

## 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                                                                                                   | Beech Hill Primary School        |
| Number of pupils in school                                                                                    | 440                              |
| Proportion (%) of pupil premium eligible pupils                                                               | 45.9% (202 pupils)               |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2024-25                          |
| Date this statement was published                                                                             | December 2024                    |
| Date on which it will be reviewed                                                                             | December 2025                    |
| Statement authorised by                                                                                       | Jess Eatock                      |
| Pupil premium lead                                                                                            | Caroline Higgins/Paula Dickenson |
| Governor / Trustee lead                                                                                       | Lee Rochester                    |

### Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £298,960 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £298,960 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our Pupil Premium strategy aims to set out how we will support disadvantaged pupils to meet their targets and expectations, including Pupil Premium children who are high attainers.

We aim for all children at Beech Hill, being mindful of background, to make good progress and achieve highly across all subject areas. We will strive to give all children the knowledge and skills to enable them to become successful adults in terms of being able to gain employment, live healthy lifestyles and take opportunities beyond their immediate environment. This will be done through developing vocabulary, cultural capital (by giving the children experiences and essential knowledge they need to be educated citizens) and their character (to enable them to have the skills to succeed in their society). Learning will not be diluted for our children and gaps will close so that children are working at age-related expectations.

High quality teaching will continue to be a high priority as we develop children's metacognitive skills across the curriculum as well as the mastery approach in maths. This is proven to have a great impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Attainment for non-disadvantaged pupils will therefore be sustained and improved alongside progress for their disadvantaged peers.

Character development and wellbeing has become more important than ever. Our Character Champion will continue to embed explicit character teaching, developing skills such as resilience and engaging with parents to set character targets for the children. Our Senior Leadership team will continue work on mental health, focussing on ensuring children have their basic mental health needs met in order for them to go on to flourish. We will also continue to give children the opportunity to connect to self, others and nature.

### Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Oral language skills in Reception are lower for disadvantaged pupils than for other pupils and have been significantly lower than in previous years. This impacts on vocabulary development in subsequent years, slowing reading and writing progress. |
| 2                | Limited life and cultural experiences for some of our disadvantaged children outside of school restricts understanding of some curriculum areas.                                                                                                       |
| 3                | 45.9% of pupils in school are eligible for Pupil Premium, in addition to 28% having SEN.                                                                                                                                                               |
| 4                | Attendance rates pupils for disadvantaged are 92.6% (1% below the figure for non-disadvantaged children of 93.6%). This reduces their school hours and causes them to fall behind on average.                                                          |

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| 5 | Pupil voice surveys indicate that disadvantaged children struggle with their mental health and wellbeing more than non-disadvantaged children, in particular when it comes to sleep. |
| 6 | Parental engagement tends to be low across school, particularly in disadvantaged families.                                                                                           |
| 7 | Early Years and Key Stage 1 have an increasing amount of children with SEND and challenges in terms of SEMH.                                                                         |
| 8 | An increasing number of families are requesting support around behaviour at home, particularly parents of disadvantaged children.                                                    |
| 9 | Disadvantaged children are less likely to achieve end of year expectations than their peers.                                                                                         |

### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Improve cultural literacy in order to eliminate poverty of language for all disadvantaged children in school.                                                                                                                                                                                                                                                                                | Assessment data and work in books will show that disadvantaged pupils in all classes make rapid progress by the end of the year, so that all pupils eligible for PP meet or exceed age related expectations.                                                                                                                                                                                                                                                                                       |
| Increased cultural capital through cultural and curriculum visits / experiences, heavily subsidised by school for all children. This will impact positively on pupil achievement for these groups. Nurture talents and interests in individuals by arranging/organising experiences tailored to them. Encourage and give more opportunities for children to spend time in and around nature. | Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences. PP pupils have high aspirations as a result of a broadening of cultural experiences. Family Support Officer will reach out to parents to find out about children's interests out of school and whether they need any support with developing these. PE Coordinators will work with JA to ensure children have a wide range of opportunities in terms of extra-curricular clubs. |
| Gaps in English and maths for PP pupils are quickly identified and addressed to ensure good progress for all children.                                                                                                                                                                                                                                                                       | The attainment gap between PP and non-PP pupils will narrow due to specific gaps in knowledge and understanding for PP pupils being identified as quickly as possible. Group and 1:1 interventions, will be put in place to address these gaps so that missed learning and misconceptions are tackled swiftly and effectively.                                                                                                                                                                     |
| All Year 6 PP children make progress in line with or above all children Nationally from the same starting point.                                                                                                                                                                                                                                                                             | Pupil Premium Champions will meet with all year 6 PP pupils and discuss individual barriers to learning and in partnership plan for support and entitlement. This will be monitored termly to ensure that every year 6 pupil is on track to make progress at least in line with other children Nationally of the same starting point.                                                                                                                                                              |
| Continued high attendance rates for pupils eligible for PP.                                                                                                                                                                                                                                                                                                                                  | Overall PP to non-PP attendance gap will remain narrow.                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p>To support all children in understanding how they can flourish and develop their character traits.</p> | <p>Children will achieve personal development targets by the end of each key stage. Children who would benefit from counselling to see an in-school counsellor on a regular basis. Staff will monitor mental wellbeing of children in their class and put appropriate strategies in place. Teaching staff to research and implement effective strategies for child wellbeing in their classrooms. Children to be given opportunities to connect to self, others and nature.</p> |
| <p>To develop phonics and maths fluency across school.</p>                                                | <p>All staff delivering phonics will engage in training on the Read Write Inc programme. Reading lead will monitor the delivery and impact of the programme across school. Phonics will be taught consistently, with catch up sessions provided for KS2 children with gaps in knowledge. Termly targets in maths will focus on key instant recall facts (KIRF).</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 (for example, CPD, recruitment and retention)

Budgeted cost: £163,125

| Activity                                                                                                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
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| Develop teaching of metacognitive strategies across the curriculum, alongside the use of Rosenshine's principles of instruction, through CPD for teachers and teaching assistants, sharing research and good practice, lesson observations and reflections in evaluation books. | Rosenshine's principles of instruction are based on extensive research. The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a> | 9                             |
| Release time for Deputy Heads to continue to monitor the impact of English and Maths teaching across school and provide CPD for staff. CPD may include support with planning or time to observe peers.                                                                          | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.<br><a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                                                                                                   | 1, 9                          |
| Continue to implement strategies from Grammarsaurus training to raise attainment in Literacy and SPaG.                                                                                                                                                                          | Grammarsaurus case studies have shown a positive impact on writing and SPaG results in Key Stage 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1                             |

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| Continue to embed maths fluency and opportunities for greater depth learning. Improve children's key instant recall of facts (KIRF) and strengthen arithmetic skills. Develop 'teaching for mastery' and begin to embed the Mastering Number programme in Early Years and Key Stage 1, and Fluency Bee in key Stage 2. | Evidence has shown that fluency can provide a moderate impact for a low cost. Fluency of basic facts (e.g. tables, number bonds etc allows for greater depth learning to take place as children can access the expected level learning without the obstacle of having to calculate basic facts first and so will inevitably have time to learn in a topic at a greater level of depth or independence. Termly targets in maths will focus on key instant recall facts (KIRF). | 9    |
| Purchase an ongoing subscription to Read Write Inc, enabling access to CPD and the latest resources.                                                                                                                                                                                                                   | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                           | 1, 7 |
| Staff to access external CPD relevant to their needs e.g. PE coaching, subject leader network meetings, local triads, Mastering Number.                                                                                                                                                                                | Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>                                                | 9    |

