



## Pupil premium strategy statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Beaumont Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Stacey Postle/Dale Sumner
Pupil premium lead	Dale Sumner
Governor / Trustee lead	Anne Galloway

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,625 (£4690 RIAC)
Recovery premium funding allocation this academic year	£2,030
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	NA

## Statement of intent

**The Beaumont family endeavours to create a love of lifelong learning, grow healthy resilient minds and develop aspirational future citizens. Our children will make a difference by leading by example, showing tolerance and compassion within a diverse world and being an active and valuable part of society.**

At Beaumont Primary school we have high expectations and ambitions for all our pupils, including those eligible for pupil premium funding. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This works alongside research conducted by the EEF.

We will consider the challenges faced for our pupils at Beaumont and the common barriers to learning for disadvantaged children, which can be: less support with home learning, speech, language and communication difficulties, lack of confidence and/or behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and diagnosing of pupils’ needs and the strategy we implement will be shared with staff so pupils barriers are identified are their needs are met.

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, notably in its targeted support through small group interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high aspirations of achievement for all.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and planned for.
- Make provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocate funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with staff and pupils indicate a Speech, language and communication barrier including vocabulary gaps and limited oracy skills amongst many of our disadvantaged pupils.
2	Assessments, observations and discussions with staff and pupils indicate that some of our disadvantaged pupils have greater difficulties with phonic acquisition therefore impacting upon progression within reading.
3	Assessments, observations and discussions with staff and pupils indicate that some of our disadvantaged pupils have greater difficulties with basic skills in maths.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

5	Our assessments (including wellbeing survey), observations and discussions with pupils have identified social and emotional issues for many pupils, notably due to bereavement, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our analysis of attendance indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. (due to children being in Pakistan for extended periods due to pandemic)

## 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 speech, language and communication skills including oracy and vocabulary acquisition.	Assessments and observations will indicate improved oral language amongst disadvantaged pupils. This will be evidenced through staff feedback, engagement in lessons, book scrutiny and ongoing formative assessments.
Improved phonics acquisition among disadvantaged pupils	KS1 phonic screening check indicates continued improvements in phonic acquisition.
Improved reading attainment among disadvantaged pupils	KS1 reading outcome and KS2 reading outcomes indicate that disadvantaged pupils make significant progress from their starting point, meet or exceed the expected standard.
Improved mathematical attainment among disadvantaged pupils	KS1 maths outcomes and KS2 maths outcomes indicate that disadvantaged pupils make significant progress from their starting point, meet or exceed the expected standard.
To improve wellbeing and enrichment opportunities for disadvantaged pupils	High levels of wellbeing will be measured by : <ul style="list-style-type: none"> <li>Wellbeing surveys, parent and student voice, teacher/staff observations and discussions.</li> <li>Increased participation in enrichment activities/clubs particularly amongst disadvantaged pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>Disadvantaged pupils' interests and talents will be identified and developed.</li> </ul>
To improve attendance for all pupils, particularly our disadvantaged pupils.	<p>The overall absence rate for all pupils will be no more than 96%</p> <p>The figure amongst disadvantaged pupils will be an ever improving picture.</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

Budgeted cost: £27,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to embed language skills including oracy and vocabulary acquisition across the curriculum.</p> <p>Staff will work with the Laboratory school programme to develop the theories of action toolkit within school which will improve oracy and vocabulary acquisition across school</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="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Staff will work with a hub of schools locally, nationally and internationally to develop its powerful classroom practice, peer-to-peer learning and professional development and instructional leadership.</p> <p><a href="http://bolton.ac.uk">Laboratory School (bolton.ac.uk)</a></p>	1

<p>We will purchase appropriate resources such as the NELI and fund ongoing teacher/staff training and release time.</p>	<p>The NELI programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p><a href="#">Home   Nuffield Early Language Intervention (NELI) (teachneli.org)</a></p>	
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>We have purchased the “pearson phonic bug” scheme to support the delivery of phonics in EYFS and KS1</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Bug Club is shown to deliver 30 months of progress in reading in just 18 months* whilst developing a love of reading.</p> <p><a href="#">Bug Club Family (pearsonschoolsandfecolleges.co.uk)</a></p>	2
<p>Enhancement of our maths teaching in line with DfE and EEF guidance through embedding the “power maths” scheme across school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>The power maths programme is a mastery programme, which is aligned to the White Rose Maths progressions and schemes of</p>	3

