

Pupil premium strategy statement – [Beverley St Nicholas Primary School](#)

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ms Turton (Headteacher)
Pupil premium lead	Mrs Wood
Governor / Trustee lead	David Elvidge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161455.00
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£161455.00

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 and maths.
2	A language deficit on entry to school inhibits curriculum access.
3	Social, emotional and mental health issues are a barrier to curriculum access.
4	Attendance and punctuality impacts children's learning.

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.	Short term: <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.Attendance policy will be reviewed annually

	<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. ● Robust systems and procedures in place to support with the monitoring of attendance. <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 .
<p>To provide high quality teaching to close gaps in English and Maths.</p>	<p>Short term:-</p> <ul style="list-style-type: none"> ● An improvement in standards of the children's writing and reading. · Increased vocabulary · Children are actively engaged in writing lessons. · More children are meeting age related expectations at the end of the year. ● Successfully introduced whole class reading and Little Wandle phonics across the school. ● To successfully provide CPD to all staff to ensure fully inclusive <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>Parental engagement has improved in order to fully support children in reading.</p> <ul style="list-style-type: none"> ● NCETM approach adopted and implemented into EYFS and KS1 <p>Long Term:</p> <ul style="list-style-type: none"> · For data to be consistently in line with or above national averages

	<p>to ensure all children (especially our neurodiverse children are catered for effectively and with no barriers in place.)</p>
<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· Increase in the amount of children meeting age related expectations.</p> <p>To have fully established precision teaching as an intervention.</p> <ul style="list-style-type: none"> ● Precision teaching to be implemented and used across the school <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>Long term</p> <p>To participate in a pilot study with TLG around providing in school support weekly via coaching and interventions.</p>
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Activity in this academic year

This details how we intend to spend our pupil 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 in maths and english	<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 five hours per week</p> <p>£149481</p>
Have a pupil champion in school with time to support,		<p>1,2,3,4</p> <p>£34215</p>

<p>deliver and respond to the children's needs.</p> <p>Full time nurture lead to be in place to support.</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>No charge this year</p>
<p>Run With It programme aimed at Year 4 pupils giving them real life maths and literacy skills (2, five week blocks and coach money for MKM trip.)</p>	<p>https://www.runwithhull.co.uk/</p>	<p>1,2</p> <p>£600 for coach</p>
<p>Reward system to encourage reading at home.</p> <p>TA's to deliver high quality interventions afternoons across both KS in maths and english and SALT</p> <p>Reading plus to be renewed – paid until Dec 26 not renewing</p>	<p>EEF (+4)</p> <p>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.</p> <p>Where teaching assistants are trained to deliver an intervention to small groups or individuals, this has a high impact.</p>	<p>1,2</p> <p>10 hours per week 5 TA's and 1 TA 5 hours a week</p> <p>£45297</p>
<p>CPD for supporting children with ADHD/communication difficulties</p>	<p>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.</p>	<p>No charge</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 £45297
NFER tests to be used to assess progress and identify gaps.	Used to closely monitor gaps and ensure that teaching is directed to directly meet gaps pupils may have.	1,2 Order Nov 24 £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 via using TLG therapeutic counselling	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	3 £11000

	<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</p>	
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1:

The school has completed a second year following Talk for Writing for our English lessons. Staff have finalised long term plans and are continuing to work from these, building a bank of resources and knowledge for high quality teaching. All teachers have now attended Selby school to see Talk for writing in action. Staff have also taken part in further CPD on school training days. We have had our final CPD session with our Talk 4 Writing consultant and the English leader has worked with her to establish an action plan for the school moving forwards. A new English leader is in place who will be supporting with the continued and sustained implementation of this initiative. We are regularly reflecting on our plans and changing them to meet the needs of the current cohort.

We are now into our second year of using the Little Wandle scheme. Lessons are taught daily across EYFS and KS1 During the first year teaching was adapted to provide two lessons a day to provide rapid catch up. Interventions also take place daily and the Little Wandle rapid catch up is carried out in KS2 for those children who still need it. The English Hub visit the school every six weeks to support the phonics lead and staff to ensure high quality teaching and how to use the assessment effectively. Work with them continues this academic year. The phonics leader has delivered presentations to parents around phonics and how to support their children. Data shows that percentages of on track children are increasing and there are solid plans in place to support those in need.

