

# Pupil Premium Strategy

## Beck Row Primary Academy



## Pupil premium strategy statement (Primary)

### School overview

School name	Beck Row Primary Academy
Pupils in school	225
Proportion of disadvantaged pupils	91/227 41%
Pupil premium allocation this academic year	£80,995
Academic year or years covered by statement	September 2020 – July 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mr S. Vincent (Executive Principal)
Pupil premium lead	Mrs Ruth King
Governor lead	Mr James Bailey

### Disadvantaged pupils' performance - progress overview for last academic year

Measure	Score (FFT TA)	
Reading	PP +0.8	All +1.8
Writing	PP -0.6	All +1.7
Maths	PP -0.2	All +2.4

### Disadvantaged pupils' performance – attainment overview for last academic year

Measure	Score (FFT TA)		Measure	Score (FFT TA)	
	All Pupils	Pupil Premium		All Pupils	Pupil Premium
Meeting expected standard Combined at KS2	62%	60%	Met expected standard combined at KS1	44%	
Achieving high standard combined at KS2	0%	0%	Achieved high standard combined at KS1	0%	0%
Expected Standard in Reading at KS2	62%	60%	Expected Standard in Reading at KS1	55%	56%
Expected Standard in Writing at KS2	62%	60%	Expected Standard in Writing at KS1	50%	44%
Expected Standard in Maths at KS2	69%	60%	Expected Standard in Maths at KS1	45%	56%
Higher Standard in Reading at KS2	23%	40%	Higher Standard in Reading at KS1	5%	11%
Higher Standard in Writing at KS2	0%	0%	Higher Standard in Writing at KS1	0%	0%
Higher Standard in Maths at KS2	15%	20%	Higher Standard in Maths at KS1	9%	

## 2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
<b>Pupils have missed a period of education due to COVID-19.</b>	Pupils who missed learning time during period of closure are provided with support to catch up.	Blended learning using a range of programmes and online tools accessible for parents and pupils. (Including Education City and Times Tables Rock Stars)	£2000	Interventions as 'catch-up' to support pupil's who have fallen behind due to absence during pandemic.	£2500	Support from Pastoral Support Officer for families and parents with how to access the blended learning.	£2591
	Pupils who are absent for days due to waiting for tests or self-isolation are provided with blended learning to reduce the risk of falling further behind.	Online provision to support learning with limited resources going between home and school.				Support from Pastoral Support Officer for pupils returning from self-isolation or illness.	£1036
<b>Pupils are not maintaining expected standard between key stages.</b>	Pupils moving from ELG2 reach at least expected standard at the end of Year 2.	Staff training on application of skills to problems for maths.	£570	Interventions in place for key pupils to support areas of need in English and Maths.	£9500	Pupil Perceptions of reading enjoyment.	£370
	Pupils moving from ELG3 reach greater depth by the end of Year 2.	Development of activities/ teaching strategies for	£370	Booster groups / lunchtime clubs available to support	£1000	Assessment tracking is supported through	

	<p>Pupils who were working at expected standard in Year 2, maintain these to Year 6 reaching at least expected standard.</p>	<p>supporting pupils with reading, writing and maths to enable more to reach GLD in these areas are sought.</p> <p>Daily reading opportunities for all pupils.</p> <p>Range of texts to support a love of reading, texts bought to follow pupils' interests in authors and genres.</p> <p>Maths problem solving activities bought and created to support pupils with applying key skills to their learning.</p>	<p>£500</p> <p>£500</p>	<p>those who have not got access to computers at home with homework/school work.</p>		<p>moderation opportunities both in the academy and with others within the trust.</p>	
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		Lexia is used to support KS2 attainment in Reading.	£5000				
<b>Low levels of language and speech on entry into EYFS.</b>	<p>Welcomm assessments are used to ascertain language and speech levels.</p> <p>Language acquisition opportunities are developed through whole class teaching and individual interventions, including Welcomm.</p> <p>The number of pupils who reach GLD at the end of EYFS will have increased from last year, with a good level of progress over the year. More pupils in EYFS will be ready for the transition into Year 1.</p>	<p>Rich vocabulary used to develop knowledge for all pupils.</p> <p>Vocabulary promoted academy-wide through use of Vocabulary Ninja and sharing vocabulary across the curriculum.</p>	£500	Welcomm interventions with individual pupils to develop language.	£4500	<p>Vocabulary shared and supported through home-school links.</p> <p>Reading and text development shared through library usage and promotion of reading at home.</p> <p>Books in classroom are developed to promote phonics and language acquisition.</p>	<p>£200</p> <p>£500</p> <p>£1000</p>
<b>Pupils eligible for Pupil Premium funding will have improved</b>	<p>Attendance for pupils eligible for PP funding will be improved.</p> <p>The attendance of pupils who are PP will be in line with those who are not PP.</p>	Teaching of PSHE and in class assemblies promote the importance of attendance for all pupils.	N/A	<p>Meetings arranged for pupils and families where punctuality is a concern.</p> <p>Meetings for those who are at risk of or</p>	<p>£2250</p> <p>£200</p>	Attendance rewards will be reviewed to find prizes to appeal to the children.	£500

