

Pupil premium strategy statement – Beverley St Nicholas Primary

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	111 pupils 37.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Terri Turton
Pupil premium lead	Charlotte Chappell - replaced January 2024 by Natalie Wood
Governor / Trustee lead	David Elvridge

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£166598
Recovery premium funding allocation this academic year	£16603
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>Not sure</p> <p>£183201</p>

Part A: Pupil premium strategy plan

Statement of intent

Our chosen approaches are research based using evidence predominantly from the Education Endowment Foundation (EEF) with high 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. Research tells us that high quality teaching has the greatest impact on closing the disadvantaged gap and benefits all pupils.

We want each child to 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 the pupils social, emotional, and mental health needs are met via 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 pupils 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 challenges that our children face daily and our strategy over the next three years will address this.

Challenges

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

Challenge number	Detail of challenge
1	End of KS and phonics screening data is below national average with children not reaching ARE in English.
2	A language deficit inhibits curriculum access

3	Social, emotional and mental health issues are a barrier to curriculum access
4	Attendance and punctuality impacts children's learning
5	

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
To improve attendance throughout school to be at least 96% for all pupils.	<p>Short term:</p> <ul style="list-style-type: none"> All staff, parents and children will have a clear understanding of the attendance policy and parents respond to communication and attend meetings regarding to attendance. Ensuring we are in line with Trust policies. <p>Medium Term:</p> <ul style="list-style-type: none"> All staff actively working together to promote excellent attendance. Parents actively communicate with school regarding attendance and recognise that school are working in partnership.. <p>Long Term:</p> <ul style="list-style-type: none"> All members of staff have an active role in supporting attendance. Student attendance across the school will be at least 96% Parents will be knowledgeable about the fact that children's attendance and punctuality has a direct impact on children's attainment and will work with school in order to support this .
To provide high quality teaching to close gaps in English and Maths.	<p>Short term:</p> <p>An improvement in standards of the children's writing and reading.</p> <ul style="list-style-type: none"> Increased vocabulary

	<ul style="list-style-type: none"> · Children are actively engaged in writing lessons. · More children are meeting age related expectations at the end of the year. <p>Successfully introduced whole class reading and Little Wandle phonics across the school.</p> <p>To successfully provide CPD to all staff to ensure fully inclusive classrooms to ensure all children (especially our neurodiverse children are catered for effectively and with no barriers in place.)</p> <p>Medium Term:</p> <p>Children will have an increased range of vocabulary and there will not be any noticeable difference between disadvantaged and non disadvantaged.</p> <ul style="list-style-type: none"> · Data will be in line with National averages at least. More children will be working at greater depth at the end of KS1 and KS2 · The teaching of T4W is fully embedded across the school. <p>Parent engagement has taken place in order to fully support children in reading.</p> <p>Long Term:</p> <ul style="list-style-type: none"> · For data to be consistently in line or above National averages.
<p>To provide highly effective interventions which support children in reaching age related expectations.</p>	<p>Short term:</p> <ul style="list-style-type: none"> · Monitoring will show an improvement in children's academic abilities · Pupil voice will show children are more confident in talking about their learning. <p>Children are identified and appropriate interventions are put into place and evaluated regularly.</p> <p>Internal data and NFER assessments will be effectively used to support pupils' next steps.</p> <p>Medium Term:</p>