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

Budgeted cost: £45,960

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| Individual and small group speech and language programmes tailored to individual needs, based on screening of all children entering EYFS. This will include sound awareness and specific SALT programmes.                                      | Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension.<br><br><u><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></u>                                                                                                                                                                                                                                               | 1, 7    |
| Year 6 children who have fallen behind to access after school small group booster sessions, focussing on maths and literacy skills.                                                                                                            | Small group tuition has an average impact of four months' additional progress over the course of a year.<br><br><u><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></u>                                                                                                                                                                                                                                                                                                | 1, 9    |
| Key Stage 2 children who are working below age related expectations in reading, specifically decoding, will access phonics interventions.                                                                                                      | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.<br><u><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></u>                                                                                                                                                                                                      | 1, 9    |
| Children who do not read regularly at home will receive additional 1:1 reading at school, with either a teacher or TA.                                                                                                                         | Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.<br><br><u><a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></u> | 1, 3, 9 |
| Live marking will allow teachers to quickly identify children who have fallen behind or not grasped concepts in a particular lesson. Think Pink will be used to immediately clarify misconceptions or allow children to practise with support. | Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).<br><br><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></u>                                                               | 1, 9    |

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| <p>Times Table Rockstars/Numbots and Spelling Shed subscriptions to allow all children to work on individual targets in these areas.</p> <p>Children are given opportunities to access this targeted learning both at school and at home.</p> | <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>Students are 38% faster at answering times table questions after using Times Table Rockstars.</p> | 6, 9 |
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#### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £89,875

| Activity                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Challenge number(s) addressed |
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| Children across the school to participate in a wide variety of experiences, including residential trips from Year 4. These will be funded for disadvantaged children who would be otherwise unable to attend. | <p>Previous data shows us that children who have accessed a range of educational opportunities within and beyond the school day achieve more highly, developing their vocabulary in particular.</p> <p>Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress.</p> <p><a href="https://educationendowmentfoundation.org.uk">Adventure Learning   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                    | 2                             |
| Staff to offer a range of after school clubs, including drama, art, ICT and sports clubs.                                                                                                                     | <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. There is also a small positive impact of physical activity on academic attainment (+1 month). Very few children at Beech Hill attend clubs outside of school, so offering these clubs broadens their experiences as well as keeping them active and fostering creativity.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> | 2                             |



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| Give children a better understanding of career choices available to them through STEM.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Although evidence is unclear on how aspirations intervention can raise attainment, children at Beech Hill have a limited experience of different careers. Showing them the range of careers available to them will raise their aspirations and motivate them to work hard to achieve their goals.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> | 2    |
| Targeted children participate in Flourishing sessions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions (Flourishing) matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>                                                                                             | 5, 7 |
| <p>Staff to monitor the wellbeing of pupils in school and provide workshops, assemblies or curriculum time to explore areas which are negatively impacting the children's mental health. Head Boy and Head Girl will support with collecting the views of children in school and disseminating key messages. Year 6 children will have 'go to' staff to talk to if they need support.</p> <p>A counsellor will be employed one day a week to work with children identified as needing emotional support.</p> <p>Staff will be trained in strategies to support children's wellbeing and allow them to flourish.</p> | <p>Social and emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>                                                                                                                                                                                              | 5, 7 |

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| Targeted children in Year 5 and 6 to attend 'Respect' sessions at West Denton Fire Station across the year, focussing on being a positive asset to the local community.                                                                                                                                                                                   | <p>Social and emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>                                                                                                                                                                           | 5, 9 |
| Parents and carers will play a key role in the children's 'character targets', and lessons will be taught to explicitly teach children about character and British Values. Three children in Year 6 given the role of Character Champions to meet with Kayleigh Farnham half-termly, supporting with surveys and disseminating key messages.              | <p>Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.</p> <p>(DFE Character Education Framework Guidance)</p>                                                                                                                                                                                                                                                                                                                                                                                 | 5    |
| Continue to implement actions from the Poverty Proofing report provided by Children North East in January 2020. This will include 'swap shop' events for events such as Halloween and Christmas, token systems for fairs, distribution of food/support packages to families in need and ensuring that costs are kept as low as possible for all families. | <p>The 'Poverty Proofing' website explains that poverty is a strong predictor of educational attainment with more than 6 in 10 children on free school meals failing to secure 5 good GCSEs. Overall, this means a gap in outcomes of around 27% at Key Stage 4 between those pupils on Free School Meals and other pupils.</p> <p>The unequal outcomes of English education reflect, to a large extent, the unequal outcomes in our society, but we still expect schools to 'close the attainment gap'. We have very high hopes of our teachers to bring the best out of every pupil and yet the impact of poverty on children is not covered in any detail during a teacher's own education and training.</p> <p><a href="#">Home - Poverty Proofing</a></p> | 5    |
| Embed the principles of the DfE's Improving School Attendance using                                                                                                                                                                                                                                                                                       | The DfE's guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4, 6 |

