

Pupil premium strategy statement

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	Beswick and Watton CE Primary School
Number of pupils in school	23
Proportion (%) of pupil premium eligible pupils	35% in main school
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Liz Harros
Pupil premium lead	Liz Harros
Governor / Trustee lead	Kate Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6925
Pupil premium funding for Post LAC	£7230
Total budget for this academic year	£14,155

Part A: Pupil premium strategy plan

Statement of intent

At Beswick and Watton Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The numbers of children eligible for free school meals is small and in our plan we need to ensure that no child could be identified.

The population of disadvantaged children has been mobile over the period of the plan and therefore we necessarily need to respond to that changing need.

We have also identified that some of the disadvantaged children also have SEND and despite our best efforts some children have not achieved as highly as we would have anticipated and additional specific learning needs have now been identified.

We are also aware that some of the children identified as disadvantaged did not access remote learning, make use of the laptops provided or take up the offer of a school place following lockdown. We will seek to use some of the pupil premium and recovery premium to support these children.

- The overall aims of our pupil premium strategy are:
 - To raise the in-school attainment of both disadvantaged pupils and their peers
 - To raise the level of emotional resilience in learning for disadvantaged pupils
 - To support disadvantaged pupils where there are social and emotional issues and support these children to develop good self-regulation skills, independence and self esteem

Challenges

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

Challenge number	Detail of challenge
1	Lack of effective parental support for learning for key children
2	More frequently expressed behaviour difficulties

3	Increasingly complex additional needs identified for disadvantaged children with SEND.
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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
Children achieve at least in line with their peers	Children reach ARE by the end of KS1 in reading, writing and maths
Children achieve at least in line with their peers	Children reach ARE by the end of KS2 in reading, writing and maths
Children are well prepared to engage with the curriculum	Children pass the phonic screen by the end of Y1
Children engage in all aspects of school life	Children are able to take a full part in lessons Children come into school and separate from their parents

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: £4155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for class teacher	See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’	1,2,3
Additional programme for SEND children to access curriculum	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring in English and maths	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	1,2,3
Establish small group interventions for pupils who have fallen behind.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	1,2,3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional mentoring and	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.	1,2,3

outdoor activity	https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies	
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Total budgeted cost: £14,155

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.

Given the small numbers of children involved it is impossible since presenting any data would clearly identify children. In addition to this a high proportion of the children identified as disadvantaged left the school during the academic year 2020-21. The school does hold this data but does it is not appropriate to reference this in a publically available document.

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
Times table rock stars	Maths circle
Numbots	Maths circle
Bug Club phonics	Pearson
PASS survey	GL assessment
PIRA and PUMA tests and interventions	Rising stars