

Pupil premium strategy statement

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	Beck Row Academy
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	48 (19.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Shayler (Principal)
Pupil premium lead	David Hicks (Assistant Principal)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,480
Recovery premium funding allocation this academic year	£6,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£73,440

Part A: Pupil premium strategy plan

Statement of intent

At Beck Row Academy, we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may affect their learning.

Our aim is that the achievement of children from disadvantaged backgrounds is comparable with that of non-disadvantaged children. We aim to remove barriers to learning, which have been created by poverty, family circumstances and background.

This strategy will focus on the key barriers that are preventing our disadvantaged children from attaining well: phonics, vocabulary, speech and language, gaps in curriculum knowledge, attendance and punctuality, social and emotional concerns and aspirations. Our approach will be responsive to both common challenges and our individual pupils' needs. We utilise robust diagnostic assessment, alongside educational research to plan effective interventions.

Our expectation at Beck Row is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn and broaden their horizons. It is our belief that reading fluently allows pupils to be able to access the curriculum as well as becoming responsible citizens.

Context

Deprivation Indices

The Indices relatively rank small areas in England from most deprived to least deprived. Areas closest to 1 fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived nationally.

1	4	3
Barriers to housing and	Crime Decile	Education and skills Decile
6	5	4
Employment Decile	Health and Disability	Income Decile
3	3	4
IDACI Decile	Index of Multiple deprivation	Living Environment Decile

Achieving our objectives:

The approaches we have adopted complement each other to help pupils to achieve well. To ensure they are effective we will:

- Ensure that all pupils including disadvantaged pupils receive Quality First teaching
- Act early and quickly to set interventions that will meet the needs of identified pupils
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Provide all teachers with high quality CPD to ensure that pupils receive effective Quality First teaching, including effective coaching and mentoring
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Provide funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS through school to KS2.</p> <p>Baseline data for Reception in September 2022 shows that 25% of pupils entitled to FSM are predicted to be at ARE in July. For Forces children this is 30%. These pupils are not at the current expected level for Communication and language.</p> <p>Low starting point, especially for Communication and Language leads to disadvantaged pupils attaining less well in phonics, impacting on their development as readers. Phonics baseline in Y1 indicate that 20% of our disadvantaged children are on track to pass the phonics screening. (compared to 50% of non PP children)</p>
2	<p>Significant speech and language concerns and developmental delay of these, requiring intensive support.</p> <p>Screening in September 2022 shows that in the Reception intake 25% of our disadvantaged pupils have been identified as having speech and language difficulties.</p>
3	<p>Our analysis shows many disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Tracking of 2020 - 2021 indicates that attendance for PP pupils was 90% compared to 96% for non PP pupils. 7% of PP children were at PA compared to 9% of non PP children.</p>
4	<p>Internal observations and data have identified social and emotional / wellbeing difficulties for disadvantaged children.</p> <p>In Autumn 2022 25 pupils were identified as needing support for social and emotional needs. 40% of these were eligible for Pupil Premium.</p>

5	<p>Recruitment, retention and development of staff</p> <p>The academy has previously had a high turnover of staff. In the academic year 2021-2022 6 teachers left the school and supply teachers were used to teach these classes. This has impacted on the quality of teaching and learning. As of September 2022, five teachers are ECTs out of a total of 11 teaching staff. One teacher is unqualified.</p>
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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
Improved spoken language including vocabulary knowledge leading to improved reading, writing and SPAG outcomes in KS1 and 2.	Teacher assessment will show an improvement in spoken language leading to improved outcomes in literacy.
Improved spoken language and oracy for pupils with speech, language and communication deficit.	Teacher and Speech and Language assessment data will show a reduction in the number of children who need interventions in speech, language and communication.
Improved attendance and punctuality , resulting in full access to the curriculum and improved outcomes in all subject areas	<p>Fewer PP children will be at PA level and the gap between attendance for PP and non PP children will reduce.</p> <p>Ensure attendance of disadvantaged pupils is above 95%</p>
Pupils have strategies to support their mental health, allowing them to maximise their learning opportunities.	Internal data for behaviour and mental health will show a reduction in recorded incidents
Improved recruitment, retention and development of staff	<p>Improved outcomes for pupils as a result of QF teaching.</p> <p>Lesson walks and observation data shows increase in QF teaching across the school.</p>

