

## Pupil Premium Strategy Statement

### September 2023 – August 2024

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.

### School Overview

School name	Beal Vale Primary School
Pupils in school	194
Proportion of disadvantaged pupils	91 pupils (46.9%)
Pupil premium allocation this academic year	£132,405
Academic year or years covered by statement	September 2023 – August 2026
Publish date	November 2023
Review date	September 2024
Statement authorised by	G Ball
Pupil premium lead	G Ball
Governor lead	C Richards

### Funding Overview

Details	Amount
Pupil premium funding allocation this academic year	£132,405
Recovery premium funding allocation this academic year	£5872.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£138,277.50

## Statement of Intent

Our aim at Beal Vale Primary School is to provide all students with the opportunity to achieve their full potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to a diverse and bespoke curriculum designed especially for our pupils. This ensures we are supporting the development of the 'whole' child to achieve their ambitions and flourish in life.

There may also be complex family situations that prevent children from flourishing. The challenges can be varied. Quality First Teaching is the most important lever that we have as a school to improve outcomes for disadvantaged pupils. Improving the quality of teaching will also benefit other groups - including higher achievers. Ensuring that every teacher is supported and receives targeted professional development in order to keep improving is one priority for our Pupil Premium spending. In 2022-25, CPD from Optimus Education, English Hub, Maths Hub and Focus Trust will support teachers and leaders within the school.

Targeted academic support - Evidence shows the positive impact that targeted academic support can have. Our intent is to provide this through classroom teachers and teaching assistants linking with small group tuition and one-to-one support. Trained support staff are deployed to work with small groups and one to one to provide intervention that will close academic gaps and support emotional wellbeing.

School's wider strategies will continue to address the non-academic barriers to success in school and relate to behaviour and social and emotional support. In order that economically disadvantaged pupils have access to our wider opportunities, subsidisation is available for all activities and lessons that incur a cost. This includes educational trips and visits, music lessons with peripatetic teachers, after school activity clubs and our curriculum enrichment time in school. The schools learning mentor provides nurture and social skills groups which support our most vulnerable and disadvantaged children; one to one (or small group) supervision for pupils requiring or requesting time out of the classroom for emotional and/or behavioural needs. The pupil wellbeing lead fosters good communication between school and vulnerable families around attendance, behaviour, physical and emotional health.

Our key objectives are:

- To ensure that all disadvantaged children at Beal Vale Primary School should reach their potential
- To raise the aspirations of all disadvantaged children
- To ensure that all children reach the attainment levels of non-disadvantaged children.
- To develop the life chances of all disadvantaged children
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences.

## Challenges

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

Number	Details of challenge
1	Assessments indicate that our current Y2 cohort (32% are PP) have greater difficulty with reading comprehension (they have not developed sufficient reading fluency as the bridge between decoding and comprehension) and independent writing.
2	Poor language and communication skills on entry to school. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on entry to Reception. We recognise also that the emotional regulation and socioemotional wellbeing of our new Reception cohort is an area that needs strengthening and supporting.
3	Lack of life experiences and aspirations for the future. Lack parental support and engagement in their child's education. Our observations and discussions with families and pupils show us that some of our disadvantaged pupils need support to also widen their aspirations in school and beyond. We need to continue to offer them a wide- range of enrichment opportunities that enable them to aim high and at the same time, be motivated to succeed academically.
4	Our current Y2 and Y5 cohort have the largest proportion of children with SEND and EHCP plans. The complexity and variance of need calls upon staff expertise to utilize adaptive teaching strategies to ensure a full curriculum offer. Therefore, we need high quality CPD for all staff to ensure that these pupils receive adequate support.
5	Our attendance data indicates that attendance among a small proportion of our disadvantaged pupils is slightly lower than for non-disadvantaged pupils. Persistent absenteeism is a very small proportion of PP pupils and we continue to work closely with these families (and external agencies) to support improving their child's attendance.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils. Self-regulation skills for all pupils in-line with age related expectations.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Assessments against PSED ELG at the end of Reception Year and observation points throughout the year as per Development Matters indicate that significant progress is made in this area.
Provision for children with SEND and EHCP plans is highly effective via external support and expertise and investment into high quality CPD for all staff	Disadvantaged children with SEND/ EHCP plan are making good progress against individual targets (in line with their cognitive ability) and this is evidenced through rigorous 'plan, do, review' cycles of Individual Learning Plans and use of PIVATS 5. Staff demonstrate confidence when adapting their practice to meet the needs of ALL pupils. Staff quickly identify need, share concerns with the SENDCo, and write

