Pupil premium strategy statement – Beck Primary School

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

School overview

Detail	Data
Number of pupils in school	713
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sue Bridges
Pupil premium lead	Amy Willoughby
Governor / Trustee lead	Yvonne Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£488,153
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£48,453
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*	£536,606

Part A: Pupil premium strategy plan Statement of intent

At **Beck Primary** our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to diminish the difference between them and their peers. We are committed to ensuring that children within all pupil groups achieve their full potential at Beck, regardless of their background or disadvantage.

For children to achieve their full potential we believe that we must ensure:

- Good school attendance is prioritised. All groups of pupils are supported to have good attendance
- There is a clear focus on Quality First Teaching with all approaches that are taken being reviewed regularly, and developed based on research
- All children are supported to fully access a high-quality curriculum, designed around the needs of individuals and the school community
- Children are fully supported to make excellent progress in reading. Early reading and reading for pleasure are central to the work of the school.
- Staff are aware of children's needs, and the barriers to learning for pupil premium children are clearly identified and understood
- Children in receipt of pupil premium are carefully tracked
- Gaps are identified and addressed
- All staff have high expectations and aspirations for all children, and this is closely monitored
- Children are precisely targeted for high quality intervention
- The ethos recognises the 'whole' child and their lived experience, recognising the importance of social and emotional support and communication and interaction

We will know we have been successful when:

- Attendance is good and children enjoy coming to school to learn.
- Engagement with learning, the curriculum and school life of Pupil Premium children is high, and as a result:
    - An increased proportion of PP pupils make above expected progress and begin to catch up
    - A greater proportion meet their targets and reach the expected standard, and the greater depth standard. If not at the expected standard, they make at least good progress from their starting points
    - The gap between pupil premium pupils and non-pupil premium pupils is closed significantly and no child, other than those with more complex needs, falls behind the expectation
    - Monitoring shows that PP pupils know and remember more.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and Maths is significantly below National particularly for disadvantaged pupils
2	Attendance is not in line with National. Persistent absentees are above National and must reduce
3	Delayed readiness for learning, positive learning behaviours, self-regulation and communication and interaction.
4	Low self-esteem, confidence, social skills and resilience
5	Delayed language acquisition and oracy. Limited vocabulary and lack of confidence in pupils to articulate themselves.
6	Limited opportunities for pupils beyond the family home and local community

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
Priority 1 - Pupil Premium pupils make consistently strong progress across school, leading to increasing proportions reaching the expected or higher standard for their age, in Phonics, Reading, Writing and Maths	PP pupils make rapid progress to catch up to their peers with a greater % reaching ARE, in line with their individual targets. Standards are raised for all pupil premium pupils in Year 6, 2, Year 1 phonics and FS, closing the gap on national outcomes at the end of each Key Stage, in line with targets set. Most pupils, other than those cognitively unable or unready, reach the expected standard in Phonics.
Priority 2 - Quality first teaching and the use of interventions is consistently good or better, evidenced through pupil outcomes in data, pupil discussions and outcomes in books.	Teaching in all year groups will be consistently good, with a further increase in the amount being outstanding. Any PP child falling behind is identified quickly as a result of rigorous tracking and monitoring and this performance information is used to inform subsequent provision and timely intervention As a result of quality first teaching and effective use of precisely targeted