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: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff and TAs to support PP children's learning in class £21,500	Teaching Assistant Interventions +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 5
Training and support for new staff using Little Wandle Phonics scheme £3000 + £1000 annual subscription	Phonic scheme +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	5
<i>Release for teachers to conduct peer observation</i> £2,500	https://www.cambridge-community.org.uk/professional-development/gswpo/index.html#group-Benefits-QX2OtiTSLQ By observing one of their peers teaching a lesson, the observer builds on their current knowledge and ideas for teaching. But peer observation doesn't just increase knowledge of teaching and learning; it can also increase confidence. In their research on peer observation in higher education and schools, both Rhodes & Beneicke (2002) and Hendry & Oliver (2012) link peer observation to increasing a teacher's self-belief (also known as self-efficacy). The observer may be inspired to try something new in their	5

	<p>own classroom or come away from an observation feeling that what they are currently doing is in line with good-quality teaching and learning.</p> <p>https://www.teachertoolkit.co.uk/2021/09/07/observing-teachers/</p>	
<p>PP leader supporting staff in individual needs of PP pupils eg PP progress meetings and sign posting to CPD and intervention support £4,500</p>	<p>https://journals.sagepub.com/doi/full/10.1177/1741143220905062</p> <p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p> <p>Improve first quality Teaching</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Since 2011 the overall number of teachers has in general not kept pace with increasing pupil numbers. This means the ratio of qualified teachers to pupils has increased from 17.8 in 2011 to 18.5 in 2020. In addition, the number of teacher vacancies have risen over this period.</p>	5
<p><i>Principal supporting PP lead in individual needs of PP pupils and CPD needs</i> £4,000</p>	<p>https://journals.sagepub.com/doi/full/10.1177/1741143220905062</p> <p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p>	5

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

Budgeted cost: £25,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted interventions + purchase of additional resources</i></p> <p>£4,000</p>	<p>TA led interventions lead to +4 months improvement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
<p>Spoken Language interventions in EYFS - Early Talk Boost.</p> <p>£3,333 £3,117 £5,548</p>	<p>Oral language interventions can provide progress of +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching assistant + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1 and 2
<p><i>Tutoring</i></p> <p>Tutoring internally for Phonics, targeted pupils' afterschool across Y1 & Y2.</p> <p>Reading tutoring afterschool through an external provider</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and</p>	<p>1:1 tutoring proves highly effective progress +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>Extending the school day for things such as tutoring or boosters +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Early Phonic intervention provides +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2

<p>school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>£3,500</p>		
<p><i>Units of sound</i></p> <p>£3,000</p>	<p>Computer based literacy program. A singular focused literacy support. Helps learners read and spell .</p> <p>+6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2
<p><i>Accelerated Reader</i></p> <p>£3,500</p>	<p>Supports with reading engagement and fluency with books matched more accurately to pupil levels</p> <p>+ 6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2

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

Budgeted cost: 11,342

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>EWO support purchased/Attendance office role</i></p> <p>£5,464</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to</p>	3

	<p>10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p> <p>Effective behaviour intervention can improve academic outcome by +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward for 100%.</p> <p>£500</p>	<p>The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	3
<p><i>ELSA</i></p> <p>£1,430 + £750(training) (Subscription for members of staff)</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p><i>Contingency fund for acute issues</i></p> <p>£1,198</p>	<p>Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive</p>	All
<p><i>Subsidised trips and experiences</i></p>	<p>https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school</p>	1-4

£1,000		
<i>Subsidised uniform and PE kit</i> £1,000	https://www.prima-rytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school Parents should expect to pay approximately £1,519 to send a child to school. Internal data shows that the increasing cost of uniform and PE kits means that the disadvantage children often do not have spare clothes and parents have to wash the clothes more frequently and they do not last as long.	3,4

