

# Pupil premium strategy statement – Beverley Minster Primary

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	254 (2022-23) 235 (2023-24)
Proportion (%) of pupil premium eligible pupils	18% (2022-23) 13.6% (2023-24)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 22
Date on which it will be reviewed	September, 2023
Statement authorised by	Luke Fletcher
Pupil premium lead	Luke Fletcher
Governor / Trustee lead	Alyson Calvert

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,520.00
Recovery premium funding allocation this academic year	£7,105.00
Pupil premium (and recovery premium*) funding carried forward from previous years	£1,798
<b>Total budget for this academic year</b> <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>	£76,318.00

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium Funding, we have considered the context of our school and the challenges that our Pupil Premium children face. Research conducted by the EEF has been used to support decisions around the appropriateness of different strategies and value for money that they represent. Common barriers for learning for disadvantaged pupils at Beverley Minster CE Primary School include lack of language/vocabulary related to early reading and phonics, maths fluency for specific cohorts and resilience, confidence and self esteem. There may also be complex family issues which prevent a child flourishing e.g. bereavement, low income families. When considering our pupils, we have taken into consideration the fact that the challenges are varied and there is 'no one size fits all' approach.

### **Our Ultimate Ambition**

- For all pupils to receive quality first teaching that supports children to reach their potential.
- To narrow the gap between disadvantaged and non-disadvantaged pupils.
- For all pupils in school to make or exceed nationally expectations for attainment and progress
- To be able to support our pupils' mental health and wellbeing to enable them to access learning at an appropriate level.

### **Our Strategy reflects these ambitions by**

- Ensuring that our teaching and learning strategies enable all PP pupils to make good progress and attain in line with, or above the expected standard
- Allocating funding following a needs analysis which will identify priority classes, groups or individuals

### **How will the school achieve these ambitions?**

- Ensure that all teaching, learning and assessment is good or better
- Ensure our curriculum is broad, balanced and progressive.
- To allocate pupils to targeted interventions
- Providing additional learning support through TA led interventions
- Support payment for activities, educational visits and residential visit, ensuring that pupils develop cultural capital to support their learning in the classroom.
- All our work through the pupil premium strategy will be aimed at accelerating pupil progress.

## Challenges

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

Challenge number	Detail of challenge
1	Limited experience of early language and reading and its associated vocabulary/cultural capital.
2	Application of grammar, punctuation and spelling.
3	A cohort of PP children has a lack of maths fluency.
4	Lack of resilience limits engagement – specific social emotional needs and limited resilience limit access to curriculum. This includes application in experiential 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
Pupil outcomes will improve in Reading, Phonics and Writing.	<p><b>Early Reading</b></p> <p>ERSIP LA monitoring will show that ELS phonics is taught at a Good or better standard.</p> <p>ERSIP/LA monitoring will show that reading books are matched to each child's phonics stage.</p> <p><b>Overall Year One Phonics screening results will rise:</b></p> <p>In 2023 Year One phonics outcomes will see an overall improvement of at least 10% for D/Ad (from 52% to 62%)</p> <p>In 2024 Year One phonics outcomes will see an overall improvement of at least 10% for D/Ad (from 62% to 72%)</p> <p><i>By 2025 Year One phonics outcomes will be at least in line with non D/Ad pupils nationally at EXS</i></p> <p><b>Key Stage 2 Combined</b></p> <p><i>In 2023 KS2 combined outcomes for D/Ad will see an overall improvement from 22% to 35%</i></p>

	<p><i>In 2024 KS2 combined outcomes for D/Ad will see an overall improvement from 35% to 50%</i></p> <p><i>By 2025 KS2 outcomes for D/Ad in line with non D/Ad outcomes at EXS reflecting high level of expectation for all pupils.</i></p> <p><b>Key Stage 2 Writing</b></p> <p>In 2023 KS2 writing outcomes will see an overall improvement of at least 5% for D/Ad at EXS. (from 56% to 61%)</p> <p>In 2024 KS2 writing outcomes will see an overall improvement of at least 5% for D/Ad at EXS from 61% to 66%</p> <p><i>By 2025 KS2 writing outcomes for D/Ad pupils will be at least in line with non D/Ad pupils nationally at EXS</i></p> <p><b>Key Stage 2 Reading</b></p> <p>In 2023 KS2 reading outcomes will see an overall improvement of at least 5% for D/Ad at EXS. (from 67% to 72%)</p> <p>In 2024 KS2 reading outcomes will see an overall improvement of at least 5% for D/Ad at EXS from 72% to 77%</p> <p><i>By 2025 KS2 reading outcomes for D/Ad pupils will be at least in line with non D/Ad pupils nationally at EXS</i></p>
<p>Pupil outcomes will improve in Maths for identified cohorts.</p>	<p>The school will adopt the use of White Rose Maths.</p> <p>The school will implement a fluency programme e.g. Flashback 4, TT Rockstars.</p> <p>Assessment data will support the identification of specific pupils and cohorts in need of maths intervention. It will also support a robust pupil progress system.</p> <p>Pupil Progress will support provision mapping and intervention including tutoring groups.</p>
<p>Opportunities for D/Ad children to develop resilience will be improved.</p>	<ol style="list-style-type: none"> <li>1. The school will adopt an applied maths curriculum e.g. White Rose in order to expose children to learning related to 'using and applying' and mastery.</li> <li>2. The school will adopt a series of low stakes tests to develop stamina and resilience to challenging scenarios.</li> <li>3. The curriculum will give logical sequential learning to allow children to build on knowledge and skills and be supported by the sequencing of learning.</li> <li>4. The school will train and employ an ELSA member of staff.</li> </ol>

