

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Bessemer Primary School
Number of pupils in school	Rec – Yr 6 = 505
Proportion (%) of pupil premium eligible pupils	100 – 19.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22-2024/25
Date this statement was published	14/10/2021
Date on which it will be reviewed	October 2022
Statement authorised by	Sarah Beard, Executive Headteacher
Pupil premium lead	Kristin Hoogland, Deputy Headteacher
Governor / Trustee lead	Mark Mitchell Rose, chair of governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,015
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£122,015.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*To reduce the achievement gap between those eligible for FSM and those not eligible across the school.*

## Challenges

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

Challenge number	Detail of challenge
1	Baseline data for pupils indicates underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. There are also high levels of EAL amongst students and parents generally.
2	Education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils due to food poverty, lack of access to resources, housing issues, etc. These findings are supported by national studies.
3	A higher percentage of persistently absent pupils are in receipt of Pupil Premium (11% PP vs 7% non PP). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Covid has impacted on the amount and quality of enrichment activities available to all pupils, but particularly disadvantaged pupils.
5	The need for SEMH support across the school has increased, with a higher proportion of referrals for pupils eligible for PP.

## 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
To provide intensive support for pupils eligible for PPG.	The gap between attainment of PPG and non-PPG pupils will reduce. Pupils will make good or better progress in relation to their starting points.

To improve and enhance the quality of language and communication for pupils eligible for PPG.	Pupils will have improved language and communication in school, leading to improved progress.
To enrich learning experiences by providing wider curriculum opportunities for pupils eligible for PPG.	PPG pupils will have increased enrichment opportunities and participate in more wider curriculum activities.
To support the behavioural, social and emotional wellbeing of pupils eligible for PPG	PPG pupils will have improved wellbeing and behaviour in school.
To work in partnership with parents and carers to support the learning of pupils eligible for PPG	Parents of PPG pupils will have increased participation in their child's education.

## 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: £35,572.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led after school booster sessions.	High quality teaching from a teacher who knows the children well leads to better outcomes.	60
HLTAs/TAs supporting accelerated progress across the school in classrooms.	See previous PP impact statements.	Whole School
Additional KS1 and KS2 SATS teaching sessions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	30
Teacher led targeted small group/1:1 support to close gaps.		60

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

**Budgeted cost: £46,565.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs supporting accelerated progress across the school through booster work.	See previous PP impact statements.	Whole School
Small group interventions for low attainers or those in danger of not achieving at least 2 levels of progress	Evidence of impact of small group tuition: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20group">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=small%20group</a>	50
Small groups for EAL and communication	Impact of school closures on EAL learners: <a href="https://beta.lambeth.gov.uk/sites/default/files/2022-02/2022-The_Impact_of_School_Closures_on_Pupil">https://beta.lambeth.gov.uk/sites/default/files/2022-02/2022-The_Impact_of_School_Closures_on_Pupil</a>	6

EAL resources across the school.	<a href="#">s with English as an Additional Language - Research Brief.pdf</a>	Whole school
Speech and Language Support Assistant to increase communication language across the school.	Best start in speech, language and communication: Guidance <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931310/BSSLC_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931310/BSSLC_Guidance.pdf</a>	Specialist – 25 Targeted – 25 Universal – whole school
Play Therapist to support as needed in groups and 1:1	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>	12
ELSA programme for 1:1, paired or small group SEMH intervention.		11

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

**Budgeted cost: £39,878.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
NHS Speech and Language Therapy providing Universal, Targeted and Specialist support across the school	EEF Oral Language Interventions: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  Best start in speech, language and communication: Guidance <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931310/BSSLC_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931310/BSSLC_Guidance.pdf</a>	Universal – whole school Targeted – 25 Specialist - 25
Supplement Breakfast Club provision by Magic Breakfast to provide staff and offer free places for families in need	How eating breakfast impacts school performance: <a href="https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/">https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/</a>	5
Subsidies for visits, workshops, specialist excursions, special events (as and when safe to do so).	Evidence on life skills and enrichment: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-</a>	Whole school

Provide subsidised or free places in ASC for families in need	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=enrich">enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=enrich</a>	3
Provide subsidised places for Yr 6 school journey.		3
Workshops for parents and carers in EYFS/KS1/KS2 on behaviour strategies, phonics, reading, writing, maths and how to support your child's learning	Working with parents to support children's learning: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental%20engage">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental%20engage</a>	Universal – whole school
Senior Leaders responsible for working with families to improve attendance and punctuality.	Attendance Interventions Data summary: <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a>	Universal – whole school Targeted – 30
Purchase of specialist ICT software to support teaching and learning – Clicker 8 and Communicate in Print.	Using digital technology to improve learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=technology">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=technology</a>	Universal – whole school Specialist - 20

**Total budgeted cost: £122,015.00**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

**See 2020-21 Impact Statement on school website.**

### 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
n/a	n/a

### 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

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills and developing healthy bodies and minds. Disadvantaged pupils will be encouraged and supported to participate.