

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Beaufront First School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	7% (3xPP, 1xPLAC, 1xForces)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Dec 21
Date on which it will be reviewed	April 22
Statement authorised by	Flora McErlane
Pupil premium lead	Eileen Daniel
Governor / Trustee lead	Flora McErlane

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 2914
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 4914

# Part A: Pupil premium strategy plan

## Statement of intent

At Beaufront First School we pride ourselves on being a friendly, open school that offers a high-quality education for all our children. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our goals, including progress for those who are already high attaining.

We constantly strive to:

- provide a happy, safe and secure environment for every pupil
- give each pupil the confidence and skills to achieve their very best
- have high expectations of each child
- lead children to understand right from wrong
- encourage children to respect themselves and others
- encourage children to show tolerance to those with different beliefs
- encourage children to show responsibility for their own behaviour and learning
- encourage children to persevere in every activity and to be resilient when facing difficulties and when being challenged
- encourage and value the support given by family members to their own children and the wider school community
- design a broad and balanced curriculum suited to Beaufront pupils, using the outdoors, practical experience and modern technology to make learning fun
- ensure that the broad and balanced curriculum encourages an appreciation of the cultural diversity within Britain
- promote healthy lifestyle choices

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge	
1	Lack of parental support with learning at home, both during times of school closure and on return to school, mean that learning in school is not reinforced out of school	
2	Limited reading opportunities have affected vocabulary and the ability to speak in grammatically correct sentences	
3	Internal assessment shows:- - a mismatch between expected reading ability and actual reading ability -a mismatch between fluency of reading (high) and comprehension (not so high)	
4.	-expression of behaviour, maturity and processing issues impact upon ability to access the curriculum and make appropriate 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.

no	Intended outcome	Success criteria	
1	A reading culture that ensures all pupils read regularly and develop a love of books.	Pupils access a range of reading material which they can read fluently and enjoy their success.	
2	Improved reading attainment among disadvantaged pupils.	Assessments (external and internal) and observations indicate significantly improved reading comprehension skills among disadvantaged pupils. This is evident when triangulated with	

		other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	
3	The language deficit for pupils in receipt of pupil premium funding is diminished	Pupils can speak confidently in full, grammatically correct sentences and express themselves clearly. Targeted pupils receive Speech and Language Therapy intervention.	
4	Pupils develop their language skills through speaking and listening, exposure to high quality reading material and subject specific vocabulary.	Use of RWI, Accelerated Reader and Guided Reading will track pupil progress and enable suitable range of reading material to be accessed. Writing attainment is increased as pupils are more confidently able to express their ideas	
5	Parents support and encourage pupils to extend their learning at home and develop good attitudes to learning.	Staff work with and support parents to overcome the barriers to learning at home.  10% participation of PP pupils in extracurricular/enhancement opportunities offered to them	
6.	All PP pupils will have access to a device and the internet to support home learning.	Pupils consolidate their learning and gain extra practise in skills and knowledge	
7.	Families in need of financial support will have received it	100% participation of PP pupils in enhancement opportunities offered to them. Increasing to 100% attendance at Before and Aftercare provision.	
8.	Specific small group support will be in place to improve key skills in phonics and reading.	Disadvantaged pupils will achieve the expected standard in reading, and phonics by the end of the academic year.	
9.	Generous staffing levels within school and targeted use of support staff.	Disadvantaged pupils will be supported emotionally to achieve at or close to academic standards for their year group. Social skills will improve.	



## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The curriculum and the use of Neli, RWI and Accelerated Reader ensure that all or almost all pupils meet expected standards</p>	<p>Evidence suggests that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>In developing reading comprehension, evidence suggests that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="http://www.oup.com/cn/word-gap.pdf">word-gap.pdf (oup.com.cn)</a></p>	<p>2,3</p>
<p>All teachers and support staff are trained to provide effective feedback</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>2,3</p>
<p>Curriculum planning ensures that the development of subject and topic-based</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>2,3</p>

vocabulary is planned into schemes of work.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents are supported and empowered to help their children at home Pupils are provided with a device and parents and pupils are supported with digital literacy so that the devices can be used to support home learning	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1,2,3
Extra HLTA provision ensures targeted one to one or small group intervention addresses identified gaps effectively	<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/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	2,3
Small group support	Knowing the child well and engaging in overlearning to establish key skills improves outcomes.	4

and individual support enhances overlearning and specific needs.		
Learning delivered through different modalities; brain breaks used.	Kinesthetic Aural and visual learning supports children with processing and emotional difficulties	4
additional OT assessments	Potential difficulties are identified accurately and this allows in school programmes and parents support programmes to be designed and delivered to best effect.	4

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional reading sessions where Head Teacher reads to disadvantaged children to foster an enjoyment in reading and books. (Part of after school care)</i>	Modelling of vocabulary that is outside the everyday range used by the children.  Story structures and imaginary worlds are opened up to children.	1,2.
<i>Chatterbooks Y4 HLTA led intervention to expose children who are not read to at home to a range of age appropriate texts.</i>	Modelling of vocabulary that is outside the everyday range used by the children.  Story structures and imaginary worlds are opened up to children.	1,2

**Total budgeted cost: £4914**



## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*Because of the very small numbers of disadvantaged children in our school our approach is carefully tailored to these children and so the details of what we do may change significantly from year to year.*

*In the year ending July 2021;*

*Reading 2 / 5 at ARE*

*Writing 2 / 5 at ARE*

*Maths 4 / 5 at ARE*

*1 child working at GDs in all areas.*

*All children were making progress against their own carefully specified individual targets.*

### 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
White Rose Maths	
Mathletics	
Real PE	

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*