

**This statement outlines our pupil premium strategy for the 2023-24 academic year; how we intend to spend the funding 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	483
Proportion (%) of pupil premium eligible pupils	23% 109 pupils
Academic years that our current PP strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Beard
Pupil premium lead	Sarah Beard
Governor lead	Alexander Iosad

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£142,590</b>
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£142,590</b>

## Part A: Pupil premium strategy plan

### Statement of intent

- To ensure that all children receipt of Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.
- To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To have no recognisable gap between the attainment of pupils in receipt of PP and non-pupil premium groups.
- To ensure that standards of attainment and progress for PP children meet national expectations and that children achieve their full potential.

**We prioritise the use of the Pupil Premium as follows:**

Pupil Premium pupils who are underachieving.

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions and enhancement activities that are being delivered for Pupil Premium.

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

Challenge number	Detail of challenge
1 Reading	Baseline data for reading indicates underdeveloped reading skills and vocabulary gaps among disadvantaged pupils. This negatively impacts their development as readers - particularly inference and comprehension skills, as well as fluency (sometimes due to a lack of practice at home).
2 EYFS	PP pupils entering school in EYFS generally have lower attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group. Due to a poorer socioeconomic and disadvantaged upbringing, these children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, PP children are unlikely to use talk to connect ideas and explain what is happening coherently. We are seeing an increasing number of children accessing SALT in Reception.
3 Personal Development	Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience.
4 Behaviour & Attitudes	A higher percentage of persistently absent pupils are in receipt of Pupil Premium (23%PP) Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5 Mental Health & Well-being	Hardship within some PP families – safeguarding issues, proportionally lower parental engagement, limited support for home learning, restricted life experiences, families struggling financially, low aspirations.

## 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
<p><b>Priority 1:</b> To narrow the <u>attainment</u> gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups. Better teaching and directed support</p>	<ul style="list-style-type: none"> <li>• Data will show that individual PP pupils have <i>accelerated</i> their rate of progress in Reading, Writing and Maths.</li> <li>• Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in all year groups but especially EYFS and Yr6.</li> <li>• Increased % in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. Phonics outcomes for PPG pupils judged at least good.</li> <li>• Attainment gaps between PP and non-PP children are closing.</li> <li>• A focus on daily reading for targeted pupils.</li> <li>• Full time nursery places for targeted PP children.</li> </ul>
<p><b>Priority 2:</b> A high proportion of our disadvantaged pupils make or exceed nationally expected <u>progress</u> rates at the end of EYFS, Y1 PSC and KS2; rates of progress in nonreporting year groups is at least 'good' (90%).</p>	<ul style="list-style-type: none"> <li>• All progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</li> <li>• Disadvantaged pupils make expected progress in Foundation subjects through careful monitoring of standards within our Creative Curriculum.</li> <li>• Inclusion team work with teachers to improve their capacity to support SEND and lower ability children, including strategies and resources relating to understanding barriers and addressing needs.</li> <li>• Targeted, impact measured interventions for RWM 1:1; small group tuition, booster activities improve attainment.</li> </ul>

<p><b>Priority 3:</b> For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.</p>	<ul style="list-style-type: none"> <li>• Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences.</li> <li>• Our rich, exciting and engaging themed-based curriculum is further enhanced to ensure that lessons promote shared values and pupils' SMSC development.</li> <li>• Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self-esteem.</li> <li>• Quality lunchtime and after-school clubs offered free to PP children provide them with wider opportunities thereby enhancing their personal development.</li> <li>• Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children.</li> </ul>
<p><b>Priority 4:</b> To reduce persistent absence and increase school engagement.</p>	<ul style="list-style-type: none"> <li>• Reduce numbers of PP children being PA through school wide absence strategy.</li> <li>• Increased numbers of PP children daily home reading through the Home Reading Scheme</li> <li>• Increased number of PP parents and carers attending school workshops through targeted work.</li> <li>• Ensuring that school parent/child social events are inclusive and diverse.</li> <li>• Providing social and emotional support for parents/carers through the Groundworks Project.</li> </ul>

## Activity in this academic year

Focus	Provision	Cost	Intended Impact
To provide intensive support for pupils eligible for PPG	<p>HLTAs/TA's supporting accelerated progress across the school in class and through intervention work</p> <p>1:1 reading for lowest 20%</p>		<p>Close the gap between pupils who are working below ARE.</p> <p>Ensure that all pupils make good or better progress.</p> <p>Increase the % of pupils reaching expected standard and greater depth at the end of KS1 and KS2.</p> <p>Decrease attainment gap between EAL and non EAL pupils.</p>
To improve and enhance the quality of language and communication for pupils eligible for PPG	<p>Speech and Language Support Assistant to increase communication language across the school.</p> <p>NHS Speech and Language Therapy providing Universal, Targeted and Specialist support across the school</p>		<p>Decrease the attainment gap between pupils within language and communication.</p> <p>Support pupils with identified speech and language needs and disadvantaged pupils to improve their language and communication skills.</p> <p>Equal opportunities to develop confidence and self-esteem whilst participating in new enriching experiences</p>
To enrich learning experiences by providing wider curriculum opportunities for pupils eligible for PPG	Subsidies for visits, workshops, specialist excursions, special events		Increased cultural capital.

<p>To support the behavioural, social and emotional wellbeing of pupils eligible for PPG</p>	<p>Play/social skills groups to support pastoral support and practical strategies.</p> <p>Supplement Breakfast Club provision by Magic Breakfast to provide staff and offer free places for families in need</p> <p>Provide subsidised or free places in ASC for families in need</p> <p>ELSA programme for 1:1, paired or small group SEMH intervention.</p>		<p>Time given to vulnerable children, ensure that children have increased strategies to deal with social situations and are therefore ready to learn</p> <p>All children are ready to learn</p> <p>All children are ready to learn</p> <p>Time given to vulnerable children, ensure that children are ready to learn – increase confidence and self-esteem as individuals and learners</p>
<p>To work in partnership with parents and carers to support the learning of pupils eligible for PPG</p>	<p>Workshops for parents and carers in EYFS on behaviour strategies, phonics, maths and how to support your child's learning</p> <p>Senior Leaders responsible for working with families to improve attendance and punctuality.</p>		<p>Increase attendance and home support to increase pupil's confidence and self-esteem as learners</p>