	<ul style="list-style-type: none"> · Increase in the amount of children meeting age related expectations. <p>To have fully established precision teaching as an intervention.</p> <p>Long Term:</p> <ul style="list-style-type: none"> · Closure of gaps · Parents more engaged in the process of supporting their child.
<p>To ensure that pupil's social, emotional and mental wellbeing is closely monitored and children are given opportunities to reflect on their own mental health and identify ways in which they can improve this.</p>	<p>Short term:</p> <ul style="list-style-type: none"> • Staff can recognise when children need extra support and know the procedures to access relevant support. Staff have had training to support them. • Parents are more actively seeking support from school. <p>Mental health team to provide in school support/education for staff and parents.</p> <p>Medium Term:</p> <ul style="list-style-type: none"> • Well established systems in place and a decrease in children presenting with emotional well being issues. • An increase in children's resilience. • Parental mindset is such that they actively work in partnership with school. <p>To participate in a pilot study with TLG around providing in school support weekly via coaching and interventions.</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 (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
For high quality teaching to be always used to raise attainment throughout school	<p>ASPIRE: TO RAISE THE ATTAINMENT OF DISADVANTAGED PUPILS document.</p> <p>EEF Implementation Guide states that:</p> <p>‘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>	<p>1,2</p> <p>every teacher - 5 hours per week £121715</p>
<p>Have a pupil champion in school with time to support, deliver and respond to the children’s needs.</p> <p>Full time nurture lead to be in place to support</p>		<p>1,2,3,4</p> <p>£34215</p>
<p>Talk for Writing to be implemented throughout school</p> <p>Whole class reading and Little Wandle</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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Having a strong phonics programme can achieve +5 months</p>	<p>1,2</p> <p>Consultation day £992 26/10/2023</p> <p>funded this year</p>
T4W ambassadors to have CPD with T4W consultant termly.	<p>Continuing professional development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development?utm_source=/</p>	<p>1,2</p> <p>Supply £2280</p>

	education-evidence/evidence-reviews/teachers-continuing-professional-development&utm_medium=search&utm_campaign=site_search&search_term=quality%20of%20ed	
Run With It programme aimed at Year 5 pupils giving them real life maths and literacy skills (2, five week blocks and coach money for MKM trip.)	https://www.runwithhull.co.uk/	1,2 no cost programme coach MKM £300
Scholar pack? Data informing next steps	Data analysed quickly and effectively to ensure that targeted support is given to children	
Reading for pleasure to be promoted throughout school. New scheme and reward system to encourage reading at home. TA's to deliver high quality interventions based on reading - particularly in KS1. Reading plus to be purchased.	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.	1,2 10 hours per week - 6 TA's £40233 REading Plus approximately £11000
CPD for ASD	Systematic Review_of_Professional_Development (EEF) noted that professional development should be ongoing and as a staff we want to focus on supporting our SEND PP children as well as we support our PP children.	

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Precision teaching	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils (Dietrichson et al., 2017; Education Endowment Foundation, 2018b; a; Nickow, Oreopoulos and Quan, 2020; Torgerson et al., 2018).	1,2 25hrs per week level 2 TA is £17417 half day training staff salaries £2922
Restorative practice training for all staff		
<i>NFER tests to be used to assess progress and identify gaps.</i>	Used to closely monitor gaps and ensure that teaching is directed to directly meet gaps pupils may have.	1,2 Order Nov 23 £1653

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
The importance of promoting positive wellbeing to be acknowledged and promoted throughout school for all pupils, staff and parents. Including mental health conferences and speakers into school	<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)</p>	<p>3</p> <p>Mental Health 1day supply £190</p> <p>Difficult conversions £195</p>

	Social and Emotional Learning	
<p>Nurture friendly classrooms to be set up and run effectively and consistently.</p> <p>Nurture room provision to be available 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>Nurture lead to train in ELSA sessions and supply will be needed 8 days.</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>	<p>3</p> <p>ELSA training supply costs £760</p> <p>Head salary £19482</p>
<p>Our Nurture Manager to work alongside Pupil Champion to provide drop ins for parents to come in, have an informal chat, get help if needed to build relationships and erase preconceived views on school.</p> <p>Provide strong links with the children centre.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>3</p>
<p>Continue with open sessions that parents can drop into and learn/complete an activity alongside their children. Extending these to provide sessions directly aimed at parents of SEND children</p> <p>Continue to use class dojo to engage parents with learning at school</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1669324864</p>	<p>3</p>
<p>Boxall profiles to be used to identify the</p>		<p>3</p> <p>Subscription £325</p>

needs of children and enable targeted support.		
Attendance team to be in place to monitor persistent absentees.		4 SBM salary £9708

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To improve attendance throughout school to be at least 96% for all pupils.

