

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Beeston Rylands Junior School |
| Number of pupils in school | 176 |
| Proportion (%) of pupil premium eligible pupils | 23% (41 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2024 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Catherine Turner Headteacher |
| Pupil premium lead | Sue Osborne |
| Governor | Lisa Griffiths |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £60,940 |
| Recovery premium funding allocation this academic year | £6,090 |
| 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 | £67,030 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Beeston Rylands Junior School is that all children, irrespective of their background or the challenges they face should make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy Plan is to support disadvantaged pupils to be the best they can be in all areas. We will also consider the challenges faced by vulnerable pupils – those supported by social care, with SEN needs or with other family issues.

Our ethos is that our teaching and learning opportunities will meet the needs of all children. We make provision for vulnerable groups and our most vulnerable deserve our best. 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 disadvantaged 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.

At Rylands Junior School, we provide a knowledge-rich curriculum and caring ethos, we ensure that learning is a rewarding, enjoyable experience where children are proud of their accomplishments. We strive for the very best, creating excellent teaching by incorporating the best ideas from around the world into highly effective teaching approaches. This will improve resilience and a thirst for learning that will help to develop high aspirations and a lifetime of memories. Nationally, it has been researched those children who access Pupil Premium funding have a reduced exposure to vocabulary. We are dedicated to working to prevent this by immersing our children in a language rich environment.

Our strategy will work alongside our School Improvement Plan and is integral to our plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs of our disadvantaged pupils and is research based.

Our objectives are to:

- Ensure all children receive Quality First Teaching every day through a clearly planned curriculum. Use both formative and summative assessments to ensure that all teachers know exactly which children need to make good progress.
- Ensure that disadvantaged children are discussed in detail at pupil progress meetings and are a focus in planning discussions to ensure that provision is of the highest quality.
- Ensure that all staff take responsibility for disadvantaged children's outcomes and have high expectations for achievement.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Invest in high quality support staff in classrooms to support children.
- Invest in high quality resources to support children and to develop and improve the school environment.
- Ensure that all pupils can read fluently so that they can access the breadth of the curriculum

- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Enable pupils to access a wide range of opportunities.
- Enable recovery from Covid with investment in tutoring, support and targeted interventions.

To achieve these objectives we will:

- Provide all staff with high quality CPD to ensure that teaching and support is of a high quality.
- Provide targeted interventions and support to quickly identify gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to support pupils in emotional and social development.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments and observations show that some disadvantaged children joining the school have poor speech and language skills. This impacts on all areas of the curriculum. |
| 2 | Assessments and observations show that some disadvantaged children continue to struggle with their phonic knowledge. This has a negative impact on reading attainment. |
| 3 | Attainment and progress in reading writing and maths continues to be affected by the Covid-19 lockdown and the school closures. |
| 4 | Our observations have noted that many disadvantaged children lack self-esteem and confidence to achieve and struggle to have high aspirations for their future. They have a limited experience of the world, either first-hand or through books and a lack of enrichment opportunities. This impacts on readiness to learn and their wellbeing. |
| 5 | Attendance of our disadvantaged pupils (between 92 and 94%) is lower than non-disadvantaged (between 96 and 97%) Persistent absence for our disadvantaged children is 36.4 % and severe absence for them is 2.3% |
| 6 | Some of our parents lack the confidence to support their child's learning at home. |

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 |
|---|---|
| Improved speech and language skills and vocabulary development among disadvantaged pupils. The curriculum will encompass a focus on vocabulary to ensure language development. | <p>Assessments and observations indicate significantly improved use of vocabulary- both written and oral language among disadvantaged pupils.</p> <p>Monitoring shows Staff modelling good use of language and pre-teaching of vocabulary is embedded across lessons/ curriculum.</p> <p>Test results and formative assessments in Reading and writing show improved outcomes in 2024 due to improved vocabulary. Observations reveal improved teaching of oracy and increased pupil engagement in lessons.</p> |
| Improved attainment in maths in all year groups | Internal and external assessments in 2024 showed improved outcomes for disadvantaged children with gaps between disadvantaged and non-disadvantaged closing |
| Improved writing attainment in all year groups | Internal and external assessments in 2024 showed improved outcomes for disadvantaged children with gaps between disadvantaged and non-disadvantaged closing |
| Improved reading and phonics attainment particularly at lower KS2 | An improvement in phonics and reading outcomes in 2024 for disadvantaged children |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | High levels of well-being are demonstrated in school through pupil voice, parent feedback, an increase in disadvantaged pupils attending enrichment activities. |
| <p>Parents and families feel more confident to support their child's learning at home.</p> <p>Parents accessing services that they need</p> | <p>Increased engagement from families in the life of the school. (Parents evening, parent workshops, completion of homework, reading at home with children)</p> <p>The school is able to signpost families to a wide of services according to need.</p> |
| <p>Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Reduce persistent and severe absence for targeted children and families.</p> | <p>Attendance rates of 96% for ALL children by 2024</p> <p>Persistent and severe absence for key children is reduced</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

