

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	190
Proportion (%) of pupil premium eligible pupils	42 pupils – 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Catherine Turner Headteacher
Pupil premium lead	Sue Osborne
Governor	Kate Foale and Charlotte Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,110 £10,120 post LAC
Recovery premium funding allocation this academic year	£6,672
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	£77,902

Part A: Pupil premium strategy plan

Statement of intent

Our intention, at Beeston Rylands Junior School, 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 our disadvantaged pupils to be the best they can be in all areas including those who are already high attainers. We will also consider the challenges faced by vulnerable pupils – those supported by social care, with SEN needs or with other family issues. The plan outlined here is intended to support their needs, regardless of whether they are disadvantaged or not. Every decision made, with regards to Pupil Premium funding and approaches is backed up by sound education research, predominantly taken from the Education Endowment Foundation Toolkit (EEF).

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 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
- raise attainment and aspirations for all children through the strategic use of pupil premium funding in areas such as: whole school CPD, high quality schemes of work and educational experiences and visits.
- Provide opportunities for all pupils to participate in enrichment including sport and music.

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 from our Federated infant and nursery school, have highlighted that there is an increase in poor speech and language development in many disadvantaged pupils in Early Years into KS1. This continues into KS2 where disadvantaged pupils generally have a poorer vocabulary – this affects their results in reading and writing.
2	Observations show that pupil premium children struggle to engage with learning and need increased support to develop resilience and stamina for learning.
3	There are significant gaps in mathematical knowledge across school including times tables, reasoning and basic mathematical skills. Pupil premium data was below non-pupil premium data at the end of KS2.

4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Within reading, pupil premium underperformed when compared to non-pupil premium children at the end of KS2, particularly boys, which highlights the important link between phonics and overall reading development and attainment.
5	Attainment in writing has the legacy of lockdown. Assessments, observations and discussions with pupils suggest that our disadvantaged pupils' limited knowledge and experience of the world compared to their peers negatively impacts their ability to write creatively, imaginatively and at length.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Social and emotional barriers can also affect pupil attendance. Attendance of our disadvantaged pupils (90.2%) is lower than non-disadvantaged (95%) Persistent absence and sever absence for a small minority of disadvantaged pupils is a concern (31.1% for DP persistent absence)

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 vocabulary development into KS2.	Assessments indicate improved speech and language particularly in disadvantaged pupils. Reading and writing results for this group are improved in KS2 due to improved vocabulary. This is shown by test results, observations, work scrutiny and ongoing formative assessments.
Develop the resilience and aspirations for learning of all Pupil Premium children.	Pupil premium pupils will show good engagement with learning both in school and at home. This will be shown through work scrutiny, pupil voice and lesson observations and drop ins.
Improved attainment in maths	SATs results show that the gap between disadvantaged and non-disadvantaged is closing.
Improved reading and phonics attainment particularly in lower KS2	Phonics and reading results show improvement for disadvantaged pupils.
Improved writing attainment in all year groups	Writing results are at least at national for all groups of children but particularly for disadvantaged pupils.
To achieve and sustain improved wellbeing for	Sustained high levels of wellbeing demonstrated by:

<p>all pupils in our school, particularly our disadvantaged pupils Parents and families feel supported in school with a wide range of support services available.</p>	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher and TA observations • a significant reduction in social and emotional concerns from children and parents • an increase in access to social emotional support systems such as ELSA, particularly for disadvantaged children. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils to improve wellbeing <p>The school is providing a wide range of services or is able to signpost families effectively according to need.</p>
<p>Achieve and sustain improved attendance for our disadvantaged pupils. Work closely with key children with persistent absence.</p>	<p>Attendance rates of 96-98% for ALL children is achieved. Persistent absence for key children is reduced.</p>
<p>Ensure that our Pupil premium children develop strong cultural capital and experience the whole curriculum, extra-curricular opportunities and leadership in school.</p>	<p>Children will attend all visits and residentials – cost will not be a barrier. Children will benefit from music lessons in school and will attend a wide range of extra-curricular clubs. PP children will be represented in leadership positions in school.</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: £31,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First teaching is a priority and leadership time is given to ensuring high quality approaches across school. DHT to work with all classes/ children in school.</p>	<p>The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. The difference between really good teaching and less effective teaching makes more difference than any other factor in school and narrows the attainment gap’ EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1,2,3,4,5</p>

