

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	Beverley St Nicholas Primary
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	38.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Terri Turton
Pupil premium lead	Charlotte Chappell
Governor / Trustee lead	Tom Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,190
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,190

Part A: Pupil premium strategy plan

Statement of intent

Here at Beverley St Nicholas Community Primary we would like to make a real difference with our pupil premium money. Our chosen approaches are research based using evidence from the Education Endowment Foundation (EEF) with good quality teaching being the most important lever to improve outcomes for disadvantaged pupils. We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe in instilling in all of our pupils a passion and thirst for knowledge, and a dedication and commitment to learning, that will help to improve life chances for them in the future and ensure that all are able to achieve success.

We hope that each child will develop a love for learning and acquire skills and abilities which will support them with fulfilling their potential and as an adult finding employment. We ensure that effective teaching, learning, and assessment meets the needs of all pupils and helps them to make good progress from their starting points. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Class teachers are also supported in identifying potential barriers for learners and identifying ways to overcome these. Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision and support from appropriately trained adults and that their families are also supported to ensure a strong partnership between home and school.

Our ultimate aim for all of our children is that they are able to access a broad and balanced curriculum which focuses not just on academic content but also on a holistic approach to ensure that all children are supported with all of their needs and that they have the opportunity to develop relevant life skills that they need. As a school we have looked at the barriers that our children face daily and our strategy over the next three years will address this.

Our aims are

- To ensure high quality teaching gives children an awareness of further education and opportunities available to them beyond school in order to raise their aspirations.*
- To see a reduction in the vocabulary gap between disadvantaged and non disadvantaged children. To ensure all children have high quality opportunities and experiences to further enhance their communication and vocabulary skills.*
- To ensure that pupil's emotional health and wellbeing is closely monitored and they are given opportunities to reflect on their mental health and identify ways in which they can improve this.*

- *To improve and further develop parental engagement with school to ensure children's learning is not hindered by opinions and preconceptions.*

We have chosen high quality teaching to develop and drive our strategy for all pupils, not just disadvantaged children. This has been proven to be the most effective way of closing the gap between disadvantaged children and non disadvantaged. Data will be collected and analysed termly and pupil progress meetings, assessments and pupil voice will be used to monitor this.

We have chosen to focus on wellbeing and ambition as we have found after lockdown aspiration, resilience and drive has particularly been affected and we are hoping to not only raise this for the pupils but the parents too when covid restrictions allow this. Our nurture room, well being and mental health lead and ELSA sessions will be used as well as pupil and parent voice to ensure we are working towards diminishing these barriers.

Challenges

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

Challenge number	Detail of challenge
1	Pupil and parent future aspirations inhibit success.
2	A language deficit inhibits curriculum access
3	Social & emotional issues limit curriculum access
4	Limited engagement from parents can be a barrier to 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
<p>To ensure high quality teaching gives children an awareness of further education and opportunities available to them beyond school.</p>	<p>High quality teaching is always provided to raise aspirations and ambition for all pupils.</p> <p>What will success look like this year? High quality teaching to be delivered all the time to engage all learners not just disadvantaged pupils.</p> <p>What will success look like in year 2? Engaging all learners in learning, all staff to be role models for pupils, demonstrates when a skill might be used in real life.</p> <p>What will success look like in year 3? To have a wider range of aspirations throughout school and a better understanding of how to achieve their own futures.</p>
<p>To see a reduction in the vocabulary gap between disadvantaged and not disadvantaged children. To ensure all children have high quality opportunities and experiences to enhance their communication and vocabulary skills.</p>	<p>To see a reduction in the vocabulary gap between disadvantaged and non-disadvantaged children. To ensure all children have high quality opportunities and experiences to enhance their communication and vocabulary skills.</p>
<p>To ensure that pupil's emotional and health and wellbeing is closely monitored, they are given opportunities to reflect on mental health.</p>	<p>To ensure that pupil's emotional and health and wellbeing is closely monitored, issues are quickly addressed.</p> <p>What will success look like this year? Our nurture room will be established and children will be visiting regularly if needed.</p> <p>What will success look like in year 2? Classrooms will be nurture friendly throughout school and wellbeing will be promoted.</p> <p>What will success look like in year 3? Pupil wellbeing will be at the forefront of teaching and a well being policy throughout school will be established.</p>