Budgeted cost: £27,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Quality CPD for Pupil Premium lead/staff is key to Quality First teaching in classrooms. Having high quality discussion about pedagogy is key to staff development for all staff and enables staff to support each other to improve.</p> | <p>https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf</p> <p>https://blog.innerdrive.co.uk/guide-to-rosenshine-principles-of-instruction</p> | <p>1,2,3,4</p> |
| <p>Continuation of CPD for all staff in phonics, grammar and spelling will lead to stronger teaching across school. Link phonics scheme to consistent spelling and grammar throughout school</p> | <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> | <p>1,2,3,4,</p> |
| <p>Continue to develop nurture and wellbeing. Investment in training for staff in mental health and nurture along with investment in resources and the environment to ensure that children have a space to go if needed.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>1,2,3,4,6</p> |

| | | |
|--|--|------------------|
| <p>Continuation of ELSA training/ support for staff</p> <p>Development of behaviour policy in line with attachment and trauma training for staff.</p> | | |
| <p>Whole school training on behaviour.</p> <p>Review of policy</p> <p>New behaviour policy agreed with all stakeholders- improve consistency of behaviour management across school and in-school rewards.</p> | <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> | <p>1,2,3,4,5</p> |
| <p>Purchase of further key high quality subscriptions; schemes; resources; and books as development of Early Literacy is key to future development in school along with engagement in the whole curriculum.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Supporting oral language development 2021-08-18-154019_ehqs.pdf</p> | <p>1,2,3,4,5</p> |
| <p>Investment in INSET, mentoring, coaching, recruitment and additional leadership lead of staff (English lead; curriculum lead) to ensure stronger teaching and monitoring of early reading across school and within/across the curriculum.</p> | <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | |

Targeted academic support

Budgeted cost: £25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Developing a clear programme of interventions and targeted support for phonics and reading in lower KS2. These are led by TAs and teachers who are known to the children and who know clearly where the gaps are.</p> <p>School led tutoring to support small group and 1 to 1 work for improved academic achievement.</p> <p>TA support in class and for intervention in all year groups to support children – led by clear assessment data and discussions at pupil progress (Proportion of TA salaries to allow this extra support to be in place)</p> <p>Extra TA time will support the wellbeing of children through meet and greet and nurture. Strong links with parents and carers can also be established.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> | <p>1,2,3,4</p> |
| <p>Use of volunteers in all year groups to ensure that disadvantaged pupils practice reading regularly</p> <p>Extra adult support ensures that key children read and practice key skills more regularly. This is key for children who do not read at home.</p> | <p>https://www.literacyvolunteers.org.uk/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> | |

| | | |
|---|---|--|
| <p>Parental involvement is key to success in school along with good quality resources. Run parent workshops to support phonics/reading/maths. Purchase key resources for parents to help at home.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf</p> | |
|---|---|--|

Wider strategies

Budgeted cost: £15,030

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Forest Schools | <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning</p> <p>8 Proven Benefits Of Outdoor Learning For School Children TSC - The Stable Company</p> | 4,5 |
| Workshops, visits, residentials, uniform | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches | 4,5,6 |
| Collaborative enrichment workshops/activities | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches | 4,5,6 |
| <p>Improve social, emotional and learning behaviour along with resilience through in class targeted and 1:1 support.</p> <p>-ELSA -Think Children -TLG - TA intervention</p> | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4,5,6 |
| <p>Out of school sports participation</p> <p>-Premier sports Dance club/Red Dance</p> | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4,5,6 |

| | | |
|--|--|-------|
| | <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Enrichment through the arts</p> <ul style="list-style-type: none"> - Drumming - Keyboard lessons | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 4,5,6 |
| <p>Programme to encourage parental support in engaging with child eg; reading, homework, involvement with learning activities, Family Seal, providing flexible communications.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> | 6 |
| <p>Targeting of key families through rigours tracking & early help intervention where necessary improved attendance for key families.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>DfE External Word template - 2012 April (publishing.service.gov.uk)</p> | 6 |

Total budgeted cost: £ 67,030

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 2021 to 2022 academic year.