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| <p>the Local Authority's new guidance and approach.</p> <p>Continue to offer numerous incentives for children to strive for high attendance levels, including half-termly prizes for individuals and weekly prizes for full classes.</p> <p>Parents to be contacted by letter to inform them of individual attendance plans and parenting contracts.</p> <p>Smoother and quicker referral to the Attendance Service for those who are not engaging appropriately.</p> | <p><u>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |
| <p>Embed the resources and provision available to children during their play and lunchtimes.</p>                                                                                                                                                                                                                                                                                                                                                                      | <p>Various studies have shown that providing the resources and supporting children to engage in for high quality play improves behaviour, promotes personal development and improves physical literacy.</p> <p><u>The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</u></p>                                                                                                                                                                                                                                                                                          | 5                |
| <p>Continue to develop connections with self, others and nature through activities such as mindful breathing, yoga, Forest school and opportunities to engage in team building activities.</p>                                                                                                                                                                                                                                                                        | <p>Social and emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></u></p> | 5, 7             |
| <p>Provide a breakfast club open for all children from Reception to Year 6.</p>                                                                                                                                                                                                                                                                                                                                                                                       | <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.</p> <p><u>Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</u></p>                                                                                                             | 4                |
| <p>Foster parental engagement through:</p> <ul style="list-style-type: none"> <li>Designated Family Support Coordinator engaging with</li> </ul>                                                                                                                                                                                                                                                                                                                      | <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><u>New guidance report published: Working with Parents to Support...   EEF (educationendowmentfoundation.org.uk)</u></p>                                                                                                                   | 1, 4, 5, 6, 7, 9 |

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| <p>families and offering support where needed</p> <ul style="list-style-type: none"> <li>• Use of online platforms (Class Dojo, Tapestry) to share learning and allow communication between teachers and parents</li> <li>• Emails and text messages used to convey key messages and share updates</li> <li>• Parent teacher consultations in the autumn and spring term</li> <li>• Offering parent workshops covering topics such as reading, behaviour, SEND and maths</li> <li>• Conducting regular parent surveys</li> <li>• Encouraging regular reading at home and offering support for those not reading with their child</li> <li>• Sharing summer reading challenges</li> <li>• EYFS staff to visiting children and parents in their homes prior to starting school</li> <li>• Postcards home to celebrate achievements</li> <li>• Stars of the week posted on website</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |
| <p>School dogs are used as a strategy for reducing anxiety, motivating children and improving attendance and wellbeing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Research has shown that dogs in schools can help reduce anxiety in children, promote emotional regulation, and even encourage the development of empathy.</p> <p><a href="https://www.swansea.ac.uk/social-sciences/research/crip/blogs/why-we-need-a-national-dog-alliance/#:~:text=Research%20has%20shown%20that%20dogs,encourage%20the%20development%20of%20empathy.">https://www.swansea.ac.uk/social-sciences/research/crip/blogs/why-we-need-a-national-dog-alliance/#:~:text=Research%20has%20shown%20that%20dogs,encourage%20the%20development%20of%20empathy.</a></p> | <p>4, 5, 7</p> |

**Total budgeted cost: £298,960**

## 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 2023 to 2024 academic year.

We continue to see more progress towards age-related expectations for our Pupil Premium children. It is pleasing to see that lots of PP children are still working within their year group, even if not at expected level. The data shows that:

Reading: 58% of PP children reached age related expectations in 2023-24, and 72% were working within their year group level.

Writing: 38% of PP children reached age related expectations in 2023-24, and 68% were working within their year group level.

Maths: 55% of PP children reached age related expectations in 2023-24, and 80% were working within their year group level.