Attendance throughout school has improved marginally. Whole school attendance is now 92.5% and disadvantaged children's attendance was 90.66% which has closed the gap slightly. We still have a way to go to meet our 96% target, however we are going in the right direction. We have made strides with some of our persistent absentees and we do have them in school more persistently. We have achieved this with the great work of our nurture team meeting children in the morning and us as a team establishing strong links between home and school. The SBM and headteacher have met with a number of parents and worked on action plans with them which are designed to raise their awareness of the importance of regular attendance. This approach has been very bespoke to the needs of different families and strong relationships have been built. Liaison with the EWO is occurring regularly and school and families are being fully supported. In some cases strong links with Early Help are being formed to support with attendance of certain pupils. Currently attendance for this academic year is at 93.6%(91.5% for disadvantaged pupils) which is very pleasing to see some further improvement on last year.

To provide high quality teaching to close gaps in English and maths.

High quality teaching has been pushed through school with Talk for Writing being at the forefront. Staff have undergone a range of CPD and training days. Talk for writing has improved language across the school and we have seen much more stamina with our longer pieces of writing. We have recently implemented Little Wandle and are at the start of our journey but it is starting to work well. In maths we have had a huge push with TTR and the children have really engaged and are celebrated in assembly.

Our data has improved slightly and staff have worked incredibly hard to overcome children's emotional barriers and put things into place to give them the best opportunities to shine.

Our Stay and "Play" has been a success throughout school where children can share an experience/lesson/ activity with their parents - this has meant parents are more involved with what the child is doing within school.

We have also had a number of parent information sessions to ensure that they are fully aware of how to support their child with phonics.

KS1 reading sessions linked to Little Wandle are in place.

Little Wandle training days with the consultant have been very positive and have shown that large numbers of children are on track this term. Interventions are in place for those who need them.

KS2 whole class reading is now in place and is having a positive impact on engagement.

To provide highly effective interventions which support children in reaching age related expectations.

This year we employed a tutor this year to work with targeted children who needed support academically. The children were taken out in groups no bigger than 4 pupils and sometimes on a one to one basis to work on basic skills that were needed to close the gaps.

Little Wandle interventions are taking place for all children who need them.

To ensure that pupil's emotional health and wellbeing is closely monitored and children are given opportunities to reflect on their own mental health and identify ways in which they can improve this.

Our nurture provision through the use of the Den and the Ark have been very successful and we have appointed our nurture lead to a full time role. Children have been able to access the provision when they needed and this has then given them the ability to return to lessons. There are in excess of 60 children currently receiving nurture support. The nurture team meet monthly to discuss children's needs and organise what provision is put in place.

Regular Jigsaw lessons are in place and the children respond well to thinking about their emotions.

There has been a regular focus on supporting children with their mental health and encouraging them to Class dojo has continued to be a success and communication between parents and school have massively improved which means parents are more willing to share homelife and we have a better understanding of how to support our children.

Comando Joe has worked with all of our years groups across school and within afterschool clubs to help build self esteem, resilience and teamwork. The children got a great sense of worth from the sessions and now staff feel they can continue this within their own lessons.

The Mental Health Leader has established links with the mental health support team and they have been in to school to do an audit and identify ways in which they can support children moving forwards.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Boxall profile	Nurture UK
Precision teaching	
Mental health team	Hull and East Riding NHS

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

N/A

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. This year we have decided to focus on four key values which we feel of the most importance to our community - they are nurture, community, respect and resilience.

The health, safety and wellbeing of every child is our paramount concern and much is put into establishing strong relationships with families, the wider community and other professionals in order to best support our pupils.

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 embedded 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. We have introduced stay and play sessions for parents to come into school and engage in, these have been particularly successful and we have received good feedback from parents. The feedback is being used to inform the future development of these sessions to ensure that they meet the need of as many parents as possible.

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 SEMH 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 also have strong links with professionals from the Children's Centre who are supporting a number of individual families and work well with them to offer support.

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 and are very adept at forming relationships with other professionals in order to best support all pupils.