We also had a whole school 'stay and read' session for parents which was very popular. Children also enjoy the reward system for reading at home, gaining different coloured wristbands. Both of these show family/school partnerships and phonics workshops have also been put on to help inform parents. There is regular communication with parents via Class Dojo (particularly in FS) to help parents to support their child. Videos of sounds of the day were very well received.

KS2 have been delivering whole school reading lessons throughout the year and Year 2 started this in the spring and summer term. Plans for this were created by the English leader in conjunction with the trust and books have been purchased to facilitate this. Work has been completed during the latter part of the year on the non fiction texts. KS2 have also been using 'Reading Plus' regularly, with children in Year 2 starting on the programme once on to fluency reading books. Children are also able to access this at home. The children work on vocabulary, fluency and comprehension through this

programme. More staff members have had CPD on this and there has been a lunchtime club running.

Challenge 2:

Talk for writing involves a lot of oracy work which is vital for language skills. Children of all ages and abilities are able to join in with story telling by doing it verbally and using actions to support this. We have seen a marked improvement in children's writing since we started using this approach.

Some staff have had CPD for lego therapy and groups of children have participated in this as a way to build social and communication skills. We have found this to be a positive experience and plan to roll this out to more children across the school.

We have a designated TA in school who works on SALT weekly, carrying out talk boost groups and SEND specific activities with children who need it.

Teachers are using 'word of the day' books everyday to introduce and explain new vocabulary to the children. They also have key words related to subjects/topics displayed in the classroom.

Challenge 3:

This is still an area of great need within our school. Our nurture manager has undertaken ELSA training and works full time with children from across the school. She also runs lunchtime clubs for children to attend. Children are able to access the ark or the den for group or one to one sessions when needed, giving them the ability to return to class feeling less anxious/upset. The nurture team meet monthly to discuss the needs of the children and organise provision that is needed.

The school follows the Jigsaw scheme for PSHE lessons which take place on a weekly basis in every class. Lessons are adapted depending on the individual needs of the classes.

The mental health team have worked with the school over the past academic year. They have delivered a number of workshops to children focusing on anxiety and transition. They have also supported specific children and families following consultation with the mental health lead in school. This has included a number of families being supported by accessing parent led CBT. They have also delivered staff CPD around supporting mental health, a number of assemblies and have run two parent workshops focusing on anxiety and supporting children with additional needs.

TLG coaches have worked in school throughout the year supporting the social, emotional and mental health needs of four of our Year 6 pupils. This has been very beneficial to them as they transition to secondary school.

4. Attendance

	Previous Yr	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	YTD
Whole school	92.5	93.85	93.89	94.38	93.6	92.43	93.49	93.54
Groups								
Disadvantaged	90.66	94.95	93.89	92.86	90.48	90.1	91.18	91.66
EHCP	91.05	95.86	95.1	97.2	94.57	92.21	95.17	94.95
SEND (support)	92.46	92.8	90.27	92.01	89.98	90.22	91.51	91.31
Persistent absence*	below 90%	67 children	63 children	57 children	73 children	74 children	63 children	67 children

Attendance is monitored on a weekly basis and letters are sent if children's attendance falls below 96%. The school business manager and headteacher have met with over 50 parents during the course of the year to support them with their child's attendance and further signposting to agencies such as Early Help has been done where appropriate. There is regular liaison with the EWO to establish how we can further support our families. SBM has attended a course around supporting our school with improving attendance. There is regular publicity on newsletters and via Dojo around improving attendance. Key members of staff have attended training to support children with emotionally based school attendance and the nurture team are on hand daily to support children and families during their arrival at school. We have put into place special arrangements for some families to support them with their child's attendance and punctuality. Two children have also had reintegration plans in place and ELSA/nurture support/home visits.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
TLG Therapeutic Counsellor	TLG
MHST - various programmes during the year	Hull and East Riding NHS
Reading Plus	Dream Solutions

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- TLG coaches - free service

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.