<p>Purchase of standardised diagnostic Assessments (NFER assessments) Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p> <p>Research also suggests that standardised testing does not negatively affect wellbeing of pupils as previously thought: https://www.tandfonline.com/doi/full/10.1080/0969594X.2021.1929829</p>	<p>1,3,4,5</p>
<p>Continued review of Little Wandle phonics scheme and reading books. This along with targeted CPD for staff in phonics, grammar and spelling will lead to stronger teaching across school.</p> <p>Purchase resources as necessary to ensure reading books are matched to scheme and that children have a wide choice of literature.</p>	<p>Assessments in school show that disadvantaged children achieve less well in phonics than their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,4</p>
<p>Continue to develop nurture and wellbeing with development of curriculum and resources along with staff training. 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. (ELSA)</p> <p>+ cost of cover for staff.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>6</p>
<p>Continued development of White Rose Maths scheme to ensure that this is being adapted for our children. CPD for staff around development of key skills, plus audit of resources Continued development of times tables and TT Rockstars and daily fluency across school. Purchase of scheme: White Rose and Mathletics</p>	<p>The core of White Rose Maths is the maths mastery approach, which focuses on depth rather than acceleration, ensuring that key concepts are fully grasped before moving on. Mastery learning keeps the learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. On average mastery learning approaches are effective leading to an additional five months progress – EEF. Daily key facts and revision will increase progress in arithmetic.</p>	<p>3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Pupil Premium Lead to attend 6 Family network Events throughout the year	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap; therefore, quality CPD is very important in raising attainment and social and emotional status, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Targeted academic support

Budgeted cost: £27,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Phonics Recovery programme Developing a clear programme of interventions and targeted support for phonics recovery programme 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.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading Reading comprehension interventions. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,4

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Interventions will be clearly led by in school assessments. These will be review regularly and impact closely monitored on key children.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	
Engaging with School Led 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>School led tutoring will focus on 1 to 1 and small group interventions for key maths and English skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	3,4,5
Extra TA support in class and for intervention in all year groups to support children – led by clear assessment data and discussions at pupil progress meetings. (Proportion of TA salaries – extra support in place)	<p>Individualised instruction and small group work. Extra TA time will support the wellbeing of children through meet and greet, nurture as well as academic achievement. Strong links with parents and carers can also be established.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3,4,5
Delivery of one- to-one ELSA support	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6
Run parent workshops to support phonics/reading/maths. Purchase key resources- subscriptions - for parents to help at home.	<p>Parental involvement is key to success in school along with good quality resources.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	

Wider strategies

Budgeted cost: £19,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to monitor attendance of key Children and implement initiatives to reduce poor attendance through a variety of methods such as: rewards, letters/calls home to engage with parents and parent school attendance meetings in school.</p> <p>Purchase of Studybugs to support this.</p> <p>Implementation of the Nottinghamshire improving school attendance kit to support hard to reach families.</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>This document gives guidance to schools and local authorities to support them to improve school attendance.</p> <p>Attendance over the past 3 years has shown that disadvantaged attendance is lower than non disadvantaged. This is generally due to a few key families with whom we continue to work.</p> <p>Assessments in school show that children with poor attendance achieve less well than those with good attendance.</p> <p>Evidence suggests that small improvements in attendance can lead to meaningful impacts for outcomes.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p>	<p>7</p>
<p>Funding of trips, residential trips, after school clubs, music lessons and equipment as needed to ensure that disadvantaged children are able to access a wide and diverse range of opportunities and to ensure all children have equal access to quality experiences</p>	<p>It is essential that all children have equal access to educational and aspirational experiences offered by the school to broaden and deepen their knowledge and understanding of the world. Skills such as independence, resilience, team work and social/language skills are developed on Residential trips. Many of our more disadvantaged children do not access many activities out of school.</p> <p>Pupil premium funding ensures that disadvantaged children do not miss out on these memorable and high-quality experiences. The funding also ensures that non-pupil premium children with challenging financial backgrounds also do not miss out.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>All</p>

<p>Funding for Outdoor Learning through Forest school teacher for 6 days in autumn. Outdoor learning will be provided for all children including staff training on delivery.</p>	<p>Outdoor Learning has clear benefits for wellbeing which will then lead to better attainment and concentration. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>6</p>
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Total budgeted cost: £ 77,902

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 2022 to 2023 academic year.

Our assessments for 2022-23 are as follows:

	National average	All children	FSM- 10 children	Non FSM- 41 children	Gap
	ARE+	ARE+	ARE+	ARE+	ARE+
Reading	73%	82.4%	50%	90.2%	40.2%
Writing	71%	70.6%	40%	78%	38%
Maths	73%	84.3%	40%	95.1%	55.1%
RWM combined	59%	68.6%	40%	75.6%	35.6%
GPS	72%	80.4%	40%	90.2%	50.2%

Year 4 Multiplication tables Check	National Average 2022 19.8
FSM6- 9 pupils	18
Other pupils	22
Gap	-4

Intended outcome	Evaluation
Improved speech and language skills and vocabulary development among disadvantaged pupils. The curriculum will encompass a focus on vocabulary to ensure language development.	Assessments and observations indicate significantly improved use of vocabulary- both written and oral language among disadvantaged pupils. Monitoring activities evidenced staff modelling good use of language and pre-teaching of vocabulary which were shared across lessons/ curriculum/ evidenced on working walls and the introduction of some vocabulary on trialled knowledge organisers. Observations evidenced the teaching of oracy with increased pupil engagement in lessons.

