

Bealings Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

Due to the very low number of children, some details have been left deliberately vague to avoid identification.

School overview

Detail	Data
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024 2023
Statement authorised by	Rebecca Leek, Headteacher (interim)
Pupil premium lead	Rebecca Leek
Governor lead	Cat Heygate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5820
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£5820

Part A: Pupil premium strategy plan

Statement of intent

We want everyone to leave our school with a sense of self-worth, a good level of achievement, an awareness of their strengths, the belief that they can contribute, and an understanding of how they learn well. This is important for every child - irrespective of their background or the challenges they face. It will improve their chances of success in the future and this is the focus of our pupil premium strategy.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We are committed to implementing the best strategies for these pupils within our everyday ways of working as we know that they will benefit everyone.

We are also able to take a personalised approach where possible to ensure that each pupil has access to opportunities that will make the greatest difference to them. We are a small school and seek to put in bespoke support wherever possible.

Overall, we will:

- ensure we have high expectations for disadvantaged pupils - everyone can achieve
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- consider each unique child and adapt our offer accordingly

Identification of challenges

We use assessment data and detailed feedback from teachers and pupils to inform our approach. We also take into account research such as that provided by the Education Endowment Foundation and resources from the Chartered College of Teachers.

In particular, in autumn 2023, teachers completed a survey, answering questions about individual children - seeking insight into areas of strength, identifiable barriers, and previous strategies that have been successful. This has informed our plan.

Identification of challenges

Attendance is not an issue for this group of children. The attendance of this group in the first half of the autumn term 2023 was higher than the rest of the school.

Challenge number	Detail of challenge
1	Internal assessments indicate that attainment in maths is moderately below that of non-disadvantaged pupils.
2	Some children display a lack of confidence and/or have low self-esteem. Feedback from teachers indicates that personalised, small group work, with strong relationships has been successful in the past in helping children in this area.
3	Underdeveloped meta-cognition and self-regulation skills can limit pupils' progress, especially in maths.
4	A willingness to try new things is a challenge for pupils and there is a risk that this will incrementally limit their exposure to different experiences and challenges.

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
Sustained achievement and progress in maths	Assessments will show that the attainment and progress of disadvantaged pupils will be in line with that of non-disadvantaged pupils.
Children take part in a wide range of activities confidently and successfully	All disadvantaged children will take part in additional extra curricular activities and wider opportunities (such as residentials and leading clubs), in line with non-disadvantaged pupils. Children put themselves forward for opportunities.
Children benefit from smaller group work to build meta-cognition skills and the resilience to challenge themselves	Children are able to work through more complex problems, applying what they have learnt in small groups, in different contexts. Children can talk about how they learn.

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) and wider opportunities

Budgeted cost: **£5820**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased capacity in maths teaching in upper KS2 so children learn in slightly smaller groups (we have mixed age classes)	Teacher feedback has identified that this has accelerated progress in the past - with children learning 'less in the spotlight', with the space to get things wrong, benefiting from carefully planned teaching for their age and stage, and working through things in a safer space.	1, 2, 3, 4
Access to a high quality maths curriculum and resources that have been produced for mixed age teaching	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 3
We will fund teacher release time to embed key elements of guidance in school and provide access to available resources such as meta-cognition publications to support maths teaching	The EEF resource on metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 3

<p>We will supplement the costs of activities that are taken up by the majority of pupils but would potentially be prohibitive due to costs. These include residentials, arts opportunities like theatre trips, and sports clubs.</p>	<p>Arts participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation and in particular ‘wider benefits such as positive attitudes to learning and increased well-being have been consistently reported.’</p>	<p>2, 4</p>
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Part B: Review

Impact review of Year 2023-2024