

Pupil premium strategy statement – Beoley First School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Number of pupils in school | 93 |
| Proportion (%) of pupil premium eligible pupils | 7% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year) | 2024/2025 to 2026/2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | June 2025 |
| Statement authorised by | <i>Steve Philp,</i> Headteacher |
| Pupil premium lead | <i>Steve Philp,</i> Headteacher |
| Governor / Trustee lead | <i>Darren Turner, Chair of Governors</i> |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------|---------------|
| Pupil premium funding allocation this academic year | £14820 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £14820 |

Part A: Pupil premium strategy plan

Statement of intent

At Beoley First School, we are committed to ensuring that all our pupils, regardless of their background or circumstances, have the opportunity to achieve their full potential. Our Pupil Premium strategy is designed to provide targeted support to disadvantaged pupils, closing attainment gaps and addressing barriers to learning so that all children can thrive academically, socially, and emotionally.

Our approach is based on Pupil Premium funding is used effectively to make a tangible impact on pupil outcomes. We focus on:

- **Quality First Teaching** – Ensuring that every child benefits from high-quality teaching and learning, which is proven to have the greatest impact on progress.
- **Targeted Support** – Providing additional academic interventions and pastoral support tailored to individual needs, particularly in reading, writing, and mathematics.
- **Wider Opportunities** – Supporting pupils' personal development through enrichment activities, social and emotional support, and access to resources that enhance learning experiences.

We use evidence-based strategies and regularly review our approach to ensure that funding is used effectively and efficiently. Our Pupil Premium strategy aligns with our whole-school priorities and is shaped by rigorous data analysis and staff expertise.

Through this strategy, we aim to empower every child to succeed, ensuring that disadvantage does not determine destiny.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-----------------------------------------------------------------------------------|
| 1 | Below age related vocabulary and communication skills to support learning (oracy) |
| 2 | Early English skills including: phonics, spelling and transcription below ARE |
| 3 | Improve Impact of feedback so that pupils can make rapid progress. |

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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Below age related vocabulary and communication skills to support learning (oracy): Identified pupils to make progress in acquiring age appropriate vocabulary to support learning and communication (with adults and peers) | <ul style="list-style-type: none">• Children increasingly confident to communicate with adults and peers in a variety of learning contexts.• Developed structure and vocabulary in contributing to paired, group and class work• Increased incidence of vocabulary linked to learning being used (verbally) |
| 2. Early English skills including: phonics, spelling and transcription below ARE Identified pupils demonstrating improved skills and knowledge in Early English skills (individually targeted) | Positive outcomes for: <ul style="list-style-type: none">• Phonics screening assessments (Y1)• Phonics screening re-test (Y2)• Targets within Individual Provision Maps (SEND)• End of Year Assessments• Progress in attainment (internal assessments) |
| 3 Improve Impact of feedback so that pupils can make rapid progress. Identified pupils are experiencing regular high quality feedback. | <ul style="list-style-type: none">• Improved progress evidenced in books and yearly assessments.• Pupil voice indicates positivity and independence towards learning. |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • There is route from feedback into reporting so that parents become part of the feedback loop. |
| 4. Improve inclusion for children with nurture or attachment needs Equal access to enrichment opportunities for all children | <ul style="list-style-type: none"> • Support for PPG pupils in enrichment activities • Children with nurture needs can access curriculum effectively. |

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: £1430

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Formative Action Training. £500</i> | https://www.tandfonline.com/doi/pdf/10.1080/19345747.2021.2018746 | 3 |
| <i>Library Resourcing – use regenerated library effectively. £500</i> | Education Endowment Fund: Effective Professional Development Educahttps://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1695726346 | 1,2 |
| <i>Supporting Online Tools to increase parental engagement £200</i> | / | 1,2,3 |
| <i>SENDCO Network Membership (WCF) £230</i> | | 1,2,3,4 |

Targeted academic support

Budgeted cost: £ 10610

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

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <i>Nessy online subscription (phonics)</i> £110 | Education Endowment Fund: Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics Nessy citations: https://www.nessy.com/en-gb/about-us/our-expert-research | 1,2 |
| <i>Updated Phonics resources to support phonics progress £2000</i> <i>External specialist to give support and advice on phonics teaching</i> £500 | Education Endowment Fund: Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics Evidence through advice given from specialist agencies employed by school. | 1,2,3 |
| <i>1:1 Support and small group support £8000</i> | Additional staffing hours to support inclusion, wellbeing and nurture. https://www.nurtureuk.org/wp-content/uploads/2023/07/IJNE_Vol_6-The-classroom-offers-a-safe-base-%E2%80%93-Andrea-Middleton.pdf | 4 |

Wider strategies

Budgeted cost: £2780

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------|
| <i>Complex Communication Needs Assessments (Chadsgrove Teaching School Alliance) £1200</i> | | 4 |
| <i>Subsidised inclusion in residential</i> | | 4 |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <i>activity experience £400</i> | | |
| <i>Subsidies for Coach Travel and After School Activities to provide quality of enrichment. £1180</i> | https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801 | 4 |

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils perform as well as non-disadvantaged pupils in the key performance measures (phonics screening check and multiplication tables check)

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that children at Beoley First School are performing attaining better than their peers Nationally, whether disadvantaged or non-disadvantaged.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance is higher. Disadvantaged children are under-represented in the schools data on negative behaviour, compared to disadvantaged pupils. The school does not currently have data for wellbeing.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the schools inclusive, community-led approach is successful at mitigating the barriers encountered by disadvantaged pupils

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.