#### High quality teaching

We continued to follow a rigorous monitoring and CPD programme to ensure high outcomes for all pupils, including our most disadvantaged. Writing and maths audits were conducted twice during the year, focusing on planning, books, pupil voice, and classroom drop-ins. After these audits, Deputy Heads monitored to ensure next steps were addressed and implemented. Maths and literacy leads also provided opportunities for teachers to observe one another through peer observations.

Our Early Years teachers attended Alastair Bryce-Clegg's Brilliant Beginnings training in June, and all of the Teaching Assistants in the Early Years team have been working towards completing the EYPD. The course has involved aspects of child development and creating supportive, safe environments for the children. Both training courses have given Early Years staff ideas and strategies to support our youngest children, particularly those who come to school with lower levels of language and physical skills.

The Year 6 writing results were the highest in many years, reaching 92%. Using the "boxing up" method for all non-fiction texts from Year 1 allowed children to build upon previous learning, adding detail and vocabulary as they progressed through the school, as they became familiar with the format. Shared writing sessions across the school modeled the necessary structure, pace, and vocabulary for children to use in their independent writing. Constant recapping of prior learning through evidence on flip chart paper embedded knowledge in the children. Time was allocated for staff to review the previous year's books to ensure they agreed with the final summer data in writing and that assessment grids aligned with the evidence in books. This ensured that teachers were aware of their future classes' needs and the gaps that required attention.

Reading was monitored regularly throughout the year by Emily Jobson. Deeper reading was modeled throughout a complete text type in class to ensure that all elements, from text analysis to question generation, were included. This was monitored by speaking to pupils and analyzing books to confirm that a new staff member followed the required format. Text types were reviewed, and all year groups were made aware of the genres to be taught through deeper reading. These were required to be taught in the autumn term to ensure coverage. We purchased an ongoing subscription to Read Write Inc CPD package, which was well used by staff in Early Years and KS1. A RWI specialist delivered a development day to all EY/KS1 staff, including coaching sessions which were followed up by bespoke training for staff to complete. All new staff

received training from our reading coordinator and have had the opportunity to explore the online resources which are included in our CPD package. Year 1 achieved a pass rate of 79%, up from 64% last year, and 68% of children in Reception met the Early Learning Goal for reading.

Grammar continued to be a big CPD focus, with staff meetings focussing on grammar and ensuring that specific features were taught in each year group and built upon. This has meant that, by Year 6, pupils were confident in their understanding of terminology. Monitoring grammar in literacy ensured that children completed more work independently, with tasks kept short, not overly repetitive, and reinforced within literacy lessons to deepen their understanding of new concepts. Time was spent with staff discussing how to prepare children for the next year group's expectations, particularly helpful for transitioning from Year 1 into Key Stage 2. SPaG results were extremely high, with 92% of children meeting or exceeding expectations. Among pupil premium children, 29 out of 32 (91%) were at the expected level, demonstrating the positive impact of grammar lessons and the use of resources like Grammasaurus. The school also made a concerted effort to improve spelling across the year groups, closely monitoring progress and informing parents about its importance. This led to more parents proactively requesting logins to help their children practice at home. Grammar was integrated into deeper reading activities, which helped children retain previously taught material.

