

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

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

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

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.

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.

Intended outcome	Success criteria
Improved oral language skills and 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.	End of KS2 reading outcomes in 2021/22 show that more than 70% of disadvantaged pupils meet the expected standard. End of KS2 maths outcomes in 2021/22 show that more than 70% of disadvantaged pupils meet the expected standard. End of KS2 combined outcomes in 2021/22 show that more than 65% of disadvantaged pupils meet the expected standard.
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: <ul style="list-style-type: none"> • 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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"> • 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD with Trent - Vale Infant and Nursery school. Review of phonics/purchase of DFE accredited resources/scheme and	Assessments in school show that disadvantaged children achieve less well in phonics than their peers EEF toolkit Phonics= +5 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1-3

<p>reading books. This along with targeted CPD for all staff in phonics, grammar and spelling will lead to stronger teaching across school.</p>	<p>EEF Early Years toolkit Communication and language approaches = +6 months impact ; https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Early Literacy approaches = +4months impact. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	
<p>Investment in training for staff in mental health and nurture: ELSA Trained Literacy Support Assistants to help children recognise, understand and manage emotions to increase success</p>	<p>A blend of key targeted support for children as well as the development of universal support will improve attitudes, behaviour and achievement.</p> <p>EEF toolkit social and emotional learning = +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Leighton2015 Grahamshaw2010 Notts EPS and University of Nottingham Research</p>	<p>4, 6</p>

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

Budgeted cost: £ 51,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing a clear programme of interventions and targeted support for reading, writing and maths. These are led by TAs and teachers who are known to the children and who know clearly where the gaps are,</p>	<p>Interventions include:-</p> <ul style="list-style-type: none"> • 1:1 reading • Pre and post maths learning • Handwriting • Spelling gps/bespoke spellings • Reading gps • Comprehension/ vocabulary/reciprocal reading <p>Interventions will be clearly led by in school assessments. These will be review regularly and impact closely monitored on key children.</p> <p>EEF toolkit including reading comprehension strategies = +6 months impact; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies one to one tuition = +5 months impact;</p>	<p>1-5</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>small group tuition = +4 months impact; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>within class attainment grouping =+2 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p> <p>DFE mathematics guidance Ks1/2 DFE Ready to progress guidance EEF- Working memory intervention (funded by EEF trial)</p>	
Engaging with the National Tutoring Programme to provide bespoke individual and small group support in maths and English. This will be focused on disadvantaged pupils and those who have fallen behind during lockdown.	<p>National tutoring will be focused at Upper KS2 and will focus on 1 to 1 and small group interventions for key maths and English skills.</p> <p>EEF toolkit – One to one tuition = +5 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1-5
School led tutoring - extra teacher hours to support small group and 1 to 1 work.	<p>Individualised instruction and small group work.</p> <p>EEF toolkit – Small group tuition = +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1-5

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

Budgeted cost: £15,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools	<p>The children enjoy learning outside and attitudes to learning are improved after these sessions. They look forward to their Forest School activities.</p> <p>EEF toolkit – Outdoor Learning which includes collaborative learning experiences with practical problem-solving, explicit reflection and discussion of thinking and feelings.</p>	5,6

	https://www.thestablecompany.com/blog/8-proven-benefits-of-outdoor-learning-for-school-children	
Workshops, visits, residential, uniform	EEF toolkit – collaborative learning +5 months impact; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	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	Since the return to school in September we have identified that more children and families need support around behaviour, sleep, anxiety, etc. A key well trained person would support our children. EEF toolkit – social and emotional learning = +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,6
Out of school sports participation	EEF toolkit – Sports participation = +2 months impact Physical activity = +1 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4,5
Enrichment through the arts -Drumming	EEF toolkit – arts participation +2 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4-7
Targeting of key families through rigours tracking & early help intervention where	Attendance over the past 3 years has shown that disadvantaged attendance is lower than non disadvantaged. This is a few key families who are supported. In school data	7

<p>necessary improved attendance for key families.</p>	<p>analysis shows that children with poor attendance achieve less well than those with good attendance</p> <p>EEF toolkit – Parental Engagement +4 months impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Improving school attendance document gov.uk</p>	
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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.

2021/22

Teaching (for example, CPD, recruitment and retention)

Purchase of DFE accredited Phonics scheme – Little Wandle by Trent Vale Infant and Nursery school resulted in targeted CPD for all staff at BRJS in phonics, grammar and spelling. This led to the development of 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 our book bands.

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. This is the start of the journey and needs further development and investment to meet emerging needs as more children are now needing to access bespoke 1:1 provision for emotional support, bereavement, attachment, school refusal etc. TA's were doing a phenomenal job supporting these children. ELSA training however is imperative now to further support the needs that are arising along with the continuation of the counselling services of Think Children and TLG. As the need grew, we provided 2 further Think Children counselling sessions. 80% of these sessions were for disadvantaged children.

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

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 engagement.

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	% attaining WT
Y6 Maths	33%	67%
Y6 Reading	50%	50%
Y6 combined	40%	60%
Y5 Maths	17%	83%
Y5 Reading	100%	0%
Y5 combined	29%	71%
Y5 and Y6 combined		
Reading	60%	40%
Maths	25%	75%

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 and the other was absent during SATs week.

School led tutoring- Autumn 2021/2022

All children developed confidence and made progress in areas of development identified by class teachers. Work was recorded in books, objectives for the session were clear and the children assessed how successful they had been in each session against the success criteria. 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 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.

Year 3 and 4 writers developed 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. Of the Yr6's one 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.

All children observed 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 vocabular; 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 DPs made more progress (100%) compared to 96% (reading), 93% (writing) 100% (maths)of the cohort.

In Year 4 DPs made similar progress (89-100%) compared to (93-98%) of the cohort

- 95% of all made good progress in Writing, 98% in reading and 93% in maths.

- 89% of DPs made good progress in maths and writing and 100 % reading.

In Year 5 DPs made slightly less progress in Reading and Maths than the cohort:

- 90% of all made good progress in Reading and Writing, 88% in Maths
- 89% of DPs (8/9 children) made good progress in Writing and 78% of DPs (7/9 children) in Reading and Maths

In Year 6 DPs

- 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 70% of all in reading, 88% in writing and 77% in maths

In KS2 DPs have similar attainment to all in yr 3 and 4 reading at EXS; for Writing at GD for Yr 5 ; all other areas are lower than National Averages and that of the cohort. In Yr 6 DPs are lowest for attainment and progress in all areas except maths progress.

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

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

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	Life Education Nottinghamshire
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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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