	<p>learning. The UK's Department for Education recommends this programme.</p> <p><a href="https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/power-maths.html#:~:text=Power%20Maths">https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/power-maths.html#:~:text=Power%20Maths</a></p>	
<p>Enhancement and development of whole school CPD through a variety of pathways Including; coaching, INSET, subject leader release time, teacher and TA appraisals and all staff using the National college programme to enhance practice.</p>	<p>The National college in an online training resource that has been recommended and supports the latest DFE guidelines and EEF documentation</p> <p><a href="https://info.thenationalcollege.co.uk/">https://info.thenationalcollege.co.uk/</a></p> <p>Information about the TAS role within school and how it can support the development of the school and its pupils has been taken from</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>To powerful impact coaching has on staff development is explored through our collaboration with Laboratory schools.</p> <p><a href="#">Laboratory School (bolton.ac.uk)</a></p>	1, 2, 3, 4, 5

## Targeted academic support

Budgeted cost: £10,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional speech, language and communications interventions targeting disadvantaged children who have low spoken</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1

language skills (including vocabulary acquisition interventions, pre-teach vocabulary interventions and NELLI language programme)	<a href="#">Home   Nuffield Early Language Intervention (NELI) (teachneli.org)</a>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Additional phonic bug books purchased to accelerate phonic progression and reading progress	Bug Club is shown to deliver 30 months of progress in reading in just 18 months* whilst developing a love of reading. <a href="#">Bug Club Family (pearsonschoolsandfecolleges.co.uk)</a>	2
Online reading programme (reading plus) to support reading in school and at home which will accelerate reading progress and attainment at KS2 Additional 1-1 reading with the bottom 20% of readers throughout school including disadvantaged children.	<a href="#">Theoretical Framework and Foundational Research (hubspotusercontent00.net)</a>  1-1 tuition targeted at a specific need can be an effective method to support low attaining pupils or those falling behind <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	2

Additional small group interventions delivered before school x4 times per week to support lower attaining pupils and those who have fallen behind. A significant number of the pupils targeted will be disadvantaged.	<p>Small group tuition targeted at a specific need can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
Purchasing the Ladywood outreach intervention programme to deliver a variety of targeted interventions throughout the year including self-regulation of emotions, oracy and social and emotional interventions. This will target children who are disadvantaged including high attainers.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF social and emotional learning pdf (educationalendowmentfoundation.org.uk)</a></p> <p><a href="#">Home   Ladywood Outreach Service   SEN   Education   Little Lever   Bolton</a></p>	4, 5
Additional wellbeing support delivered during lunchtime to targeted children (1-1 and small groups) many of whom are disadvantaged.	<p>There is evidence to suggest physical activity can support children's emotional wellbeing.</p> <p><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 5

This support will be delivered by the pastoral lead and sports coach and will include a focus on team building, outdoor learning and games and check in and chat sessions		
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## Wider strategies

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime support to provide high quality games and activities to engage in activities delivered by the sports coach and pastoral lead	There is evidence to suggest physical activity can support children's emotional wellbeing.  <a href="#">Physical activity   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	4,5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve the appointment of a pastoral lead who will monitor attendance/support improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">Working with Parents to Support Children's Learning   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	6
Identify and develop pupils' interest and hobbies so that children who are disadvantaged	<a href="#">3. Wider strategies   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	4,5

have the same opportunities and enrichment by providing many different lessons/activities e.g. singing lessons, drama lessons, instrumental lessons, football clubs and various other sporting opportunities/after school clubs		
Identify children whose attendance is a concern and support parents by providing targeted support e.g. providing breakfast club.	<a href="https://www.educationendowmentfoundation.org.uk">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a>	4,5

**Total budgeted cost: £42, 382**

## 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.

Our internal assessments during 2020 -2021 suggests that performance of disadvantaged pupils was broadly in line in comparison to previous years. One of the PP children who did not achieve ARE had an EHCP and the other child was on the SEN register awaiting an EHCP.

End of Year 6 data 2021

Reading (32 pupils) Yr6 Sum2	No. (%)	Below	On Track	Higher
Pupil Premium	6 (18.8%)	3 (50.0%)	1 (16.7%)	2 (33.3%)
Writing (32 pupils) Yr6 Sum2	No. (%)	Below	On Track	Higher
Pupil Premium	6 (18.8%)	3 (50.0%)	1 (16.7%)	2 (33.3%)
Mathematics (32 pupils) Yr6 Sum2	No. (%)	Below	On Track	Higher
Pupil Premium	6 (18.8%)	3 (50.0%)	2 (33.3%)	1 (16.7%)

#### Attendance

Our analysis of attendance indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. Two of the children in this cohort were in Pakistan for extended periods due to pandemic.

## 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
Phonic bug	Pearsons
Reading plus	Reading Solutions Limited
Power maths	Pearsons
Times table Rockstars	TT Rockstars (Maths Circle)
Tailored intervention support & packages	Ladywood outreach
1-1 tutoring	National Tutoring Service