2021/22 Teaching

Purchase of scheme – Little Wandle by Trent Vale Infant and Nursery school resulted in targeted CPD for all staff at BRJS in phonics, grammar and spelling. Monitoring by senior leaders led to stronger teaching across school of phonics intervention for those children who needed this to support the development of their reading. Further investment is needed on reading books to support these children which align with the phonic assessment and need. This approach, along with targeted intervention will continue 2022/23

The need to develop nurture and wellbeing resulted in investment in training for staff in mental health and ELSA nurture. A blend of key targeted support for children as well as the development of universal support demonstrated an improvement in attitudes, behaviour and achievement for those targeted children. Information from behaviour logs and qualitative comments from teachers evidenced this impact. This is the start of the journey and needs further development and investment into 22/23. More children are now needing to access bespoke 1:1 provision for emotional support, bereavement, attachment, school refusal etc. ELSA training will continue alongside with the continuation of the counselling services of Think Children and TLG. As the need grew, leaders re-prioritised to provide 2 further Think Children counselling sessions. 80% of these sessions were for disadvantaged children.

Targeted academic support

Tutoring impact:

Interventions were led by in school assessments. These were observed, reviewed regularly and impact closely monitored on key children.

Autumn/ Spring 2021/22: NTP Action Tutoring -

The children worked in small groups (1:2/ 1:3) or on a 1:1 basis with a designated tutor. Work focused on specific targeted areas linked to maths and/or English. PP Lead & link teacher for tutoring received a weekly report from the lead tutor giving information about pupil attendance at the sessions as well as engagement and progress. The reports were very positive and indicated a high level of attendance and an improvement in readiness to learn.

These reports were forwarded to Y5/6 teachers to ensure that all information was received by all relevant adults. Tutors worked closely with class teachers/TAs to ensure that work was most appropriate to need and also to enable teachers to pass on key pieces of relevant information to the tutors. One clear example of this was for a pupil who was not engaging well with the sessions until advice from the class teacher gave suggested

strategies which were implemented. The results were very positive and the child displayed a consistent level of engagement as a result

Summer 2022: NTP Action Tutoring

The same cohort of children continued with NTP Action Tutoring after the initial 15 hours were completed It supported Y5 going into Y6 and Y6 as they approached transition to secondary school.

Weekly feedback continued to show very positive engagement with the sessions and attendance continued to be strong. The link between the tutors and class teachers was maintained and this was beneficial in terms of continuity of approach for the children.

The data from end of year assessments shows the following for the pupils who have attended tutoring sessions:

| Subject and Year Group | % age attaining ARE September 2021 | % age attaining ARE Summer 2022 |
|------------------------|---------------------------------------|------------------------------------|
| Y6 Maths | 0% | 33% |
| Y6 Reading | 0% | 50% |
| | | |
| Y5 Maths | 0% | 25% |
| Y5 Reading | 0% | 100% |

Reading: From the Y6 cohort, of the 4 children who received tutoring 2 did not meet the expected standard. One pupil missed the expected standard by 6 marks, with a standardised score of 96, the other missed the standard by 7 marks, with a standardised score of 95.

Maths: From the Y6 cohort, of the 6 children who received tutoring 4 did not meet the expected standard. One pupil missed the expected standard by 27 marks, with a standardised score of 94, another missed the standard by 17 marks, with a standardised score of 96, another (SEN) missed the standard by 37 marks, with a standardised score of 86

Reading: From the Y5 cohort, the child who received tutoring met the expected standard at the end of the academic year

Maths: From the Y5 cohort, of the 4 children who received tutoring, one met the expected standard at the end of the academic year being secure in this and the other 3 were working towards the expected standard.

Discussion between leaders and class teachers has resulted in, for the 2022/23 academic year, tutoring to be delivered by the school led route.

School led tutoring- Autumn 2021/2022

The school led tutor kept detailed reports which were reviewed regularly by senior leaders.

Monitoring by school led tutoring showed all children developed confidence and made progress in areas of development identified by their class teachers. Book scrutiny showed objectives for the session were clear and

the children assessed how successful they had been in each session against the success criteria. Pupil voice showed the children were proud of their work and were focusing on producing high standards of presentation as well as meeting the lesson objectives. Children began to independently verbalise the strategies developed and there was evidence that the sessions were developing reflective learners, who could edit and improve their own work.