Total budgeted cost: £73,440

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 2021 to 2022 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
Training of all staff in the new Phonics scheme Wandle £3000 + £1000 training	Little Wandle Letters and Sounds (revised) was purchased and training was provided to staff. Internal monitoring has shown that there is better teaching of phonics and an improvement in the participation of children in the sessions. Predicted phonics pass in Autumn 2021 was 21%, actual pass rate in June 2022 was 44%, strong progress shown.	£5,500
Numicon Training £500	This was not conducted due to staff changes.	£0
<i>Recruitment and retention of high quality staff</i> £2,500	Year 2 teacher plus training provided by Suffolk EdTech team. English lead providing training for staff and support.	£1,500
PP leader supporting staff in individual needs of PP pupils eg sign posting to CPD and intervention support £6,773	PP lead worked closely with staff to support children on The PP register.	£6,773

Principal supporting PP lead in individual needs of PP pupils and CPD needs £4,000	Principal worked closely with staff to support children on The PP register.	£5,000
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Impact of this approach	Actual Spend
Targeted interventions + purchase of additional resources £10,000	Targeted intervention was provided by the class teacher and TA to support children in Reading, phonics and Maths. This was provided as additional time out of lessons.	£8,000
S&L interventions in EYFS in the afternoon, such as Early Talk Boost & Talk Boost, individual 1:1 sessions to work on SALT targets set by the S&L 1 to 1 intervention £3,333 £3,117 £5,548	The focus had been on developing the teaching staff and TAs in their use of the new phonics program so these were not purchased but will be purchased this year.	£0
5 minute Literacy box £500	This was not purchased	£0
Tutoring Tutoring internally for Phonics, targeted pupils' afterschool across Y1 & Y2. Reading tutoring afterschool through an external provider Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive	Internal NTP booster sessions conducted by Teaching staff were run in Year 1, 2, 3, 4 and 6. Internal data shows that there was an improvement in attainment for all the children that attended.	£5,000

tutoring will be disadvantaged, including those who are high attainers. £7,685		
<i>Lexia</i> £3,000	Lexia subscription was purchased and all children were given log ins to enable them to work on the program. Internal assessments showed better than expected progress in reading for KS2.	£6,000
<i>Accelerated Reader</i> £3,500	Accelerated Reader subscription was purchased and all children were given log ins to enable them to work on the program. Internal assessments showed better than expected progress in reading for KS2 – reading engagement improvement and books matched more accurately to pupil comprehension.	£3,500

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

Activity	Impact of this approach	Actual Spend
<i>EWO support purchased/Attendance office role</i> £5,464	Attendance officer worked closely with several families where attendance was a concern. Staff conducted door knock to check the welfare of the children and to offer support. Fixed penalty notices were issued and one family prosecuted. Attendance for 21/22 was 93.7% for the whole school and was 92.5% for PP pupils.	£5,464
Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward for 100%. £1000	Rewards used for Class Dojos to promote Beck Row Way which incorporates attendance.	£500
<i>ELSA</i> £1,430 + £255 (Subscription for members of staff)	Staff were identified for the training. Training was then looked into but unfortunately no training was available until 2023. ELSA was conducted by a safeguarding manager.	£0

<i>Contingency fund for acute issues</i> £4,268	<p>This money was used to support families that were struggling.</p> <p>Four families were supported to get to school on time by attending breakfast club which was funded by the school.</p> <p>Two families were provided with support to get to school by funding taxis.</p>	£2,000
<i>Subsidised trips and experiences</i> £1,000	<p>Due to some covid restrictions school trips were not booked until summer term eg Year 1 to Burwell windmill museum.</p>	£500
<i>Subsidised uniform and PE kit</i> £1,000	<p>Some uniform was subsidised this year and distributed to identified children</p>	£250
<i>Family support</i> £10,892	<p>Family support worked with many families and individual pupils to support their emotional and Mental health. This ranged from supporting Attendance or family network meeting.</p> <p>CAF were also completed to support Early help provision from Suffolk Early help team.</p> <p>FSW worked from September 2021 to January 2022 and then left to start another job. This position was not replaced.</p>	£5,031

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?	<p>Many children were supported in Early years in language and in KS1 for language and Phonics.</p> <p>Support from PP Lead and Principal with transition into school.</p> <p>Several children also benefited from ELSA support within school.</p>

	<p>Attendance officer also supported the families.</p> <p>Additional TA support in EYFS for SALT programmes.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Improvement in language and communication and readiness for phonics.</p> <p>Individual pupils supported with ELSA when needed and have shown an improvement in their emotional well-being.</p>