Maths audits and pupil progress meetings showed that the school's approaches had a positive impact on pupils' ability to work independently. Teaching Assistant (TA) training included metacognitive strategies and scaffolding techniques. Feedback from both pupils and teachers indicated that TAs encouraged more independent learning by modeling and prompting, helping children reach this standard. Maths staff meetings included CPD on modeling motivation, problem-solving strategies, adaptive teaching, and introducing automaticity assessments for number bonds. Book reviews, lesson observations, and pupil progress meetings ensured that teachers used research-based practices and were capable of effectively targeting key groups of children. Year 1 and Year 2 teachers delivered "Fluency Bee" sessions each day to further support children in developing fluency and number sense. Feedback from pupils and staff during progress meetings and audits was overwhelmingly positive regarding this new scheme. Next year, "Fluency Bee" will be introduced to Years 3 and 4, while Reception through Year 2 will adopt "Mastering Number" sessions. This will significantly enhance fluency and number sense across the school, with the long-term goal of having more fluent upper Key Stage 2 pupils, ready to progress. A key element of the Mastering Number programme is that all children 'keep up' and have the opportunity to succeed in their understanding of number, which will hugely benefit our disadvantaged pupils. All teachers from Year 2 to Year 6 provided a stand-alone arithmetic lesson each week, building on the success of a trial in Year 6 and Year 2 the previous year. These lessons helped pupils develop confidence and fluency with calculations, and feedback from both staff and pupils was again very positive. Jackie Manning and Katherine March completed the "Teaching for Mastery" program, which resulted in the introduction of systems to track and assess number bond automaticity. They were also signposted to the effective "Mastering Number" program, which will begin next year in Reception through Year 2. Jackie M will continue with the Year 2 "Teaching for Mastery" program alongside Fiona Donaldson, with Katherine on maternity leave. Curriculum coordinators were also invited to attend termly subject-specific network meetings to share good practice with peers in other schools. The KIRFs (Key Instant Recall Facts) continued to support parents in helping their children meet key "Ready to Progress" targets at home. Input from the GN Maths Hub during "Teaching for Mastery" sessions led the maths coordinator to implement more rigorous measures to track the progress of number bond automaticity from Year 1 to Year 2 and target children for further support. The manageable assessment helped staff identify specific gaps in children's knowledge.

Early Career Teachers (ECTs) were supported throughout the year and both of our ECTs were successful in completing the programme. They used their additional time each week to complete CPD, including working with deputy heads and phase leaders to develop data analysis, which led to a clear vision on how to support disadvantaged pupils in their classes.

Our final Year 6 SATS results reflect both the outstanding teaching and the impact of targeted interventions across school:

- Reading: 92% of all children achieved expected results, with 28 out of 32 (88%) pupil premium (PP) children meeting the expected level.
- Grammar: 92% of all children achieved expected results, with 29 out of 32 (91%) PP children meeting the expected level.

- Writing: 92% of all children achieved expected results, with 29 out of 32 (91%) PP children meeting the expected level.
- Maths: 77% of all children achieved expected results, with 23 out of 32 (72%) PP children meeting the expected level.

We are thrilled to see that gaps between Pupil Premium and non-Pupil Premium children are extremely minimal, due to the high level of support in place for our disadvantaged pupils during their time at Beech Hill.

### **Targeted Academic Support**

The Nuffield Early Language Intervention (NELI) programme proved again to be extremely successful in Reception. Six children were identified from assessments in the autumn term as being a cause for concern regarding their language skills. Half of these children were Pupil Premium. All of the children made fantastic progress in their vocabulary, understanding, and spoken language skills. By the end of the programme, none of the children remained a cause for concern.

All children in Early Years who were identified as working 'below' in language and communication were assessed using a language screen, and referrals were promptly made if needed. All children with Speech and Language Therapy (SALT) programs received interventions, and those awaiting SALT received additional sound awareness support. All of the children made good progress.

Pre-verbal children in Early Years received daily special time and followed a specific programme focused on language skills using visual resources. These children began using words and showed an increasing understanding of visual tools.

A total of 252 children benefitted from the School-Led Tutoring programme last year, some in one specific area and others in more than one subject. These children were working below their expected levels, including some highly able pupils. Out of these 252 children, 144 (57%) were pupil premium. Tutors worked in class during the mornings to support targeted children and provided small group or one-to-one interventions in the afternoons, focusing more on individual targets. Class teachers assessed all groups each term to determine whether they still needed extra support.

Eight children participated in the 'Ready to Read' programme during the autumn and spring terms. Of the eight children, five (62.5%) were Pupil Premium. All children who participated in the programme reached Year 1 expected or Year 1 expected plus levels. They made accelerated progress over the 10-12 weeks of the programme, moving from Year 1 emerging. All children who completed the programme also passed the phonics check. The time spent in this intervention enhanced the children's literacy skills and helped them access other aspects of the full curriculum. Parents were particularly supportive of the programme, as evidenced by written feedback in reading records, with some expressing gratitude for the improved learning skills their children gained. An additional benefit of the one-to-one nature of 'Ready to Read' was the significant positive impact on the children's wellbeing and confidence. The increase in confidence and reading progress also positively affected their performance in other subjects, especially writing, due to the reciprocal nature of the two aspects of literacy. Unfortunately, due to budget restraints, the programme will not run in 2024. Our specialist teacher, Mrs Griffiths, will however put her skills to good use within our Early Years team. The team are looking forward to Mrs Griffiths sharing further good practice around early reading and promoting outstanding progress.