<b>attendance and time-keeping to be in line with the overall school attendance.</b>	Attendance for pupils who are eligible for PP will have moved closer to the whole school target of 97%.			<p>becoming PA pupils to identify strategies to be put in place.</p> <p>Support conversations with Pastoral Support Officer are arranged to reduce the risk of PA.</p>	<p>£200</p>	<p>Attendance to be announced on display every week and in newsletters monthly.</p> <p>Attendance announced in every Friday assembly.</p> <p>Attendance displays developed and used to praise and encourage positive attendance for all.</p> <p>Pastoral Support Officer will work with families who need it to support improved attendance and time-keeping.</p>	<p>£200</p> <p>£2500</p>
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<b>Children are not accessing the wider opportunities available, this may limit their experiences.</b>	More children will take up clubs, trips and other wider opportunities in school.	Curriculum promotes opportunities for development of experiences to support a development of cultural capital.	N/A	Curriculum vocabulary and prior knowledge is pre-taught to enable access to wider curriculum areas.	£500	Promotion of different opportunities for curriculum coverage and development of cultural capital are offered.	£3000
	Wider opportunities through curriculum areas are offered to develop cultural capital.						
	Support available is being made clearer to parents who would like it.	Trips and Visits are booked to support curriculum and promote development of cultural capital.	£700	Payment towards (or for) clubs, residential trips, out of class learning opportunities, visits.	£1700	Pupil Premium pupils chosen to engage with sporting activities and enrichment sessions to develop opportunities.	£200
				Parent support on helping children at home through sharing sessions, parental help meetings and pastoral support coffee mornings.	£500		
				Support with uniforms/ PE kits etc as needed to enable	£500		



				children to complete activities in school.			
		£15490		£33,450		£12,097	

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) if not better.	May 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) if not better.	May 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0) if not better.	May 2021
Phonics	Achieve national average expected standard in Phonics Screening.	June 2021
EYFS GLD	Increase the number of pupils reaching GLD 2 or better.	June 2021
Other	Improve attendance of disadvantaged pupils in line with peers to meet the target of 97%.	July 2021

Measure	Activity	Predicted cost
Priority 1: Reduce the gap created by COVID-19 school closures.	<p>Development of blended learning opportunities and availability of increased blended learning throughout new academic year to support periods of self-isolation or lockdowns.</p> <p>Additional support through well planned teaching to address gaps from missed learning time and ensure that curriculum from the previous year (Spring and Summer terms) are taught alongside current year group curriculum to fill gaps in learning.</p>	£6,000

<p>Priority 2: Increase the number of children making progress from previous Key Stage assessment point.</p> <ul style="list-style-type: none"> <li>a) Ensure more pupils make good progress from baseline to reach ELG in EYFS.</li> <li>b) More pupils who reached ELG 2 at the end of EYFS meet expected standard in Year 2.</li> <li>c) More pupils who reached expected standard at the end of Year 2 maintain this and reach at least expected standard at the end of Year 6.</li> </ul>	<p>Staff training on application of skills to problems for maths, developing the opportunities within teaching to promote problem solving and application skills.</p> <p>Development of activities/ teaching strategies for supporting pupils with reading, writing and maths to enable more to reach GLD in these areas are sought, including the use of more focused observations and support to then complete gaps ensuring good progress.</p> <p>Daily reading opportunities for all pupils to develop a love of reading and improve reading and comprehension ability.</p> <p>Range of texts to support a love of reading, texts bought to follow pupils' interests in authors and genres.</p> <p>Maths problem solving activities bought and created to support pupils with applying key skills to their learning.</p>	<p>£5,000</p>
<p>Priority 3: Develop pupil's access to a range of experiences and activities to develop their cultural capital.</p>	<p>Opportunities within the curriculum coverages for development of experiences to support a development of cultural capital, including the development of a range of entrance and exit points for learning topics.</p> <p>Trips and Visits are used to support curriculum and promote development of cultural capital, providing a range of new experiences for the children.</p>	
<p>Priority 4: Improve attendance of pupils to be in line with national average.</p>	<p>PSHE curriculum provides opportunities to develop pupil understanding of the importance of punctuality and attendance as both a skill for school and as a life-long skill to improve their life-chances.</p>	<p>N/A</p>

	Assemblies are used to promote the importance of attendance in school.	
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>• Low levels of language acquisition on entry in EYFS.</li> <li>• Not enough pupils are reaching expected standard at the end of each Key Stage.</li> <li>• Pupils have limited access to a range of experiences and activities.</li> <li>• Pupils attendance is below the target and below national average.</li> </ul>	
Projected cumulative spending		