	interventions, targets are met for all pupil premium pupils across school Discussions with pupils tell us that they are enjoying their learning, can feel successful, and know and remember more
Priority 3 - Pupil Premium pupils' oral skills and reading for pleasure will continue to build through several Reading strategies	The systematic approach to the teaching of vocabulary will be fully embedded and pupils will apply learning within their writing. Strategies to support early language acquisition will impact significantly on progress in the Foundation Stage. Purposeful talk will form part of each lesson Reciprocal Reading in KS2 will support children to develop pupils' language across the curriculum The Oracy tracker will demonstrate that PP children are making good progress
Priority 4 - Attendance of Pupil Premium pupils continues to improve with most pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.	The rigorous application of the Trust attendance policy and systems ensure that pupil premium pupils attend school at a level at least in line with all pupils nationally. Pupil premium pupils are supported in a very timely way when a problem is identified through weekly monitoring. Families attend meetings to discuss attendance and know how important good attendance is Attendance is high profile across the school with regular incentives and rewards Through precise identification and targeting, there will have been a significant reduction in the % of pupil premium pupils who are Persistent Absentees
Priority 5 - Excellent behaviour and behaviours for learning are achieved by all pupil premium pupils leading to a high level of engagement with the curriculum, evidenced through exclusion, serious incidents and red cards/ class monitoring.	The PSHE curriculum will be high quality and will support the development of pupil's resilience and learning behaviours. Behaviours for learning are increasingly strong and engagement across the curriculum is high. This impacts on progress and achievement. All Pupil Premium pupils will be demonstrating high level of engagement within the curriculum. Pupils identified as requiring additional intervention will make strong measurable gains through work with the Pastoral Team, particularly with TISUK and Zones of Regulation The % of serious incidents for pupil premium pupils continues to decrease. Behaviour across school continues to improve

Priority 6 - An increased number of Pupil Premium pupils will be making a wider contribution to school life and engaging with wider opportunities	The majority of Pupil Premium Pupils will have taken part in enrichment activities – this will be tracked and monitored Pupil Premium pupils will engage with wider opportunities such as School Council

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: £87290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Maths consultant to work with teachers and KS2 maths lead employed.	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	Challenge 1

Embedding high quality teaching, learning and AfL strategies and coaching teaching staff to ensure quality first teaching. Release of Assistant Headteachers to support teaching and learning.	EEF guidance based upon feedback. Research shows that high quality feedback has a positive impact on pupil learning and progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	Challenge 1 and 3
Development of reading curriculum and implementation of reciprocal reading in KS2.	EEF guidance for KS2 literacy. Research shows that high quality books and regular fluency practice supports progress in literacy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	Challenge 1
Continue to further develop phonics provision in FS2, KS1 and for those who have not yet met the standar	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	Challenge 1

d in KS2 through staff training, purchase of resources and release of Assistant Headteacher for English.		
Embedding communication-friendly environments to support oral language development. We will have a whole school focus on oral language development with regular CPD. Supporting and training teachers and teaching assistants to teach to support oral language development.	Evidence demonstrates that children have made gains with speech and language when therapists and teachers were more satisfied about their knowledge base. "Providing training so that the workforce is able to identify children with difficulties and work with relevant others to meet the needs of all children is essential." https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf Oral language interventions | Teaching and Learning Toolkit | EEF	Challenge 5

We will buy in additional support from Speech and Language Therapy time to provide additional training, support and assessment of pupils.		
Embed a broad engaging curriculum with a wide range of aspirational experiences. We will fund year group teams to provide a range of trips, visits and experiences including subsidy of residential experiences.	Research indicates that fieldwork, properly conceived, adequately planned, well taught and effectively followed up, offers learners opportunities to develop their knowledge and skills in ways that add value to their everyday experiences in the classroom https://www.researchgate.net/publication/287621860_The_value_of_outdoor_learning_Evidence_from_research_in_the_UK_and_elsewhere	Challenge 6

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

Budgeted cost: £365257

Activity	Evidence that supports this approach	Challenge number(s) addressed
Open a nurture provision to support pupils with SEMH needs.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Research shows that supporting pupils to develop positive strategies for regulation and behaviour to allow them to access class learning.	Challenge 3 and 4
Employ an SEMH HLTA to support pupils' self-esteem and regulation.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	Challenge 3 and 4
Additional support from teaching assistants in all classrooms to lead structured interventions targeted at raising the attainment of those at risk of falling behind and those identified as making slower progress. This would include children working at all levels of attainment. Their work includes small group work within class and of withdrawn groups including leading phonics interventions. We will fund 50% of TA time	Teaching assistants can provide a large positive impact on pupil progress if used effectively. Evidence suggests where teaching assistants work with focussed groups on high-quality structured interventions. EEF Toolkit – Teaching Assistants Phonics | EEF (educationendowmentfoundation.org.uk) 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 | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF	Challenge 1