<p>To improve and develop parental engagement with school to ensure children's learning is not hindered by opinions and preconceptions.</p>	<p>Regardless of background, parents support and promote a positive ethos of the school.</p> <p>What will success look like this year? 80 % of disadvantaged children's' parents will attend Spring parents evening.</p> <p>What will success look like in year 2? 100% of disadvantaged parents will attend parents evening or interact by phone call etc. Parents will start to engage in other school events.</p> <p>What will success look like in year 3? School events/meetings/assemblies will be attended by a higher percentage of disadvantaged parents.</p> <p>1</p>
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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: £ 64,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For high quality teaching to be always used to raise aspirations and ambition throughout school.</p> <p>A well developed and balanced careers curriculum to be used throughout school – working closely with the Careers lead.</p> <p>To have guest speakers, visitors and role models coming into school to raise pupil's aspirations.</p> <p>Have a pupil champion in school with time to support, deliver and respond to the children's needs as and when.</p>	<p>ASPIRE: TO RAISE THE ATTAINMENT OF DISADVANTAGED PUPILS document.</p> <p>Successful schools 'have clear, responsive leadership'. DfE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</p> <p>EEF Implementation Guide states that 'school leaders play a central role in improving education practises through high quality implementation' by 'defining both a vision for and standards of desirable implementation'.</p>	1
<p>To develop the role of subject leaders to ensure that all learners receive high quality teaching across the school through an immersive curriculum</p>	<p>Prioritising staff development at all levels will ensure that school staff are supported to be highly skilled practitioners who have a secure understanding of teaching pedagogy and how to secure the best educational</p>	1

	<p>outcomes for all children, including those deemed to be disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development?utm_source=/education-evidence/evidence-reviews/teachers-continuing-professional-development&utm_medium=search&utm_campaign=site_search&search_term=quality%20of%20ed</p>	
<p>Work with the local businesses, college and university to try and encourage children into higher education etc. Give the children a realistic view about the effort they put in now to contribute to their future.</p>	<p>Resilient pupils were also more likely to have a growth mindset. That is, resilient pupils recognise challenges as external, understanding they can be confronted and tackled. They believe that their efforts at school contribute to their success in school and the future.</p> <p>https://schoolsweek.co.uk/what-differentiates-disadvantaged-pupils-who-do-well-from-those-who-do-not</p>	1
<p>Run with it program aimed at year 6 pupil having real life math and literacy skills</p>		1
<p>Re-introduce homework club for all children, particularly those who may not have the support</p>	<p>https://educationendowmentfoundation.org.uk/education-</p>	1

at home so they can complete their home learning tasks.	evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_searchh&search_term	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,637

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce vocabulary – word of the day books to help all children be exposed to a wide range of vocabulary. RWI and Lexia interventions to work on “catch up” Lexia to be used throughout school	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2
Reading for pleasure to be pushed throughout school – sponsored reads, Head teacher reading to classes, daily story time in every class. The introduction of reading champions – parents/volunteers/TAs to read with PP children and focus on increasing data scores TA’s to deliver high quality interventions based on reading - particularly in KS1.	EEF (+4) Teaching assistants are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions. Teaching assistants can provide a large positive impact on learner outcomes. Where teaching assistants are trained to deliver an intervention to small groups or individuals, this has a high impact.	2

<p>Pupil progress meetings to keep track of our data at certain points of the year and discussions/ interventions to be injected when needed.</p>	<p>By the time they start school, children from the poorest fifth of families are 19 months behind those from the richest fifth in terms of vocabulary. Track these children at pp meetings and inject extra support with high quality TA support. https://schoolsweek.co.uk/reception-children-need-to-speak-first-to-close-the-language-gap/</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing to be acknowledged throughout school for all pupils, staff and parents. Headteacher to attend Mental health training and this then be delivered to staff etc</p>	<p>Longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health</p> <p>Goodman, A. et al. (2015). Social and emotional skills in childhood and their long-term effects on adult life.</p> <p>Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing - DFE Mental health and behaviour in schools.</p> <p>EEF (+4) Social and Emotional Learning Three broad categories of SEL interventions can be identified:</p>	<p>3</p>

	<ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning • Universal programmes which generally take place in the classroom with the whole class; • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. 	
<p>Nurture friendly classrooms to be set up and run effectively and consistently.</p> <p>Nurture room provision to be established for vulnerable children as well as being a safe space for all children who need work with their self-esteem and anxiety.</p> <p>ELSA lessons delivered to all children who have been identified by class teachers.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p>	3
<p>Clubs and enrichment opportunities throughout school to be offered regularly and sometimes only to the disadvantaged pupils.</p>	<p>https://www.gov.uk/government/news/huge-expansion-of-tutoring-in-next-step-of-education-recovery?utm_medium=email&utm_campaign=govuk-notifications&utm_source=d1ca4622-304e-4f9d-9228-c626288a952d&utm_content=daily</p> <p>Sporting clubs in particular may help children close the gap in other areas.</p>	3