	<p>5. The school will engage with the NHS mental Health pilot project.</p> <p>6. The school will adopt alternative 'risk taking' learning such as forest school.</p> <p>7. The school will review its behaviour policy and values to ensure children become more supportive of each other and a whole school encouraging ethos is adopted.</p> <p>8. The school will engage with LA EWO service to ensure attendance is monitored and absence is addressed.</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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP lead in place in order to train staff in teaching strategies that will support the progress of D/Ad chn.</p> <p><b>Cost: 3 half day training sessions</b></p>	<p>LA ASPIRE meta-study highlights the importance of holding high expectations for all pupils. Supporting &amp; challenging all teachers to take responsibility for outcomes of disadvantaged pupils and taking strategic responsibility for monitoring the impact of Pupil Premium spending on pupil progress and to ensure closing the attainment gap is a key part of the overall School Improvement Plan.</p>	1,3,4
<p>CPD and leadership time for the Writing Leader to audit and develop a whole-school strategy that will support fluency and application in GPS</p> <p><b>Cost: 3 days total for Gemma</b></p>	<p>EEF says: Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.</p>	2
<p>Support Leadership Time to give subject leaders time and</p>	<p>EEF says: Schools should focus on building teacher knowledge and pedagogical expertise, curriculum</p>	1,2,3,4

<p>training to develop the curriculum.</p> <p><b>Cost: equivalent to 1 day a week for teachers</b></p>	<p>development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.</p>	
--	---	--

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

Budgeted cost: £ [73,121.54]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership time to support the assessment leader to identify specific individuals and cohorts for intervention.</p> <p><b>Cost: 1 day a term for Neil</b></p>	<p>In school experience has shown that in order to effectively support teachers in the Pupil Progress process, the assessment lead needs sufficient time to prepare the data needed to support and challenge.</p>	1,3
<p>TAs deployed to deliver phonics and reading interventions to individuals and small groups</p> <p><b>Cost: £66,183.00</b></p>	<p>EEF says: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p>	1,3,4
<p>Employ an additional TA to intensively support early reading and phonics intervention.</p> <p><b>Cost: £15,000</b></p>	<p>EEF says: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p>	1,3,4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained ELSA in place <b>Cost: £7,380.00</b>	EEFs research into social & emotional learning establishes the importance of reinforcing behaviours into whole-school initiatives which will be the key focus of the ELSA role in this case	4
Pupils attending residential <b>Cost: £1,680.00</b>	Cultural capital and cultural literacy are well researched concepts within education (see the work of E.D Hirsch). Where pupils lack experience and capital they struggle to access all aspects of the curriculum as they lack understanding to contextualise and/or deepen their learning. The LAs ASPIRE Cultural Capital toolkit supports this further.	4
Implement a Forest School <b>Cost:</b>	Cultural capital and cultural literacy are well researched concepts within education (see the work of E.D Hirsch). Where pupils lack experience and capital they struggle to access all aspects of the curriculum as they lack understanding to contextualise and/or deepen their learning. The LAs ASPIRE Cultural Capital toolkit supports this further.	3
Continue to address attendance, specifically persistent absence. <b>Cost: half a day per half term for Carrie</b>	EEF says: Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.	4

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Challenge 1

In end of KS2:

ERSIP monitoring shows that reading books are well matched with the phonics stage of each child.

The school enlisted the support of a phonics SLE who observed that phonics is now taught well and children are appropriately supported and challenged.