In Year 6, all children who were not on track to make expected progress were invited to after-school booster sessions. These sessions were well attended, with over half of the cohort participating. The sessions were led by three, and sometimes four, members of staff. The rates of progress from the baseline to the end of Year 6 were exceptionally high, demonstrating the effectiveness of the interventions and support provided throughout the year.

## Wider strategies

Beech Hill continued to pride itself on providing both educational trips, such as visits to universities, museums, and music events, and experiences that enhanced the children's broader development, including trips to the beach, zoo, cinema, and pantomime. These experiences ensure that children leave Beech Hill with a wide range of positive experiences, helping them gain insight into future career paths while also supporting vocabulary development and physical skills. Children in Years 4, 5, and 6 were all offered residential trips to Berwick, London, and Robin Wood. Throughout the year, they also visited National Trust grounds and participated in "Art in Nature" sessions within the school. All of these trips and experiences were heavily subsidised through Pupil Premium funding. Our first 'Wellbeing Week' was very successful, with positive feedback from staff, children, and parents. Children explored activities that they wouldn't typically engage in and would not necessarily be able to access outside of school. This developed their Cultural Capital, as well as allowing them opportunities to try new ways to develop their physical and mental health.

A wide range of after-school clubs were offered, including gymnastics, model making, choir, gardening, Blooket, and crafts. On average, 270 children signed up for these clubs each term. To ensure the clubs met children's interests, they were surveyed in July, and staff were encouraged to use these suggestions to plan clubs for 2024-25.

A variety of STEM-related activities were provided through NUSTEM, with scientists beginning to be embedded into the curriculum throughout different units. The Northern Institute of Science (NIOS) visited the school and presented a show linked heavily to careers, and weekly STEM assemblies were held. There were also visits to Northumbria University for science lab experiences. These experiences help to develop aspirations in all of our pupils, and demonstrate the wide range of careers open to them through STEM.

Seventeen pupils took part in one-to-one "flourishing" sessions in 2023-24, 13 of whom (76%) were Pupil Premium. These children worked on areas such as self-esteem, anxiety, calming strategies, and understanding choices and consequences. All children made progress in these areas, learning how to better manage their emotions. Some of these children will continue the sessions in September 2024, alongside new children identified by their teachers as needing support.

Eight children benefitted from sessions with the school's specialist counsellor, Ellie, seven of whom (88%) were Pupil Premium. These children were referred due to bereavement, family breakdown, domestic violence, anxiety, and young carer responsibilities. The sessions had extremely positive outcomes, such as improved transition to secondary school, better regulation strategies, and the chance to explore emotions. The children reported feeling calmer and safer after the sessions.

Regular approaches to self-regulation were modelled in class and assemblies, and these were embraced by the children, with some using the strategies effectively during moments of crisis.

We continued to work on developing character in 2023-24. Every classroom displayed character virtues and British values, with a new focus each half term. These virtues were communicated to parents during consultations and via Class Dojo and Tapestry. Home challenges were also linked to the character virtues and shared through these platforms. The school maintained a visible display for parents and visitors to see how children were progressing with these virtues. "Cracking Character Awards" were sent out each week based on the focus virtue, and explicit lessons were taught to give children opportunities to develop these skills through extracurricular clubs, home challenges, personal reflection, and the curriculum. Visitors were also invited to school to showcase different community roles, helping children understand the skills they could develop for future experiences.

Across the year, we reflected on our 'poverty proofing' strategies. The school introduced consistent wording in letters about trips, including offers of financial support for families in need. For residential trips, a set amount of spending money was established, and no child was permitted to exceed this limit. This approach helped ensure that



all children felt included and no families felt left out. A consistent approach to gifts from staff was also introduced, with all children receiving a selection box from Santa at Christmas and a class photo at the end of the school year. This ensured an equal experience for all children. A Christmas jumper swap shop was arranged, allowing children to borrow or swap jumpers for Christmas events. Alternatives were also provided for dress-up days, such as World Book Day, where children could choose to wear pyjamas instead of costumes to ensure everyone could participate.