in each class to support children with interventions. We will also fund a HLTA for phonics to support children's reading.		
Targeted support for children with specific SEND needs including SLCN and Cognition and Learning as well as SEMH. We will fund additional Specialist support for pupils with SEN delivered by teaching assistants in one to one or small group sessions.	Research indicates that using teaching assistants for focussed targeted interventions for individuals and groups of pupils has positive impact on pupil outcomes. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	Challenge 5

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

Budgeted cost: £84059

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on positive behaviour	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	Challenge 4 and 3

strategies from Positive Regard.		
Develop school leadership with support from external consultant. Conduct reviews and coach leadership team.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development High quality staff CPD can help to reduce the disadvantage gap.	Challenge 1, 3, 4 and 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Focussed attendance strategy to identify and support persistently absent pupils and those with attendance below the target of 95%.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance	Challenge 2

We will fund 25% of the Pastoral Manager's salary to work on attendance strategy. We will also fund the salary of the Attendance Clerk who will make absence calls home and support the pastoral manager.		
Tailored support for groups and individuals identified as needing well-being support. We will part fund the work of our pastoral team	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	

work with identified groups/ individuals on interventions such as Therapl ay, Lego-Therapy , Outdoor Learning and Breakfast Group and 1:1 sessions .		

Total budgeted cost: £ 536,606

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

School's internal data demonstrates that pupils in Years 1 – 6 during 2022-23 suggested that the attainment of disadvantaged pupils, though slightly lower than that of their peers, was very close to the average attainment of the whole cohort. The gap is further narrowing in KS1 and EYFS. To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. Statutory assessments show that phonics and EYFS attainment is still below national levels but is improving and disadvantaged pupils are catching up to their peers. Key stage two progress and attainment is below national for both disadvantaged and non-disadvantaged pupils and the strategy has been adapted accordingly. The impact of the pandemic is still evident and catch-up programmes including tutoring are in place to improve attainment and progress.

Progress of disadvantaged children with identified SEND needs has been variable and remains an area of focus. Speech and Language support teachers have once again been in school to assess and provide support for children where needed. They have offered consultation and support with members of staff as well as working with and assessing children directly. School also accesses support from Fusion to assess pupils' strengths and weaknesses so that teaching and interventions can be tailored accordingly.

As in previous years, there has been a large focus upon supporting the SEMH needs of pupils and helping them to access learning calmly. A vast majority of these children were identified as disadvantaged children. As a result of targeted pastoral support, we are seeing a reduction in the number of behaviour plans and an increase in the numbers of targeted children engaging with learning; parents have been involved were necessary to work with and support these targeted children.

Despite the challenges we continued to work on providing a broad and balanced curriculum for all pupils and to mitigate some of the reduction in experiences that children, particularly those disadvantaged, were experiencing. By the end of the summer term 2023 all children had had the opportunity to go on at least one school trip, providing enrichment that only outside of school opportunities can provide. Free breakfasts were provided all year, ensuring that all pupils have a healthy meal at the beginning of the day. Our specialist teachers teach children across the school PE, computing and music each week. These sessions are delivered during staff PPA and provide enriching and wider opportunities for all children. These opportunities include a range of sporting clubs and competitions, brass lessons for KS2 pupils, concerts and performances that pupils would not otherwise experience.

Attendance improved in 2022-23 but remains a key priority and forms part of the strategy for 2023-24. However, attendance of disadvantaged pupils and their peers are in line with one another.

Based on all the information above, the performance of our disadvantaged pupils has not yet met expectations and the plan has been adapted to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils