

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	De Beauvoir Primary School
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Rebecca Mackenzie
Pupil premium lead	Rebecca Mackenzie
Governor / Trustee lead	Bridget Fagan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,190
Recovery premium funding allocation this academic year	£7,685
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	£137,875

Part A: Pupil Premium Strategy Plan

Statement of Intent

At De Beauvoir, more than 50% of pupils in each year group from Reception to Year 6 receive PPG funding. This rises to more than 70% in years 2, 3, 5 and 6.

Our staff are committed to supporting and raising the attainment of all pupils and to reducing barriers which might stand in the way of progress for socially disadvantaged children. High quality teaching, with a focus on areas where disadvantaged pupils need the most support, is essential for all pupils. We recognise that not all pupils who receive free school meals are disadvantaged and not all pupils who are disadvantaged qualify for free school meals. With this in mind, we allocate Pupil Premium funding to support group and whole class interventions which may benefit pupils who do not receive Pupil Premium funding as well as those who do. We use Fundamental Checks to identify pupils for interventions to accelerate progress and close gaps. We use assessment and evidence to inform our actions and do not rely on assumptions about the impact of disadvantage.

Addressing low on entry starting points for pupils in the Early Years Foundation Stage remains a priority for the coming year, so that more pupils reach a Good Level of Development. Provision for pupils in Key Stage 1 is also a significant priority due to the fact that there are high proportions of pupils in receipt of PPG (80%) in Year 2 and a range of SEND and economic factors in this cohort. We have also identified pupils in Year 3 and Year 6 as a priority; 78% of Year 3 are eligible for PPG and, whilst their Key Stage 1 outcomes were broadly in line with national averages, assessment indicates a need to increase the percentage of pupils reaching the expected standard, particularly in writing.

Challenges

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

Challenge number	Detail of challenge
1	Low levels in communication and language and personal, social and emotional development on entry to EYFS, evidenced by baseline (XX% of pupils Reception ready)
2	EAL - 42% of pupils have English as an additional language. Some families do not speak English at home and lack confidence supporting their children with homework, particularly with reading and writing.
3	SEND - 32% of our pupils are on the SEND register. There are a wide range of needs, both for pupils with EHCPs and at SEN Support.
4	Attendance - attendance for PPG pupils (Rec-Y6) in 2021-22 was 90.8%, with persistent absence at 31%.
5	Parental engagement with learning - typically parents do not engage fully with their children's learning or attend learning / support events such as workshops and parenting support, although attendance at parents' evenings and social events has improved.
6	Social deprivation - indicators place the school in the highest quintile nationally. Due to a range of social and economic pressures a large number of pupils miss out on opportunities for educational enrichment outside of school. We have a number of families who are supported by children's social care and families who need the school's help in order to support their children's learning.
7	Emotional and behavioural needs, low resilience (emotionally and academically) and emotional well-being.

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
Pupils in the Early Years Foundation Stage make good progress from starting points	<ul style="list-style-type: none"> ● Assessment outcomes evidence accelerated progress ● Well-Comm assessments demonstrate accelerated progress ● Observations demonstrate positive relationships and learning behaviours ● GLD for PPG pupils at the end of EYFS is in line with national
Attainment for PPG pupils is in line or above national in R, W and M PPG pupils make better rates of progress than pupils nationally	<ul style="list-style-type: none"> ● Outcomes for PPG pupils at the end of KS2 are above national in reading and maths ● Progress from different starting points demonstrate that PPG pupils are making good or better progress ● Proportion of PPG middle and high attainers at end of KS1 achieving higher standard is above national ● PPG pupils are accessing and benefitting from a range of interventions
Improved outcomes at EXS and GDS in writing for pupils receiving PPG	<ul style="list-style-type: none"> ● Pupil books evidence that pupils are writing regularly and at length. ● Evidence from phonics lessons and interventions shows that pupils are making progress with spelling. ● All classes have a systematic approach to improving pupils' spelling. ● Outcomes in writing / in phonic screening / KS1 and KS2 writing are above national
Improved attendance / punctuality and reduced persistent absence figures for pupils in receipt of PPG <ul style="list-style-type: none"> · First day absence monitoring · Attendance data · Punctuality monitoring · Attendance analysis · Half termly meetings with parents of PA pupils / persistently late pupils · Home visits 	<ul style="list-style-type: none"> ● Attendance / persistent absentee figures show improvement ● Robust attendance / punctuality monitoring information shows impact of actions taken ● Federation target met