	effective SMART targets. Interventions are evidence led and effective through careful deployment of staff expertise and pupil identification alongside rigorous tracking and monitoring.
Improved reading and writing attainment among disadvantaged pupils in Y2 cohort.	End of year assessments in reading and writing show that at least 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils 5 being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced further.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</li> </ul>

### 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: £17,200.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will invest in staff CPD to ensure they know how to support childrens' self-regulation.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://voice21.org/oracy-across-the-curriculum-the-evidence/">https://voice21.org/oracy-across-the-curriculum-the-evidence/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://www.teamteach.com/team-teach-connect/#KnowledgeHub">https://www.teamteach.com/team-teach-connect/#KnowledgeHub</a></p>	1,2,4
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils	<p>Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	2,4

	Specific training on ASD and practical adaptations that can be made with the classroom to support needs of Autistic learners.	
Support Staff CPD: Developing the role of support staff to ensure high quality instruction for all	<a href="https://d2tic4wv0iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wv0iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a>  Support staff to receive training on how to effectively scaffold learning and still promote independence so that pupils do not lose ownership of their learning.  Training on the use of adaptive teaching methods to support SEND children, within the classroom environment, to access the same learning as their peers.	1,2,4
Staff training and CPD to support quality teaching and learning through a range of strategies/ feedback and reflection including Optimus online training suite, Focus Trust training programme and development of subject leadership role.	Supporting the attainment of disadvantaged pupils (2015) identified that one of the key strategies for successful schools was a focus on high quality teaching. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> EEF Toolkit – the impact of teacher feedback is +6 additional months progress over the course of the academic year in schools. Metacognitive and self-regulatory strategies provide high impact. Our focus is to build opportunities for pupils to reflect on and monitor their own strengths and weaknesses. EEF toolkit indicates that +7 months progress can be achieved.	1,2,4
Support for the Early Career Development of ECT staff to ensure a consistent approach to teaching in all year groups. Further opportunities for training in subject knowledge, classroom management and teaching pedagogy	ECT teachers demonstrating a thorough understanding of teaching and learning strategies that support all pupils regardless of their individual starting points. Classroom management strategies to create an environment conducive to children making good progress. A strong understanding of the requirements of all curriculum subjects	1,2,4
Additional teaching support for language development and reading and writing in Year 2.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> Evidence shows that high quality teaching in whole class settings for all has the greatest impact on attainment.	1,4

## Targeted academic support

Budgeted cost: £85,377

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed the read, write inc programme to accelerate progress in reading and outcomes for children. Distribution of staff in supporting targeted reading and phonics catch-up sessions	Evidence suggested that delivering high quality reading programmes can have a significant impact on children's progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,4
Additional phonics / reading fluency sessions targeted at disadvantaged 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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,4
Teaching Assistant support in Reception Class to support 1:1 and small groups for targeted intervention.	EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress.	2
Specific and targeted interventions to support those children that have been identified and who have 'fallen behind' to make accelerated progress and 'catch-up' or exceed prior attainment standards.	EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,4
Provide quality TAs to support identified groups of pupils and/or 1-1 sessions . To provide pupils with high quality individualised and/ or targeted small group sessions to provide recovery learning. New curriculum facilitates and identifies gaps in learning through the Recovery Curriculum.	EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,4
Extra –curricular clubs and activities. The facility to offer	EEF Report: Life Skills and Enrichment. In line with limited research guidance these activities will either include a learning focus or be in addition to (not instead of)	3,5

a broad range of extra-curricular trips and events will enhance the social and cultural experiences of our disadvantaged pupils including music peripatetic provision.	academic support. EEF Toolkit: The average impact of arts participation on other areas of academic learning appears to be about an additional three months progress	
Internal tiered intervention programmes: Social skills, Anxiety workshops, Anger management Behaviour programme.	EEF Report; Improving Behaviour in Schools. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> ‘For pupils with more challenging behaviour the approach should be tailored to individual needs. EEF Toolkit: Alongside academic outcomes, interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Interventions which focus on improving social interaction tend to be more successful.	1,2,3,4,5
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition 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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,4,5

### Wider Strategies

Budgeted cost: £35,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor support. Providing pupils with access to an experienced counsellor through ‘Off the Record’ forms part of our strategy to support the development of coping skills and resilience.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	1,2,3,4,5
To subsidise pupils access to residential visits, day trips and visitors from external bodies. These visits broaden and enrich the curriculum across the school. They improve the	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	3,5

children's knowledge of the world and provide them with real-life experiences to provide context for their schoolwork, which in previous years has shown to deepen learning and increase enjoyment of the curriculum.	<p>A tiered approach To Spending.</p> <p>EEF Toolkit – extending school time and Aspirations.</p> <p>Studies that do exist shows positive impacts and there is a wider evidence base indicating that outdoor adventure learning has positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning plays an important part of the wider school experience.</p>	
Retention and development of the schools Learning Mentor to support with targeted tuition and Interventions. Pupils with identified social, emotional or health needs are supported by school staff to allow them to access the curriculum fully regardless of any challenges.	<p>EEF Toolkit – <a href="https://educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and Emotional learning strategies support children to access the curriculum fully and have moderate impact on progress (+4 months).</p> <p>Children lack resilience and self-esteem. Behaviour tracking, behaviour reviews and other records demonstrated key children who require specific intervention. Targeted behaviour interventions led by a trained Learning Mentor are also shown to have moderate impact on progress (+4 months) when applied consistently.</p>	1,2,3,4,5
Behaviour Training /CPD for all staff delivering targeted support in the whole school restorative practice approach. Induction to the approach for all staff new to school and regular updates through CPD.	<p>EEF Toolkit</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <ul style="list-style-type: none"> <li>– average impact of behaviour interventions is 2-6 additional months progress over the course of the year.</li> </ul>	1,2,3,4,5
Music tuition in class - all Year 3 pupils provided whole class tuition on a brass instrument. Opportunities for Year 4 pupils to participate in small group brass instrument tuition. Subsidy for CLA or PP children, suffering financial hardship, who wish to access paid guitar or keyboard tuition.	<p>EEF Toolkit –</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pati">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pati</a></p> <p>Arts participation is shown to have moderate impact on academic progress but evidence in school has shown the positive impact on children's attitude to school and attendance on the days of tuition.</p> <p>Ensuring access for all children, regardless of socio-economic challenges is central to school's mission.</p>	3,5
Funding for EYFS parents group to support children's transition to school and provide parents with the confidence and skills to support their children's educational journey.	<p>EEF – Teaching and Learning Toolkit: Parental Engagement.</p> <p>The sessions give parents a stronger grounding in strategies to support their child's learning at home (phonics, reading and calculations). Links between home and school have also been shown to impact positively on attendance.</p>	1,2,3,4,5



<p>To maintain the positive behaviour on the playground. More opportunities for pupils to be involved in sport and inter-school sports. Targeted support will have a positive impact on self-esteem, participation levels and attendance.</p>	<p>EEF Toolkit – <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>average impact of behaviour interventions is 2-6 additional months progress over the course of the year.</p> <p>Physical activity also has an impact on academic progress as well as children's attitude to school in general, behaviour and attendance.</p>	3,5
<p>To provide focused time for the School Business Manager to monitor, challenge and provide support for children with poor attendance.</p> <p>To buy-in external support from the Local Authority Attendance Team to challenge poor attendance and term time holidays.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils?utm_source=/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils?utm_source=/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p>	5

**Total budgeted cost: £138,277.50**

## 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 to 2023 academic year.

### Academic year. Review: 2022/2023 aims and outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022-2023 academic year using KS2 performance data; EYFS assessments; phonics screening; Y2 assessment judgements and internal assessment and monitoring.

