# 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

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| Detail | Data |
| School name | Beeston Rylands Junior School |
| Number of pupils in school | 170 |
| Proportion (%) of pupil premium eligible pupils | 24% (40 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Summer 2021 and 2021-2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Catherine Turner  Co-Headteacher |
| Pupil premium lead | Sue Osborne |
| Governor / Trustee lead | Gareth Williams |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £58,490 |
| Recovery premium funding allocation this academic year | £6,380 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| School led tutoring funding allocation this academic year | £5,346 |
| **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 | £70,216 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities outlined in this statement is also intended to support all needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and The Educational Endowment Foundation for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:  • ensure disadvantaged pupils are challenged in the work that they’re set  • act early to intervene at the point need is identified  • adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve  **Our ultimate objectives for our disadvantaged pupils are:**   * To reduce the impact of lost learning due to school closures and self-isolation from March 2020 * To accelerate progress and improve the attainment of disadvantaged pupils * To remove non-academic barriers to accessing any in or out of school activity |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Speech and language skills are very low on entry to Nursery. This slows the progress in many areas of learning into KS1 and beyond for disadvantaged pupils. |
| 2 | The impact of lost learning during school closures and self-isolation is particularly prevalent on reading and maths amongst our disadvantaged pupils compared with their peers. |
| 3 | Internal and external assessments indicate that the historic attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils  On entry to Yr 3, in the last 4 years, 19/44 (43%) of our disadvantaged pupils arrive below age-related expectations. |
| 4 | Social, emotional and behavioural problems affecting wellbeing and progress, especially related to COVID 19 have particularly impacted disadvantaged pupils to a greater extent than other pupils. |
| 5 | Disadvantaged pupils have a limited experience of the world, either first-hand or through books and a lack of enrichment opportunities. This has a significant impact on the vocabulary, comprehension skills and ability to be creative writers for this group of pupils resulting in less achieving age-related expectations when compared with non-disadvantaged pupils. |
| 6 | Some disadvantaged pupils need to develop their organisational skills, resilience and determination. In addition, many children rely on adult support in class and are reluctant to ‘have a go’ due to fear of failure. |
| 7 | Disadvantaged pupils’ attendance is lower than all pupils and is slightly lower than the national average. This reduces their school hours and can cause them to fall behind their peers.  Our most up-to-date complete attendance data (end of 2018/19 academic year Pre-Covid-19) indicates that overall absence among disadvantaged pupils was 4.4% compared to 2.8% of all absences ( National Average was 5.4% for DPs & 3.9% for all pupils )  Overall persistent absence among disadvantaged pupils was 12.5% compared to 4.0% of all persistent absences during the same period. (National average was 15.7% for DPs & 8.4% for all pupils) Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and   1. vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved use of vocabulary- both written and oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading and maths attainment among disadvantaged pupils. | 1. End of KS2 reading outcomes in 2021/22 show that more than 70% of disadvantaged pupils meet the expected standard. 2. End of KS2 maths outcomes in 2021/22 show that more than 70% of disadvantaged pupils meet the expected standard. 3. End of KS2 combined outcomes in 2021/22 show that more than 65% of disadvantaged pupils meet the expected standard. |
| 1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2021/22 demonstrated by:  • student voice, student and parent surveys  teacher observations and Wellbeing and involvement assessments  • a significant proportion of disadvantaged children participate in enrichment and afterschool activities. |
| 1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2021/22 demonstrated by:  • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 1%  • the percentage of all pupils, including disadvantage pupils who are persistently absent being below 5% |

## 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: £3,375

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff CPD with Trent -Vale Infant and Nursery school. Purchase of systematic synthetic phonics along with additional training and support days for teachers to support the delivery of these programmes. | 1. EEF toolkit Phonics= +5 impact   EEF Early Years toolkit Communication and language approaches = +6 months impact ; Early Literacy approaches = +4months impact. | 1-3 |
| ELSA  Trained Literacy Support Assistants to help children recognise, understand and manage emotions to increase success | EEF toolkit social and emotional learning = +4 months impact  Leighton2015  Grahamshaw2010  Notts EPS and University of Nottingham Research | 4, 6 |

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

Budgeted cost: £ 51,443

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teacher and TA interventions:  -Reading  -Writing  -Maths | Interventions include:-   * 1:1 reading * Pre and post maths learning * Handwriting * Spelling gps/bespoke spellings * Reading gps * Comprehension/ vocabulary/reciprocal reading   EEF toolkit including reading comprehension strategies = +6 months impact; one to one tuition = +5 months impact; small group tuition = +4 months impact; within class attainment grouping =+2 months impact  DFE mathematics guidance Ks1/2  DFE Ready to progress guidance  EEF- Working memory intervention (funded by EEF trial) | 1-5 |
| 1:1 tuition delivered by NTP - Action Tutoring | EEF toolkit – One to one tuition = +5 months impact | 1-5 |
| School-Led Tutoring | EEF toolkit – Small group tuition = +4 months impact | 1-5 |

