

## 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	Beetham CE Primary School.
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021.
Date on which it will be reviewed	November 2022
Statement authorised by	Abi Johnson, Headteacher
Pupil premium lead	Abi Johnson , Headteacher
Governor / Trustee lead	Brian Smalley, SEN and PP governor.

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,725
Recovery premium funding allocation this academic year	£1,767
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9,492

# Part A: Pupil premium strategy plan

## Statement of intent

*What are your ultimate objectives for your disadvantaged pupils?*

- For all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.
- To raise the expectations and aspirations of pupils.

*How does your current pupil premium strategy plan work towards achieving those objectives?*

- A range of 1:1 interventions and group interventions to support progress in key areas such as reading and maths.
- Subsidise educational visits and residentials every year.
- 1:1 music tuition so children have the opportunity to learn an instrument if they wish.
- Target support through the National Tutoring Programme.
- Provision of a councillor for children who need further emotional support.

*What are the key principles of your strategy plan?*

*At Beetham CE Primary School, we recognise that supporting the well-being and mental health of our children is equally as important as raising attainment so all of our priorities are centred around meeting the needs of the whole child.*

## Challenges

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

Challenge number	Detail of challenge
1	Limited progress in maths and English.
2	Well-being and mental health concerns.
3	Speech, language and social communication difficulties.

## 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
Progress improved in maths.	Assessment data will show progress is being made within the year.
Progress improved in reading.	Assessment data will show progress is being made within the year.
Progress improved in writing.	Assessment data will show progress is being made within the year.
Increased confidence and mental being.	Children integrate themselves into activities. Attendance on residentials and other team building activities.
Increased skills within speech and language.	Verbal assessments show progress.

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 6546.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide School Led Tutoring for those whose education has been impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind both <a href="#">one to one</a> and in <a href="#">small groups</a> .	1
Targeted intervention for Maths and English.	Targeted intervention at specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind <a href="#">one to one</a> . <a href="#">EEF Teaching Assistant Interventions</a> .	1
Programme to encourage communication and language skills.	Small group and one to one opportunities to develop oral language. <a href="#">EEF evidence</a> .	3

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

Budgeted cost: £ 2946.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Provision of Counsellor.	Providing children with adults to support the development of strategies of emotional and social well-being. <a href="#">EEF evidence.</a>	2
Music tuition.	Providing children with the opportunities of others. <a href="#">EEF Arts Provision evidence.</a>	2
Subsidising residentials and school trips.	Providing children will the opportunities of others. <a href="#">EEF Collaborative learning.</a>	2 and 3

**Total budgeted cost: £ 9492.00**

## 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.

Our internal assessment during 2020/21 suggested that the performance of disadvantaged pupils was lower than previously seen.

Our assessment of the reasons for these outcomes points primarily to COVID-19 impact – which disrupted all our subject areas to varying degrees. As evidence in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our assessments and observations indicate that pupil well being and mental health were significantly impacted last year, primarily due to COVID -19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide well being support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### 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

### 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?	
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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*