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to support Quality First Teaching in all classes, with leaders being released to support and improve teaching and learning across the school.	<i>EEF Guide to Pupil Premium</i> <i>Supporting the Attainment of Disadvantaged Pupils</i>	1, 2, 3
Training for Learning Coaches to improve targeted support for pupils.	<i>Making Best Use of Teaching Assistants</i>	1, 2, 3
Delivery of Fundamental Checks to improve assessment, information sharing and targeting of specific pupils and groups through the intervention plan.	Our experience - teacher clarity about which pupils are PPG / the focus for targeted interventions enables swift intervention and ensures accountability for pupil outcomes.	1, 2, 3
Targeted interventions for pupils - for improved progress and attainment in reading, writing and maths— particularly closing the gap and accelerating learning for children not yet working at the expected standard	<i>Education Endowment Foundation</i> - evidence shows that small group tuition is effective for groups of up to 6 pupils. It is important that the quality of teaching is high. I	1, 2, 3
Release time for senior leaders to coach and support teachers / ECT programme of CPD to support teacher who is NQT+1	<i>Coaching for Teaching and Learning: A Practical Guide for Schools</i>	1, 2, 3
Times Tables Rockstars	In the most recent analysis of TTRockstars, 82% of pupils were active on the site. Average speed and accuracy are a notably improving picture for children accessing the site.	2, 3, 5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the national Tutoring Programme to provide school led tutoring	<i>EEF Toolkit - Small Group Tuition</i>	1, 2, 3, 5
Well-Comm	Data from Well-Comm interventions 2019-22 shows accelerated progress in speech and language and rapid identification of pupils who need targeted / additional support to address specific gaps / needs	1, 2, 3
Maths Booster (Y6)	In 2018-2019 the proportion of PPG pupils reaching GDS in maths was significantly lower than that for reading and writing.	2, 3, 5
Phonics interventions for pupils in Y1, Y2 and Y3	<i>EEF Toolkit</i> - phonics interventions can lead to +4 months progress.	1, 2, 3, 5

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

Budgeted cost: £37,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional NEO interventions in EYFS with focus on reading , writing and maths	Low Reception Baseline Data evidences the need for additionality for these pupils so that they receive more adult led interventions.	1, 2, 3
EYFS Parent / Pupil Sessions to provide parents with strategies to develop interactions with their children.	Many pupils enter EYFS with CL/PSED levels which are well below age expectations. We went to provide parents with free/affordable games and strategies they can use at home to develop their child's CL and PSED.	1, 2, 3, 5, 6
School Counselling Service to provide emotional and mental health support	100% of referred spaces to the school counsellor are for pupils in receipt of PPG. Teachers report improved classroom learning and fewer problems	6, 7

	caused for pupils receiving support from the school counsellor.	
Attendance tracking Parental meetings to improve attendance and punctuality and reduce persistent absence	Actions taken in previous years improved attendance for the majority of targeted pupils	4
Free places in clubs, including Breakfast Club, After School Club and extra-curricular activities	We have found that access to Breakfast Club has improved engagement, punctuality and attendance for pupils. We have also found that access to after school clubs has helped children to improve their social skills and relationships whilst giving them access to a wider range of experiences.	4, 5, 6, 7
Parenting support to improve parent participation and develop skills to support pupils at home.	Parental engagement is consistently associated with pupils' success at school (EEF)	5

Total budgeted cost: £137,875

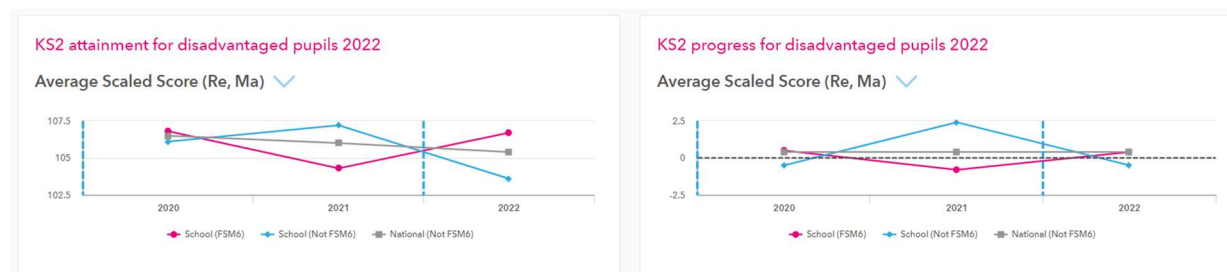
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Teaching