School led tutoring- Spring 2022

Due to covering staff absences and Covid related time off, tutoring sessions only took place in Spring 2 but the initial 15 sessions were completed by May half term 2022. Year 6 children took priority so that they completed their sessions prior to their SATs tests. Year 6 class teachers initially identified areas to focus on and ongoing assessments identified further areas that required attention for individuals and devoted time to specific maths skills. Sessions focused on reasoning and problem strategies as well as allocating some time to arithmetic questions to make sure that children received their full potential.

Dedicated tuition time allowed Year 3 and 4 writers to develop the whole writing process having time to plan, write, edit and improve. Year 5 readers had opportunities to access a wide range of texts including stories, non-fiction, poetry and play-scripts. There was the continued development of understanding of a range of vocabulary and question types. Our year 5 mathematician used more confident, consistent methods for all four operations and arithmetic questions and linked these strategies to reasoning and problem-solving strategies.

School led tutoring- Summer 2022

With increased funding, 40 children across Yrs3-5 were targeted for tutoring sessions with a change in teacher delivery. As year 6 children had completed their end of KS2 assessments their tutoring time was given over to Yr 5 children. One year 6 child moved from WTS to secure EXS, one from low EXS to high EXS, one moved from low EXS to HS and one missed EXS by 1 mark.

The tutors report showed that all children had developed confidence and were making progress in areas of development identified by class teachers

Year 3 and 4 writers worked on developing their sentence structure extending their vocabulary, planning and drafting each section of their writing and improving it before creating their final narrative. They worked together to assess their own and each other's work against success criteria for each section.

Year 3 and 4 mathematicians worked to secure their timetables knowledge using a range of strategies. They also worked on using formal methods of addition, subtraction and multiplication to reason and problem solve. Year 4 mathematicians started to use different strategies to support division. Year 3 and 4 readers had opportunities to access a wide range of texts including stories, non-fiction, letters and adverts.

Year 5 readers studied a range of text types, focusing on retrieval and inference skills. All readers gained confidence, fluency and expression when reading aloud. Children were more confident in quickly retrieving answers from texts and were able to support inference answers. Year 5 mathematicians developed various strategies to support their knowledge of place value and applied this knowledge to a range of question types. Children also developed a range of strategies to support short and long multiplication.

Progress and attainment of disadvantaged pupils across KS2

In Year 3 100% of DPs made more progress (9/9) in reading, writing and maths when compared to the rest of the cohort.

7/9 children achieved the expected standard in reading; 4/9 achieved this in writing and 6/9 in maths. One DP achieved the higher standard in reading, writing and maths. The children who did not achieve the expected standard will receive targeted interventions in class and small groups in 2022/23

In Year 4 DPs made similar progress compared to the whole cohort.

8/9 children achieved the expected standard in reading; 5/9 achieved this in writing and 6/9 in maths. The children who did not achieve the expected standard will receive targeted interventions in class and small groups in 2022/23

In Year 5 DPs made slightly less progress in Reading and Maths than the cohort and similar progress in writing.

5/9 children achieved the expected standard in reading; 4/9 achieved this in writing and maths. 1 DP child achieved the higher standard in reading, 2 children in writing and 1 in maths. The children who did not achieve the expected standard will receive targeted interventions in class and small groups in 2022/23

In Year 6

- Attainment for DPs was below 2022 national expectations for reading, writing and combined. It was above for Maths and SPaG
- DPs remain the lowest attaining group for all areas except maths at the Expected Standards
- 69% of DPs made good progress in Reading (11/16) 81% writing (13/16) and 75 % maths (12/16) compared to the rest of the cohort of 70% in reading, 88% in writing and 77% in maths

Attendance

Attendance for the disadvantaged children is lower than the whole school cohort with absence at 9%. Persistent absence for this group was 36.4% which is 16 children eligible for the pupil premium. Severe absence was 2.3% (1 child) Improving attendance for DPs will be a priority in the 2022/23 Pupil Premium Strategy.

Wider strategies

The emotional health and wellbeing of pupils eligible for PP was supported. Funding of trips, residential visits, after school clubs, music lessons and equipment as needed was purchased to ensure that our disadvantaged children were able to access a wide and diverse range of opportunities including:

- ELSA
- Drumming
- Keyboard Lessons
- Premier sports
- Dance Club
- Red Dance
- School uniform
- African Drumming

- Forest Schools
 - Online Safety workshops
 - Healthy Living week
-
- Monitoring by class teachers showed increased engagement in lessons following trips linked to the curriculum, wider vocabulary used in writing tasks. Positive feedback from parents and pupils via pupil and parent voice mean these activities will continue into 2022/23.

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 |
|-------------|--|
| ELSA | Nottinghamshire Educational Psychology Service |
| Family SEAL | |

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)

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