



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	Upper Beeding Primary School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Becky Linford
Pupil premium lead	Becky Linford
Governor lead	Christine Gilliam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,525
Recovery premium funding allocation this academic year	£18,367
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	£80,892

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all our children to be the best they can be; to be ambitious in their learning and confidently embrace their future. We want all children to be confident and motivated life- long learners. We aim for all our children, irrespective of their background, to have a love of reading and be strong, confident readers.

The current pupil premium strategy focuses on: ensuring children have secure English and Maths skills; widens language knowledge; access to high quality texts; promotes enjoyment of reading; supports emotional well-being with access to play therapist as well as giving children access to a variety of wider curriculum opportunities.

We believe children learn best when they are happy, calm and confident in themselves.

Challenges

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

Challenge number	Detail of challenge
1	<i>Poor language skills on entry in Reception and in KS1 and some vocabulary gaps for some disadvantaged children in KS2</i>
2	Diminishing the difference in learning in English and Maths across the school
3	Provision of emotional support especially children affected by family circumstances during school closures and having to self-isolate.
4	Accessing wider curriculum opportunities and cultural experiences
5	

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
<i>Accelerated Progress in Reading</i>	Pupil progress data; pupil progress meetings; Book Looks; Statutory assessments

<i>Accelerated Progress in Writing</i>	Pupil progress data; pupil progress meetings; Book Looks; External moderation; Statutory assessments
<i>Accelerated Progress in Maths</i>	Pupil progress data; pupil progress meetings; Book Looks; Statutory assessments
90%+ pass in Phonics check	Year 2 Phonics Check (Dec 21); Year 1 Phonics Check (June 22)
EYFS pupils to make outstanding progress in 7 prime areas of learning	Secure Early Learning Goals
Improved language skills for disadvantaged pupils	Teacher Assessment of pupils' speech and language

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: £3,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA</i> (£765)	https://www.elsanetwork.org/elsa-network/evaluation-reports/ The ELSA programme is a targeted intervention aimed at developing the social and emotional skills of primary and secondary school aged children. ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.	3
<i>RQT training</i> (£1,200)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development The EEF research states that an on-going personal and professional learning allows critical reflection and development of expertise. Collaborative practice mentoring and coaching allows individuals to develop.	1,2,
<i>Staff CPD in Maths and English</i> (£1,500)	Our knowledgeable teachers use a broad array of teaching strategies which combined with subject knowledge and knowledge of their pupils positively impacts upon learning. Components of our high quality teaching (as recognised by the EEF) include explicit teaching, scaffolding, use of metacognition and flexible grouping.	1,2

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

Budgeted cost: £ 71,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dedicated experienced teacher to support intervention with Y3/4 pupils</i>	Headline data from school indicated that the current Year 4 had been most impacted by the pandemic. We decided to use experienced Y3/4 leader as an intervention support for English and	2,4

(£36,000)	Maths as well as focussed tutoring for 1:1 and small groups of children in identified skills to address gaps in learning and misconceptions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
<i>Experienced teacher to support intervention with Maths and English in Y5/6</i> (£13,000)	We find that teaching Maths in year groups supports embedding skills and allows teachers to quickly address gaps in learning from the pandemic. By moving from 4 classes to 5 maths classes, we can work in smaller groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,4
<i>½ day dedicated teacher in Y1/2 to support phonics and reading with identified children</i> (£3,500)	Reading Guidance – July 21 and https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
<i>Extra TA time of 2 days per week in Y1/2</i> (£7,000)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2
<i>Extra TA time of 1 day per week in EYFS to run speech and language programs (NELI and School Start)</i> (£3,500)	Research shows that the Nuffield early language intervention and the Speechmark practical resource (school start) allow participating pupils to make significantly more progress in their language skills. Oral language forms a crucial foundation for thinking, learning and social interaction and is one of the strongest predictors of success in English and Maths and later employment and wellbeing. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf	1,2
<i>IT subscriptions to support access to online Maths and English skills support both in school and at home</i> (£4,000)	As a school, we find the IT subscriptions we have significantly support the children in their learning, both in school and at home, as well as teachers in planning quality provision. Parents can also access at home on any media platform, e.g. TT Rockstars, Sumdog.	1,2
<i>IT resources to meet the needs of the EYFS new curriculum</i> (£1,500)	To enable children to meet the new curriculum expectations, we reviewed our resources and found IT in particular needed better resourcing to support children accessing new EYFS framework	1
<i>Purchase EY / KS1 Decodeable Reading</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,4

<i>Books to support Letters and Sound Phonics Scheme through Big Cat Collins (£3,000)</i>	As a school we have found that phonics is best taught in phases and the quality of books to support the scheme we use, engages the children and heightens their enjoyment.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To support families financially to allow their children to attend a range of trips, visits and special events, including residential in Y5/6 and KS2 swimming lessons. To support financially access to school uniform and external clubs. (£2,500)</i>	Some children have low aspirations due to a lack of experience and knowledge of the wider world. We continue to use a range of strategies to allow children to experience risk and creativity. We know that children are proud to wear the correct school uniform and this supports self-esteem and confidence in themselves.	3,4
<i>To purchase play therapy counselling (£3,500)</i>	The EEF states that when social and emotional learning is addressed and a child feels more settled and secure, then learning increases. It is often a misconception that pupils' wellbeing and social emotional learning is separate from their academic, curriculum based learning.	3

Total budgeted cost: £ 80,965

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.

A number of our planned strategies were not fully implemented due to Covid-19 restrictions and partial school closures. Our resources were diverted to support our vulnerable children and family needs arising from the pandemic including providing IT equipment and paper based resources to support learning at home.

Although national assessments were cancelled in 2020/21, our in school progress assessments demonstrated that disadvantaged children all made progress from their starting points in reading, writing and maths.

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
School Start	Speechmark
Firstclass@numbersense	Every Child Counts
Your Space Therapy	Your Space
X tables Rockstars	TT Rockstars

Further information (optional)

We have strong systems in place to support our disadvantaged families ensuring high attendance and punctuality.

This year Zones of Regulation have been introduced across the whole school after trialling it last year in Y3/4. Each planning team is using the pedagogy and research behind this emotional support and adapting to ensure age appropriate.