Robust administration of the Pupil Premium Strategy resulted in highly positive academic outcomes for Key Stage 2 pupils in receipt of the Pupil Premium, with results for FSM6 pupils significantly exceeding national averages for all pupils in all subjects at the expected standard and greater depth. (FFT):



Pupils	Attainment			Progress					
	Average Scaled Score (Re, Ma) ↓			Average Scaled Score (Re, Ma) ↓					
	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap			
Summary	All Pupils	20	7	106.7	103.6	3.1	0.4	-0.5	0.9
Gender	Male	8	3	108.4	102.2	6.2	-1.2	-3	1.8
	Female	12	4	105.8	104.8	1	1.5	1.4	0.1
DFE Prior Attainment	Higher attainers	8	3	110.2	108.3	1.9	0.8	-1.1	1.9
	Middle attainers	8	2	105.3	104.8	0.5	0.5	-0.1	0.6
	Lower attainers	4	2	101.2	95.5	5.7	-0.4	-0.1	-0.3
	SEN Support	5	-	104.6	-	-	1.7	-	-
SEN Group	EHC Plan	2	1	113	88	25	-6.2	-7.6	1.4
	No SEN	13	6	107	106.3	0.7	0.9	0.7	0.2
Ethnic Group	White	5	1	107.8	106.5	1.3	2.7	-1.7	4.4
	Not White	15	6	106.3	103.2	3.1	-0.3	-0.3	0

Fundamental Checks have been used to share information about pupil attainment and identify interventions which have successfully targeted pupils' gaps in learning and supported them to make progress. Despite this, we recognise the ongoing impact of the pandemic on the widening of the attainment gap and notice this particularly for pupils in Key Stage 1. These pupils will need continued additionality in the coming year.

CPD, coaching, mentoring and support for teachers have ensured that De Beauvoir's teaching profile is good or better across the school. Our Early Career Teacher met the standards for the end of Year 1 of the ECT programme.

Pupil uptake and tracking on Reading Plus and Times Tables Rockstars evidence that pupils have enjoyed this offer and have made progress with reading / multiplication speed and

accuracy over the last year.

Targeted Support

Interventions over the last year have resulted in good progress for pupils in receipt of PPG. This includes accelerated progress in speech and language acquisition for pupils in EYFS as a result of Well-Comm interventions, improvement in numbers of pupils attaining at greater depth in Year 6 maths and phonics progress for pupils in Year 1, 2 and 3.

Wider Strategies

Interventions for pupils, parent information sessions and home learning resources helped pupils in the EYFS make accelerated progress in reading, writing and maths from low starting points. Feedback from parents was that they felt better able to support their children's learning and noticed an improvement in the quality of interactions.

There was a noticeable improvement in the behaviour and emotional well-being of pupils who attended school counselling last year, with feedback showing the impact on individual pupils.

Attendance tracking and systems resulted in improvements to attendance for some pupils but this needs to remain an ongoing focus as attendance is notably lower for PPG pupils than it is for non-PPG pupils. Free places in breakfast club have helped to improve punctuality for pupils and ensured that they had a good start to the day. Attendance at breakfast and after school clubs also ensured that pupils developed social skills and were able to access a range of enrichment activities.

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
Read Write Inc	Oxford Owl / Ruth Miskin
Destination Reader	Hackney Education
White Rose Maths	White Rose Maths
PA Maths	Primary Advantage
Speech and Language Therapy	Hackney NHS
Reading Plus	Reading Solutions
Nessy	Nessy Learning
Well-Comm	GL Assessments
Times Tables Rockstars	Maths Circle
Speech and Language Therapy	Hackney NHS

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A