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

Budgeted cost: £2839

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Our new Nurture lead to work alongside myself to provide drop ins for parents to come in, have an informal chat, get help if needed to build relationships and erase</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-</p>	4

<p>preconceived views on school. Nurture lead to undertake the Family links course for half days supply. RWI online training to help support home-learning, with a focus on early learning.</p> <p>More workshops and support for parents delivered by teachers/ SLT An increased attendance to parents evening from disadvantaged pupils parents</p> <p>Approaches that focus on developing parents own skills, for example by providing structured training, can have a moderate positive impact on learning.</p>	<p>engagement&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>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: This will link with high quality teaching but will be also delivered so parents can support at home, therefore improving progress faster.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Introduce open sessions that parents can drop into and learn/complete an activity alongside their children.</p> <p>Continue to use class dojo to engage parents with learning at school</p>	<p>The evidence here is we as a school have already seen an increase in parental interaction through the dojo app and we are hoping to extend this with sessions where parents can be involved with (non-threatening) activities in school to continue to build relationships especially with our disadvantaged parents.</p>	4

Total budgeted cost: £ 137,190

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.

Language barriers - Improve speech and language skills across KS1 and Early years. Improve reading development and comprehension skills as well as writing development. Improve vocabulary through school.

There was a significant spend on the library resources and an increased focus on reading for pleasure. RWI was hampered by not being able to hold development days for teachers CPD and not being able to cross bubbles for the entire year. Due to covid restrictions meant that books were not to be sent home and also we were not able to support parents in school like we normally would. This means this will still be an action this coming year due to the restrictions we have had.

Low aspirations - To further develop the careers curriculum and provide further opportunities to work with parents. Increase average attendance to 94% and increase pupil participation in enrichment activities as well as increasing self esteem.

Development of careers curriculum has been limited this year but is a high priority for this year. We will be aiming to renew our careers mark during this academic year. Class dojo has been used effectively to encourage parental engagement and has had a positive response moving forwards we will be looking to increase face to face contact. ELSA sessions have been running throughout the year and class teachers have been asked to refer children who need to have a focus on wellbeing. Questionnaires have been successfully used to gather pupil voice. Social and emotional competencies have been used across school.

Increase attendance rates and improve punctuality with the aim of achieving 94% for all pupils.

Average attendance has increased to 94% for PP pupils despite the effects of the pandemic. Regular phone contact with nervous parents really helped to boost these figures. Moving forward we would like to improve this further. We are going to work on encouraging parents to be punctual.

Children's wellbeing will be improved throughout school with a focus on nurture friendly classrooms and children coming to school ready to learn.

Wellbeing phone calls were in place during lockdown to regularly keep in touch with PP children. ELSA provision was targeted to meet needs of the children returning to school. Home Learning was accessible to all, and laptops were provided for those that needed them. Further focus will be on nurture friendly classrooms and our new nurture provision.

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
RWI	Ruth Miskin
Maths Flex	Pearson
Lexia	Lexia learning

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)

Beverley St Nicholas Community Primary School prides itself on delivering a well rounded approach to teaching and learning and giving all children the support they need. We are a growth mindset school, and we focus strongly on building children's resilience.

Our values promote a happy, safe and caring environment that is committed to helping all children experience success, whatever their background or abilities. Our children build upon their learning powers as part of a learning community in which they all become resilient and self-assured whilst achieving the highest standards in all they set out to do. The health, safety and wellbeing of every child is our paramount concern.

We use the Jigsaw scheme which is a progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever changing world.

We have recently introduced Class Dojo to build relationships with both parents and children at home. This is where we celebrate success and keep parents informed of things happening in class and build positive relationships between home and school which may have previously been strained. It is also working well as a means of encouraging parental involvement with the children's learning

Senior leadership are accessible to parents, staff and pupils particularly at the start and end of the day so that parents can be supported if needed. There is an open door policy which is being actively promoted and this is publicised via newsletters and Class Dojo.

We work closely and in partnership with outside agencies such as the Behaviour Support Team to help to further enhance provision and support for all children. As part of this relationship we have had a strong focus on establishing nurture friendly classrooms and have focused on assessing the social and emotional needs of all children particularly during the return to school following the pandemic. We are focusing on building links with the Children's Centre in order to be able to jointly deliver the Family Links Programme which will undoubtedly enhance home life for a number of our pupils. We have strong links with the Trussell Trust who support many of our families in need and are able to signpost families to this organisation. Links with the church are strong and they are regular visitors to school and offer a range of extra curricular and wellbeing based activities as well as coaching for targeted children.

CPOMS is being used highly effectively across school to monitor and track children's wellbeing and relevant support is put in place when needed. The DSL's have a strong awareness of the needs of children and their families.