

Pupil Premium Strategy Statement

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
Beresford Memorial CE First School	
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	52 pupils – 38.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs C Quinn
Pupil premium lead	Miss E Hodgkinson
Governor / Trustee lead	Katherine Burmeister

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,962
Recovery premium funding allocation this academic year	£0
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	£76,962

Part A: Pupil premium strategy plan

Statement of intent

Beresford is an inclusive school and we will, and do, make reasonable adjustments and adapt to different learning styles where possible. Our aim for disadvantaged pupils to achieve as well as other pupils. For them to have aspirations similar to or above those of their peers and to leave Beresford as confident individuals who are the very best person they can possibly be. We want them to have experienced the opportunity to be a leader and feel successful.

All decisions about using Pupil Premium funding take into consideration the context of the school, research conducted by the EEF (Education Endowment Foundation) and the subsequent challenges faced. We used the EEF's implementation guidance to help us develop our strategy and to work out which activities and approaches are likely to work in our school.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the continued impact of the pandemic on disadvantaged pupils.

The pupil premium strategy aims to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop Resilience for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through rigorous analysis of data.

Leaders and staff identify the achievement of disadvantaged pupils at least termly and plan appropriate interventions and support so they can catch up quickly and diminish these differences. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1.	Lack of school readiness
2.	Low pupil aspirations and limited life experiences
3.	Arriving at school hungry and not ready to learn
4.	Deprivation limits access to extra-curricular activities.
5.	Limited or lack of access to technology, reading and educational materials at home
6.	Poor attendance and persistent absence
7.	Poor oral language skills on entry slows progress across curriculum
8.	22% of our PP pupils have SEND needs. 54% of all pupils with SEND are also PP pupils.
9.	SEMH as the Primary area of SEND Need has increased from 28.6% (Oct 23) to 37.5% (Oct 24) and demand for SEMH support is increasing in our disadvantaged pupil cohort. SEMH issues for disadvantaged pupils has a detrimental effect upon their academic progress and attainment e.g. attachment issues, access to external agency support, lower stamina and self-regulation which reduces ability to engage with learning.
10.	Our assessments & observations indicate that the education & well-being of many of our pupils, particularly our disadvantaged pupils, continues to be impacted by school and pre-school closures during the pandemic. These findings are supported by national studies. This has resulted in significant knowledge, social and emotional gaps leading to pupils falling further behind age related expectations, especially in maths, reading, writing and phonics.

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
1. Disadvantaged pupils supported by a pastoral team of highly trained SEMH / SEND TAs	Pastoral SEMH / SEND TA team led by SENCO & Pastoral Lead Earlier identification of SEMH needs Personalised SEMH interventions & strategies for pupils Reduced levels of disruption to learning for all pupils

2. Improve rates of progress & attainment for disadvantaged pupils	Pupils eligible for PP make good progress from their very low starting points. More pupils eligible for PP achieve ARE
3. Ensure that increased numbers of PP pupils have the potential to achieve greater depth	PP Pupils identified as high ability make at least the same progress as 'other' non PP pupils
4. Improve parental engagement and support for PP pupils	Parents will understand & have access to assessment information that allows them to support and develop their children's learning (Alternative Parent Evening opportunities available) PP families access a range of parental workshops offering support
5. All pupils and their families, who experience challenging social factors and/or where there are safeguarding concerns, will be supported to seek practical solutions using a range of strategies and partner agencies.	Pupils & families who have received early interventions & support from appropriate services are better able to access & support learning, & defuse escalating situations. Pupils will feel supported and safe in school & at home, and are therefore able to focus on learning.
6. Pupils will receive SEMH support with tailored programmes of intervention to ensure they are able to access quality learning alongside their peers which allows them to reach their potential.	A range of assessment methods, both formal and informal, including pupil voice, Boxall Profiles and APDRs, will be used to measure positive outcomes. MHST will allow early support for pupils.
7. Improved attendance for PP pupils	Reduce the % of PP Persistently Absent pupils Increase the attendance % of PP pupils in line with, or above, national Increase the % PP pupils attending before and after school clubs and breakfast provision. A range of effective rewards and incentives are in place to celebrate improving attendance.
8. To ensure that opportunities are available for disadvantaged pupils to raise their aspirations & become confident members of their class and whole school community	30% of PP pupils to hold a school leadership role
9. To ensure that PP pupils have the opportunity to access to online technology to support & extend their learning at home	PP pupils have access to a lap top or tablet at home PP pupils can complete on-line learning or homework tasks at home