Phonics Outcomes (Year One) have risen from 52% to 72%

#### **Key Stage 2 Combined**

Combined outcomes (R,W,M) significantly raised from 22% in 2022 to 40% in 2023

The combined attainment gap (in R,W,M) between D/Ad and non D/Ad narrowed significantly from 29% in 2022 to 17% in 2023.

#### **Key Stage 2 Writing**

Writing EXS raised from 56% in 2022 to 60% in 2023

The attainment gap (in writing) between D/Ad and non D/Ad lowered was similar to the previous year.

#### **Key Stage 2 Reading**

Reading EXS raised from 67% to 80%

The attainment gap (in reading) between D/Ad and non D/Ad lowered from 6% to 3%

#### **Challenge 3:**

#### **Maths**

The school has successfully adopted the use of White Rose Maths and this is improving opportunities for the use of manipulatives, visuals and 'using and applying'.

The school is using Flashback 4 and TT Rockstars to improve fluency.

In 2023, the school has adopted the use of FFT to ensure it can identify individuals and cohorts in need of maths intervention. This has been used successfully to target tutoring groups in different year groups during the second half of 2022/23.

Maths attainment was in line with the previous year although there were no GDS in 2022/2023

There is a Disadvantage Champion in place who attends network and cluster meetings ensuring that school is up to date with latest developments. Interventions are carefully mapped and monitored. Pupil Premium is also discussed at governor meetings. Teachers address D/Ad individual needs and are continuing to develop strategies to help meet these needs. See data below

<b>Year</b>	<b>Phonics outcomes</b>
<b>1</b>	5 D/Ad Chn: - 60% passed the phonics screen 25 Non D/Ad Chn: 80% passed the phonics screen
<b>2</b>	6 D/Ad Chn: 66% passed the phonics re-test The 2 PP children who didn't pass are also on the SEND register

<b>Year</b>	<b>Reading EXS</b>	<b>Reading GDS</b>	<b>Maths EXS</b>	<b>Maths GDS</b>	<b>Writing EXS</b>	<b>Writing GDS</b>	<b>Combined R,W,M</b>	<b>Combined GDS</b>
<b>6 D/Ad</b>	80%	33%	53%	7%	60%	0%	40%	0%



(15 chn)								
6 non D/Ad (35 chn)	83%	31%	69%	26%	71%	6%	57%	3%
<i>Previous Year (2021/22)</i>								
6 D/Ad (9 chn)	67%	11%	56%	0%	56%	0%	22%	0%
6 non D/Ad (37 chn)	73%	73%	76%	16%	65%	8%	51%	8%

**Challenge 4: Opportunities for D/Ad children to develop resilience will be improved.**

1. The school has adopted an applied maths curriculum e.g. White Rose in order to expose children to learning related to 'using and applying' and mastery.
2. The school has adopted a series of low stakes tests and uses NFER for termly summative testing.
3. The school has developed a high quality curriculum with logical sequencing that ensures children can build on prior knowledge and skills.
4. The school has trained and uses a part time ELSA.
5. The school has engaged well with the NHS mental Health pilot project and started a family links course in conjunction with the Children's Centre.
6. The school has adopted outdoor learning for specific cohorts and will be starting a forest school for all year groups in 2023/24.
7. The school has reviewed its behaviour policy and now has a more collective/supportive policy related to its school values. It uses House Teams to ensure pupils learn how to support and rely on each other.
8. The school meets each half term with the EWO service to address specific cases of absence.

The PP budget was adapted to ensure subject leaders had sufficient time and training to develop a quality curriculum.

**Priorities for 2023/2024:**

Secure intensive support for early reading intervention and support.

Identify a whole-school strategy and resources to support fluency and application of Grammar, Punctuation and Spelling in Writing.

Use FFT, Pupil Progress and Provision Mapping to ensure robust targeted support for identified cohorts in maths (Year 4 and 5).

Continue to audit and improve the new curriculum to ensure outcomes are improved for all subjects.  
 Implement a Forest School  
 Continue to address attendance, specifically persistent absence.

## 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
Essential Letters and Sounds	Oxford Owl
White Rose maths	White Rose

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

Beverley Minster School is an inclusive school where everyone is encouraged to be their best.

We firmly believe in the importance of reading for all pupils and recognise that for disadvantaged pupils this is an essential gateway for future learning. We target our lowest 20% of readers for additional reading with teachers and teaching assistants which has led to improved outcomes for Pupil Premium pupils last year.

We are committed to improving outcomes for all our pupils through an engaging curriculum, strong positive relationships and a respectful ethos.

The school has had changes in leadership in recent years and since January, 2023, has now appointed an experienced substantive Head Teacher.

The school received a Directive Academy Order in 2023 and will be transferring to a Academy Trust in 2024.