	<p>End of KS2 reading assessments were higher than LA and national results. The school was ranked 61st in the LA for EXS+ results and 29th in the LA for the higher standard results</p> <p>Although writing results were just in line with national expectations, they were below the LA average for EXS+ but higher (LA and national)</p> <p>for greater depth</p> <p>Writing is a focus for school improvement and development for 23-24.</p>
Improved attainment in maths in all year groups	<p>End of KS2 maths assessments were higher than LA and national results. The school was ranked 61st in the LA for EXS+ results and 23rd in the LA for the higher standard results.</p> <p>Results for our FSM children were significantly lower than our none - FSM children with a 45% gap.</p> <p>For those FSM children who received tutoring for maths- 78% achieved EXS at the end of KS2</p> <p>Internal and external assessments for 2023-24 still need to be of high priority to ensure that the attainment gap for our disadvantaged children in maths is reduced.</p>
Improved writing attainment in all year groups	<p>Writing results were poorer across school although virtually in line with national at the end of KS2.</p> <p>FSM children achieved less well than other groups. Children are monitored individually and support / intervention bespoke to their needs is used eg: Phonics intervention, tutoring and GPS intervention.</p> <p>Writing is a key issue on the SIP in 2023-24</p>
Improved reading and phonics attainment particularly at lower KS2	<p>Lower KS2 reading includes targeted phonics intervention and fluency. There is a named member of staff who leads early reading and intervention in LKS2</p> <p>Children who received catch up phonics teaching made good or accelerated progress. Careful assessments showed that the percentage of GPC's per child was consistently and constantly improving with some children no longer needing phonics intervention but books from the National book banding system – such children read to volunteers and were part of the buddy system in school to ensure that they practised this knowledge within the context of reading books.</p> <p>Observations of guided reading sessions in Year 3 and 4 alongside assessment data evidenced that the practice of reading for fluency impacted upon the reading progress of children in Years 3 and 4. After parents evening, staff noted that the fluency focus hds been spoken about by parents as they have observed that children were reading with appropriate speed and expression</p> <p>Observations of Guided Reading, pupil voice and book scrutiny evidenced children able to apply the VIPERS system to their own reading. Being taught in an explicit way, meant that children's comprehension improved. With an influx of EAL children, these quickly receive phonics to support their reading development.</p>

	<p>There is a gap in all year groups for FSM/None FSM - Yr4 reduced the gap to a marginal 3% and both groups in this year group achieved higher than the 2023 end of KS2 national average</p> <p>Reading interventions are embedded across school- phonics, Literacy Volunteers, tutoring, small group and 1:1 support in class.</p> <p>Teachers engage regularly with parents to support reading at home</p> <p>.</p> <p>Phonics and reading outcomes for FSM in 2023-24 will continue to be a focus.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Children are supported in school with ELSA (2 TAs trained) nurture support, TLG and Think children counselling, breakfast “meet and greet”, bereavement counselling and JUNO support.</p> <p>Disadvantaged pupils are encouraged to attend enrichment activities and their attendance at these is monitored. On average take up of sessions is usually between 20-30% of FSM participation. Pupil voice is shared with providers for which after school activities to include. Along with competitive and none competitive sports there are also clubs with music, dance and the arts</p>
<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>Parents are supported where the need arises and signpost families to a wide range of services according to need eg: Healthy family Teams & Early Help referrals; Family SEAL, Post- LAC families have had individual emails regarding parent workshops.</p> <p>All FSM parents have engaged in parents evening</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>Key families have been supported for absence. Figures have been affected by key children (SEND/illness/alternative provision)</p> <p>Attendance 2022-23= all 94.83% (FSM = 91.1%) PA for all= 11% FSM= 26%</p> <p>Of PA all= 24 children (14 were FSM) Of these 14: 2 (14%) received alternative provision, 5 children (43%) left at some point during the academic year 2 (14%) were new to school during Spring term 4 children (29%) were on role for the whole academic year.</p> <p>Attendance rates of 96% for ALL children by 2024 Persistent and severe absence for key children is still a priority. Using the Notts attendance tool kit, working with identified families and referrals were necessary.</p>

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	https://www.coramlifeeducation.org.uk/your-local-area/life-education-nottinghamshire
Times table rock stars	https://trockstars.com/
Charanga music	https://charanga.com/site/musical-school/
Mathletics	https://www.mathletics.com/uk/
Purple mash	https://www.purplemash.com/
Jigsaw	https://jigsawpshe.online/

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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