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: **£32,966.58**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a wide range of CPD into practice to improve pupil outcomes and ensure quality teaching across the school	DfE's Standard for Teachers' Professional Development states, 'effective professional development for teachers is a core part of securing effective teaching.'	1,2,7,8, 9 & 10
Targeted teaching through the provision of rapid and early intervention	TAs can be effectively used to support progress through quality first teaching & accessing quality CPD	1,2,7,8, 9 & 10
Targeted SEMH & behavioural support & interventions	TAs can be effectively used to support SEMH & behavioural needs through strategies learned from quality CPD & specialist services Research states that schools should aim to understand pupils' individual needs using the graduated approach of the 'assess, plan, do, review' approach. Education Endowment Foundation recommend teachers develop a repertoire of these strategies they can use flexible in response to the needs of all pupils including: flexible groups, cognitive & metacognition strategies, explicit instruction, using technology to support pupils with SEND and scaffolding.	1, 8, 9 & 10
Guided Reading and Guided Reading Floor books focus on Tier 2 and 3 vocabulary.	Well-researched formal interventions delivered by trained staff can effectively support pupil progress.	5,7 & 10

Standardised diagnostic assessments. Training for staff to ensure that assessments are interpreted & administered correctly.	Standardised tests provide reliable insights into the specific strengths & areas for development of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. (Education Endowment Foundation)	7 & 10
Use a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching & fidelity for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) for all pupils. (Education Endowment Foundation)	7 & 10

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

Budgeted cost: **£37,369.98**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm	TAs can be effectively used to support language and vocabulary development in Early Years through quality first teaching.	1, 5 & 7
Additional phonics, reading and maths sessions targeted at disadvantaged pupils who require further support in these areas.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted interventions have shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.	7 & 10
Personalised Nurture/Forest Schools	Internal progress data and Boxall Profile analysis demonstrates that pupils experiencing SEMH issues benefit from Forest Schools, combined with a personalised Nurture support programme.	2,4,5,6,8,9 & 10

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

Budgeted cost: **£8,477.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide enrichment opportunities through extra-curricular provision	Low and falling income for vulnerable families. Pupils who are exposed to visits and visitors within school have opportunities that enrich their learning, allow them to gain wider life experiences and ultimately raise their aspirations.	2,4,5,6,8,9 & 10
Provide nutritious breakfast provision for PP pupils	Pupils that are well-fed & not hungry are more able to concentrate & be ready to learn	3,8 & 9
Opportunities for disadvantaged pupils to hold a school leadership role	Research indicates a strong relationship between positive self-esteem and academic achievement.	2,8 & 9
Early attendance officer support to follow up absences	Attainment cannot improve if pupils are not attending school and NFER briefing for school leaders identifies addressing attendance as a key step.	6
Targeted Interventions (e.g. Yoga, meditation) for specific children identified with SEMH needs	Pupils who have received appropriate SEMH interventions are better able to access learning and to utilize those effective strategies learnt in school.	8 & 9
Continue to support pupils to develop their metacognition & self-regulation skills, independence, resilience and develop a positive approach to their own learning through using a range of strategies	Education Endowment Foundation - There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.	8 & 9
Ensure access to online technology, reading & educational materials to support home learning	Access to online technology allows pupils equal access to quality home learning opportunities Working in partnership with families ensures best outcomes	2 & 5

for disadvantaged & vulnerable learners		
Family Learning Opportunities e.g. Reading Cafes	Allowing parents access to quality learning support with their child allows opportunities for improved home learning parental support	2, 5 & 6
Visitors and visits to expand pupil awareness of the wider world & their potential aspirations	Pupils who are exposed to visits and visitors within school have opportunities that enrich their learning, allow them to gain wider life experiences and ultimately raise their aspirations	2,6,8 & 9
Celebration Worship to focus on aims, values, academic & successful learner attributes.	Research indicates a strong relationship between positive self-esteem and academic achievement. (Education Endowment Foundation)	2,4,6,8 & 9
MHST Trailblazer	Pupils who have received appropriate counselling services and family support are better able to access learning and to utilize those effective strategies learnt in school	6,8 & 9
Mental Health Champions Programme	Pupils who have received appropriate SEMH services are better able to access learning and to utilize those effective strategies learnt in school and provide mental health peer support.	6,8 & 9

Total budgeted cost: £78,813.56