For 2023, the % of our disadvantaged pupils that achieved the expected standard in Reading was 53.3%, in writing 66.7%, in Maths 60.0% at the end of KS2. The performance of our disadvantaged pupils is significantly below both local national average in all areas. We continued to adopt a three-tiered approach to our pupil premium spending by improving teaching, targeted academic support and wider strategies. We used current educational research to shape our Pupil Premium offer in line with EEF findings. We invested funding into further developing teacher pedagogy and further developed teacher knowledge of high-quality instruction.

We continued to enhance our SENDCO support and wellbeing provision and employed a SENDCO 1 day per week to enhance the skills of teaching staff in order to maximise the impact of teaching and learning to ensure PP children reach their full potential.

#### **Teaching**

High quality CPD for all teaching staff last year has had a significant impact across the curriculum and on teaching and learning. Staff have developed their knowledge of principles of instruction, retrieval practice and cognitive load theory to ensure pupils are able to access curriculum content and 'remember more (Sticky knowledge). One strength seen in lessons across the school is the development of strategies and interventions to support children with EHCPs or IEPs on the SEN register. Our internal QA and external review from the SIP shows that this has been successfully embedded across subjects and year groups and we hope to start to see positive impacts on the learning of our students in the coming years.

ACEs training and the adaptation of the PACE model to support children affected by trauma, while in its infancy is already having a positive impact on the attitude and engagement of children, a significant proportion of which are PP. This work will continue into the new school year.

#### **Targeted academic support**

Teachers and teaching assistants at Beal Vale provide targeted academic support using evidence-based programmes to link structured one-to-one or small group intervention to classroom teaching. Both individual and group intervention ensured continued progress and academic achievement. This targeted academic support focussed on English and Maths Teaching and also includes guided reading; use of support staff to deliver precision teaching; additional phonics; Read Write Inc; Mastering Number; WELLCOM ; reading comprehension; timetables and using and applying mathematical knowledge, 60 second read, Colourful Semantics.

The NTP has been employed full year to support children with remaining gaps following lost learning in COVID, or to supported targeted groups identified as requiring a 'boost' in pupil progress meetings. Analysis of intervention groups has shown a positive impact on the learning of targeted children in accessing year appropriate curriculum and closing the gaps to their peers.

#### **Wider strategies**

Pupil Premium children are able to receive to have trips and visits funded, additional resources purchased, free access to music tuition, on request, alongside additional booster and intervention provision.

Access to the school counselling service or nurture support from the learning mentor forms a key part of the graduated response to mental health and wellbeing. Children have a good understanding of the offer and older children have even begun to self-refer to the therapies provided if they feel they would benefit from the support.

Additional training and support for Midday supervisors has had a strong impact on the behaviour and variety of provision available during lunchtime. A reading shed and quiet zone to allow children a quieter space to relax and also promote a love of reading has been successful.

Attendance

### Externally provided programmes

Programme	Provider
Maintain school counselling service	Successful in supporting the children of Beal Vale Primary School and will continue to rises in the number of referrals and economic constraints of many of our families.
Implementation of the Sonar Curriculum	Allowed for a more consistent approach to planning across the curriculum to create 'learning links' and also for clear planning for progression of skills across year groups.
Wider opportunities music tuition	Brass musical instrument tuition through Oldham Music Service is available at either a discounted rate or for free for pupil premium families. Financial constraints should not be a barrier to accessing this opportunity.