#### Targeted academic support for current academic year

Measure	Activity	Predicted cost
Priority 1: Reduce the gap created by COVID-19 school closures.	<p>Baseline assessments are used to support interventions and focused teaching for key pupils where gaps are greater.</p> <p>Range of class-based and individual interventions are used to support gaps in lost learning due to COVID-19.</p>	£6,000
Priority 2: Increase the number of children making progress from previous Key Stage assessment point.	<p>Interventions in place for key pupils to support areas of need in English and Maths, ensuring that gaps are completed and pupils make good progress from previous assessment point.</p> <p>Targeted booster groups / lunchtime clubs available to support those who have not got access to computers at home with homework/ school work, improving the chances of these pupils meeting targets at the end of the year and reaching expected standard at the end of each Key Stage.</p>	£5,000

<p>Priority 3: Develop pupil's access to a range of experiences and activities to develop their cultural capital.</p>	<p>Curriculum vocabulary and prior knowledge is pre-taught to enable access to wider curriculum areas, developing their access to unfamiliar vocabulary and knowledge base.</p> <p>Payment towards (or for) clubs, residential trips, out of class learning opportunities, visits to develop pupils access to a wide range of opportunities and provide improved cultural capital.</p> <p>Parent support on helping children at home through sharing sessions, parental help meetings and pastoral support coffee mornings.</p>	<p>£2,500</p>
<p>Priority 4: Improve attendance of pupils to be in line with national average.</p>	<p>Meetings are arranged for pupils and families where punctuality or attendance is a concern, to reduce the risk of them reaching the Persistent Absence list.</p> <p>Meetings for those who are at risk of or becoming PA pupils to identify strategies to be put in place, initially with the Pastoral Support Officer to provide the support for families to make small changes to improve this.</p> <p>Pastoral Officer to work with pupils to develop understanding about the importance of being in school regularly and on time where appropriate.</p> <p>Support conversations with Pastoral Support Officer are arranged to reduce the risk of PA.</p>	<p>£9,000</p>
<p>Barriers to learning address by priorities above</p>	<ul style="list-style-type: none"> <li>• Low levels of language acquisition on entry in EYFS.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Not enough pupils are reaching expected standard at the end of each Key Stage.</li> <li>• Pupils have limited access to a range of experiences and activities.</li> <li>• Pupils attendance is below the target and below national average.</li> </ul>	
Projected cumulative spending		

### Wider strategies for current academic year

Measure	Activity	Predicted cost
Priority 1: Reduce the gap created by COVID-19 school closures.	<p>Pastoral support in place to support the pupils on return to school following period of lockdown and school closures throughout the COVID-19 pandemic.</p> <p>Pastoral support to work with pupils who are struggling due to mental health concerns following the period of school closure.</p>	£5,000
Priority 3 : Develop pupil's access to a range of experiences and activities to develop their cultural capital.	Range of wider opportunities available to support the pupils range of experiences, including sporting fixtures and trips or visits.	£4,000
Priority 4: Improve attendance of pupils to be in line with national average.	Attendance assemblies, rewards and celebration of attendance half termly.	£6,000
Barriers to learning address by priorities above	<ul style="list-style-type: none"> <li>• Pupils have limited access to a range of experiences and activities.</li> <li>• Pupils attendance is below the target and below national average.</li> </ul>	
Projected cumulative spending		£11,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development for curriculum knowledge and improvement of teaching English or Maths.	Use of INSET days and teaching and learning lead staff meetings.
Targeted support	Interventions are not aimed appropriately at the relevant pupils or are not filling appropriate gaps in learning. Additional interventions remove the children from main teaching activities.	Question Level Analysis completed after baseline and then subsequent assessments to ensure that the pupils are receiving appropriate interventions. Targeted interventions are directed on a fortnightly basis by staff to ensure that only relevant additional teaching is completed and reducing the need for pupils to be out of the classroom.
Wider strategies	Pupils emotional needs are wide-ranging and limit access to learning.	Pastoral Support Officer is trained in a range of key areas to provide additional support for families and pupils. Pastoral Support Officer works with Teachers and Support Staff to promote on-going support in class beyond additional interventions.

### Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
Progress in Reading and Writing	£9,000	Teacher Assessment	Improved outcomes (based on Teacher Assessment) were in place for KS2 based on additional booster groups and additional teaching have had a positive outcome.
Progress in Mathematics	£9,250	Teacher Assessment	Improved outcomes (based on Teacher Assessment) were in place for KS2 based on additional booster groups and additional teaching have had a positive outcome.
Improved EYFS ELG	£5,350	Teacher Assessment	Improved staff knowledge of completing gaps and focused support to promote key areas of the EYFS curriculum are being developed, in some cases these have led to improved standards, however this is not yet consistent.
Phonics	£8,200	N/A	Number of pupils expected to pass at the point where school closed due to COVID-19, 68% of pupils were on track to pass the phonics screening test with a further 15% who were receiving interventions



			and were likely to make this by the end of the year.
Other Attendance.	£6000	95.7%	Due to COVID-19, attendance for the year was lower than our target. At the point where the school closed due to national lockdown attendance was higher than previous year (at the same point), but work still needed.
Pastoral Support	£12,500		Coffee Mornings and interventions run by Pastoral Support Officer to promote improved mental and emotional wellbeing for pupils and families ensuring that access to the curriculum was improved.
<b>Cumulative Cost</b>	£52,000		