The attendance gap between Pupil Premium and non-Pupil Premium children remained low at 1%. Attendance was monitored throughout the academic year, and letters were sent to parents. In 2023-24, 182 letters were issued, including 68 awareness letters at the start of the school year and a further 32 during the year. If attendance did not improve, parents were invited to an attendance meeting, with 12 parenting contract letters sent and four contracts signed during the year. Internal monitoring was also used, with 32 individuals being monitored. Attendance incentives were implemented, with the class achieving the highest attendance each half term rewarded with a movie afternoon featuring hotdogs. The class with the highest attendance each week earned an extra five minutes of playtime and a star sticker. Pupils could also collect coloured badges for maintaining 100% attendance each year, with a different color for each year (e.g., blue for the first year, orange for the second). At the end of each term, a raffle was held for Key Stage 2 students with perfect attendance to win a £10 voucher. To encourage attendance on birthdays, children were allowed to come to school in non-uniform. If their birthday fell on a weekend, they could wear non-uniform on the Friday before. Certificates and postcards were sent to children for good attendance. In January 2024, 71 children received 100% attendance postcards for the period from September to December. In July 2024, 17 children received 100% certificates, and 21 children were awarded certificates for 99% attendance.

The "Fun Outdoor and Learning" (FOAL) project was trialled over two years, but due to staffing constraints, it was deemed unsustainable in its original form. Instead, daily lunchtime sports sessions with a qualified coach were introduced, which had a positive impact on behaviour, active minutes, and the mental health of the children.

Breakfast club was offered to all children from Nursery to Year 6 on an ad-hoc basis. Between 100 and 130 children attended daily, supported by six staff members. Activities offered during breakfast club included physical games outside, use of the ICT suite for educational games, table-top games, drawing and colouring, crafts, reading, and imaginary play. Breakfast options included toast, crumpets, fruit, yogurt, juice, and water, with beans and spaghetti hoops added during colder months. Communication between class teachers and breakfast club staff ensured that children who needed it were encouraged to eat breakfast. Any leftover toast was shared among classes to ensure children had something to start their day with. This gave all pupils, particularly disadvantaged, a positive start to their day. Following feedback from parents, Breakfast club will start earlier (8am) from September 2024. Plans are also in place to provide school and learning support, such as practicing spellings, times tables, reading, and phonics.

The Family Support Coordinator worked closely with many families, with several early help plans being closed as outcomes were achieved. Families were signposted to various organizations, including the Tim Lamb Centre for children with additional needs and the Alan Shearer Centre. Families facing financial difficulties were supported throughout the year and at Christmas through funding sourced from a local church and the Greggs Hardship Foundation.

The Early Years Foundation Stage (EYFS) continued to use Tapestry to engage with parents and provide a platform for home-school links. Nearly all parents engaged with the platform, and home learning challenges were set regularly. Reading challenges were especially popular, and the school plan to build on this in 2024-25. Home visits for new Nursery and Reception children allowed parents to share information and ask questions, providing staff with valuable insights to better support children at the start of their school journey.

Autumn parent consultations gave parents the chance to hear how their child had settled into school, while spring consultations provided an opportunity to discuss progress, show children's work, and outline next steps.

Technology was used in various ways to communicate with the local community, including emails, the school website, Class Dojo, Facebook, and text messages. Dojo was used to link parents to the school website, saving on paper communication. The text-to-parents service ensured important messages, such as club acceptance, were delivered quickly.

Weekly award winners for reading, writing, maths, spelling, and character were posted on the school website to celebrate children's achievements and keep parents informed about their child's progress.

### 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 |
|-----------------------|----------|
| Times Table Rockstars |          |
| Spelling Shed         |          |
| Grammarsaurus         |          |
| Fluency Bee           |          |
| Mastering Number      |          |
|                       |          |
|                       |          |