children feel supported &amp; have a trusted adult during their school day and are ready and able to engage with their learning</li> <li>The school is able to provide same day follow-up / support for children and their families</li> <li>Being able to deescalate and prevent incidents from becoming a barrier to children's learning</li> </ol>	ES / FM/ AV	<ul style="list-style-type: none"> <li>Early identification of P.P. Learning Mentor caseload (September)</li> <li>1:1 and small group work established early in the year</li> <li>Termly reporting to the Head teacher of caseload</li> <li>Supporting and embedding the work on Emotion Coaching and Attachment training</li> <li>Communicate daily with parents / carers</li> <li>Liaising with all staff regarding children requiring additional support</li> </ul>
2. Attendance Support and School Attendance Liaison Officer	<ol style="list-style-type: none"> <li>Early identification and follow-up identify children and families with unsatisfactory attendance and punctuality</li> <li>Reduction in the number of school days missed from learning</li> <li>Provide support and positive strategies for parents / carers</li> <li>Local and National guidance on school attendance matters are fully implemented and embedded throughout the school year</li> </ol>	KD/JS	<ul style="list-style-type: none"> <li>Early identification of poor attendance / punctuality by weekly print outs</li> <li>First day response for poor attendance</li> <li>weekly &amp; termly celebration</li> <li>Regular meetings with parents / carers</li> <li>Attendance Advisory letters sent out to all families with below 95% attendance</li> </ul>
3. Reading Recovery – school-wide support	<ol style="list-style-type: none"> <li>Children across Key Stage 1, who require additional reading support to be able receive a short burst intervention</li> <li>Additional advise &amp; support will be offered to parents / carers</li> </ol>	EC	<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</li> <li>Early communication and contact with parents / carers</li> <li>Criteria of support established (Autumn 2021)</li> </ul>
4. Interventions: Just Right; Lego Therapy; Social Skills; Social Stories; Comic Strip Conversations (0.4)	<ol style="list-style-type: none"> <li>Interventions implemented for pupils with additional needs.</li> <li>Baseline and summative assessments will show progress of pupils.</li> <li>Group targets will be set and reviewed as appropriate.</li> </ol>	MS / SH / TW	<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>
5. Teaching Assistant Support - Year 5/6 (1.0) - Year 3/4 (1.0) - Year 2 (1.0)	<ol style="list-style-type: none"> <li>To improve outcomes for selected pupils receiving additional targeted support</li> </ol>	GBN JH LS JF	<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> </ul>

- Year 1 (1.0)	2. To develop and improve the learning behaviour for pupils receiving targeted support		- Termly monitoring of targeted support
6. EYFS Interventions - (1.0 FTE)	1. To improve outcomes for selected pupils receiving additional targeted support. 2. To best support children and prepare them for Year 1	AJ	- Selection of pupils to receive additional targeted support – discussions with class teacher / inclusion manager / use of data - Development of bespoke programmes of support and interventions - Termly monitoring of targeted support
7. New phonics programme and reading books to support	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.	CTs/CK	- All classes from EYFS- Year 2 to use programme to ensure continuity for phonics teaching - Selection of pupils to receive additional targeted support – discussions with class teachers - Development of bespoke programmes of support and interventions - Termly monitoring of targeted support
8. 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	MG/MD	- Identify opportunities to book to take the children to. - Allocate funding for each year group to use to subsidise trips as they wish - Develop opportunities for these experiences to impact on the children's learning
9. Inclusion/ SEN Support- (0.4)	1. Support used to support teaching. 2. Provision maps in place to support SEN children's learning. 3. CPD for staff to ensure strategies are in place to support children.	MC/MG	- Parent / carer workshops - Staff meetings / Twilight - School meetings / referrals for vulnerable children / families - Provision Maps up-to-date and completed - Resource packs for teachers on attachment needs & support - End of Autumn / Spring Term analysis of referrals
10. Curriculum and Behaviour Support & Development (0.2)	1. Development and implementation of a broad and balanced curriculum that engages all children  2. Through effective monitoring, ensuring that pupil premium children receive appropriate and targeted interventions of support	MD	- Creation of a topic and curriculum map outlining progression of programmes of study - Monitoring of periodic data for P.P. children - Monitoring of class teacher assessment sheets to ensure P.P. children receive regular targeted support - Monitoring of pupil books (English & Maths) and drop-ins / observations / learning walks to ensure P.P. children are well supported