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

Budgeted cost: £15,398

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Forest Schools | EEF toolkit – Outdoor Learning which includes collaborative learning experiences with practical problem-solving, explicit reflection and discussion of thinking and feelings. | 5,6 |
| Workshops, visits, residentials, uniform | EEF toolkit – collaborative learning +5 months impact; outdoor adventure learning +4 months impact | 5,7 |
| Collaborative enrichment workshops/activities | EEF toolkit – Collaborative learning = +5 months impact  All BRJS children to have a well-being and involvement score of 3-5 | 5-7 |
| Improve social, emotional and learning behaviour along with resilience through in class targeted and 1:1 support  -Think Children  -TLG  - TA intervention | EEF toolkit – social and emotional learning = +4 months impact | 4,6 |
| Out of school sports participation | EEF toolkit – Sports participation = +2 months impact  Physical activity = +1 months impact | 4,5 |
| Enrichment through the arts  -Drumming | EEF toolkit – arts participation +2 months impact | 4,5 |
| Programme to encourage parental support in engaging with child eg; reading, homework, involvement with learning activities, Family Seal, providing flexible communications. | EEF toolkit – Parental Engagement +4months impact | 4-7 |
| Targeting of key families through rigours tracking & early help intervention where necessary improved attendance for key families. | EEF toolkit – Parental Engagement +4 months impact  Improving school attendance document gov.uk | 7 |

**Total budgeted cost: £** *70,216*

# 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.

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| Due to the Covid-19 Coronavirus pandemic school was closed from March 20th 2020 to all but the children of key workers and vulnerable pupils. From 1st June 2020 there was a phased re-opening of school to 3 and 4 year olds starting school in September, F2 and Y6. From 1st September 2020 school reopened full time to all pupils with a range of measures in place to help prevent the spread of the virus. At this time the wait for test results and positive cases meant individual children and one bubble were having to self-isolate for up to 2 weeks. Despite the provision of immediate home learning, the education of those pupils was further disrupted.  School closed again from 5th January – 8th March 2021 to all but the children of key workers and vulnerable. This time we had 50% of children in school and 50% learning at home. Children at home had the opportunity for some live teaching every day but class teachers and teaching assistants were simultaneously trying to teach children in school and at home. Again, the education of all pupils was disrupted.  During Lockdown 2 we had access to 10 x school laptops, 5 x iPads and 29 laptops from the DfE. All children who were at home and needed access to a device to undertake home learning were loaned a device from school  The English and maths catch-up programme through Action tutoring partnership for improved confidence, resilience, progress and attainment in maths resulted in 78% of chd achieving age related expectations. Two of these children achieved high expected.  The priorities to improve social, emotional and learning behaviour along with resilience through in class targeted and 1:1 support ensured 92% of children achieved a Leuven Well-Being score of 3 or greater; 73% of children achieved a well-being score of 4 or 5  Generally, children were happy to be back in school after the second lockdown but there has been a greater impact socially than was noticed after their return in September after the first lockdown.  **Internal data analysis - July 2021**  **Overall school closures had the greatest impact on DPs.**   * Across KS2, we saw the increased impact of school closure on DPs with this group making slightly less progress (73%-87%) than all (89%-96%). However, they made similar progress (90% -100%) in Yr 4 and greater progress than all in Yr6 (90% -100%) * In KS2 DPs had similar attainment to all in Yr 5 and Yr 6 in reading, writing and maths and this was in line with 2019 statutory assessment data. However, in Yr 3 and Yr 4 DPs attained lower than all pupils in these areas * Maths, and to a slightly lesser amount, reading were the areas that had been most negatively affected by the children not being in school. * Y4 was the cohort least negatively affected by the 2 lockdowns. * Y3, Y5 and Y6 were all similarly affected the most by the 2 lockdowns. * Some children made accelerated progress and this is not included in this analysis * Many of the children who were working below age related expectations were further behind.   ***Year 3:***  *This cohort were not statutorily assessed at the end of KS1 due to the first lockdown closure of schools.*  *This cohort were impacted by lockdown closure of schools. They missed 1 period of their KS1 education & a term of KS2*   * Attainment at expected for DPs was lower than 2019 national expectations. * No DPs achieved greater depth in Reading, writing nor maths.   ***Year 4****:*  *This cohort were impacted by lockdown closure of schools. They missed 2 periods of their KS2 education.*   * Attainment at expected for DPs was lower than 2019 national expectations. They were broadly in line for greater depth writing but below in reading and maths.   ***Year 5:***  *This cohort were impacted by lockdown closure of schools. They missed 2 periods of their KS2 education.*   * Attainment at expected for DPs was broadly in line with 2019 national averages * DPs remain the lowest attaining group for all areas at greater depth being significantly below 2019 national averages   ***Year 6:***  *This cohort were impacted by lockdown closure of schools. They missed 2 periods of their KS2 education*   * Attainment at expected for DPs was above 2019 national expectations for reading, but less for writing and maths. They were above national expectations for greater depth in maths but below in reading and writing. * DPs were not overall the lowest attaining group. |

## 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*

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| Programme | Provider |
| ELSA | Nottinghamshire Educational Psychology Service |
| Family SEAL | Life Education Nottinghamshire |

## Service pupil premium funding (optional)

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

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| 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)

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