

Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Primary Academy
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	31 st December 2024
Date on which it will be reviewed	Spring 1 2024
Statement authorised by	Naomi Brown (Executive Principal)
Pupil Premium Lead	Ryan Thomas (Assistant Principal)
Governor / Trustee lead	Steve Shore (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,644

Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£107,199

Part A: Pupil Premium Strategy Plan

Statement of intent

At NWPA, we aim to ensure that any, and all, barriers that students face to access learning are removed. The Pupil Premium funding is ring fenced for this purpose in order to ensure support students who;

- Are, or have been from low income families
- Live with families who are serving members of the armed forces
- Looked after, or previously looked after

We recognise that children who fall into these three categories face significant barriers to their learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of language acquisition upon entry to the academy, continuing throughout the academy.</p> <p>Our baseline assessments on entry to Reception class demonstrate that 68% of our disadvantaged pupils arrive below age-related expectations compared to only 63% of others.</p> <p>This then leads to disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. Phonics baseline in Y1 indicate that 30% of our disadvantaged children are on track to pass the phonics screening.</p>
2	<p>High % of pupils with underlying developmental language disorders, impacting on speech language and communication.</p> <p>Of the 2023 Reception intake 66% of our disadvantaged pupils have been identified as having speech and language difficulties. 4 children were under external S&L support in Nursery, these children were identified before starting at the academy and came with their targets and NHS SALT support.</p>
3	Low levels of attendance & punctuality (PA)

	Autumn 1 2022 indicates that of the 12.92% PA list 52% of the pupils are disadvantaged & of the PL pupils 70.3% are disadvantaged. Overall PP attendance YTD is 93.20%.
4	<p>Historical Socio-cultural & economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are further supported by a number of national studies on partial school closures.</p>
5	<p>Our internal tracking in summer 2 2022 and Autumn 1 2021, discussions and observations have identified social and emotional / self-confidence & behavioural issues for some disadvantaged pupils.</p> <p>19 pupils in Autumn 1&2 receiving pastoral intervention, of which a high percentage were PP pupils; with a waiting list for Spring.</p>

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 with a wider vocabulary bank that emphasis the use of Standard English. Leading to improved Reading, Writing and SPAG. (1&2)	Teacher assessment of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support will verify these findings in pupils' day to day learning.
Targeted support at the earliest stage for pupils identified with language difficulties. Leading to improved spoken language and oracy. (1&2)	Teacher, and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas. (3)	PA for disadvantaged pupils reduces every half term. PP attendance YTD maintained at 95%
<p>Pupils are able to see past the socio-cultural cycle they are in and have the ability, means & support approach things differently. Leading to higher aspirations and an improved attitude to learning, resulting in better outcomes.</p> <p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p>	<p>Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.</p> <p>This includes Tutoring, Afterschool clubs, Breakfast club, trips & residential.</p> <p>Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p>

Pupils engage in extracurricular support and tutoring to support improved outcomes. (4)	Discussions with pupils, parents, teachers & support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning
Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. Leading to reduced behaviour incidents, and better outcomes across all subjects. (5)	<p>Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.</p> <p>Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing model in whole school with management oversight to ensure smaller ratios enhancing quality first provision.	£41,518.40	<p>All of these methods will be deployed across EYFS as a result of increased teaching capacity within the room.</p> <p>Reduction in class size +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Teaching Assistant Interventions +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Within class attainment grouping +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Mastery Teaching model in class +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1 & 2
Additional staffing in school, to support both academic outcomes through accelerated	£5773.00	<p>All of these methods will be deployed across the school as a result of increased teaching capacity within the room.</p> <p>Consideration on class size +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Teaching Assistant Interventions +4 months progress</p>	

progress and pastoral outcomes.		https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Within class attainment grouping +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Mastery Teaching model in class +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
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Targeted academic support

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
S&L interventions through school in the afternoon (Speechlink) to be delivered by SEND assistant and SENDCO	£2,500.00	Oral language interventions can provide progress of +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Early communication and language interventions can provide +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/	1&2
Use of digital platforms to set HL and projects such	£5,000	Home Learning provision can provide +6 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2 & 4

<p>as Nussy, Doodle and Shine for targeted English support; for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning</p>		<p>Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Digital technology use in EYFS can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p>	
<p>Tutoring internally for Phonics, targeted pupils' afterschool across Y1 & Y2.</p> <p>Maths and English tutoring afterschool through an academic support mentor</p> <p>Tutoring for Reading, Maths and SPAG – Y6 after school</p>	£6,500	<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 & 4

Wider Strategies

Activity	Estimated Cost	Evidence that supports this approach
<p>Attendance, Behaviour & parent liaison lead in school to work with families on reducing PA and improve Whole school attendance.</p> <p>Additional, attendance interventions</p> <p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</p>	£14,629	<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 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>Pastoral Assistant, leading intervention afternoons, attendance meetings, parental liaison and more.</p>	£17,508	<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. Estimated progress +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>
<p>Breakfast Club</p>	£3,000	<p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration. Evidence suggests hungry</p>

		children are unable to sustain concentration over sustained periods of time.	
Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike.	£1,000	<p>Internal evidence from 2019-2020 even with the impact of COVID school's attendance improved and pupil feedback supports the use of rewarding improvement in attendance.</p> <p>0.4% increase on whole school attendance. 4.6% increase on whole school Pupil Premium children. 12 extra children achieved 100% from previous year (this figure increases year on year since introducing the Bike draw and the end of year 100% trip)</p>	3
All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.	£3,000	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	
Provision of uniform bank to be kept on site and offered to families of children who are impacted by cost of living crisis and unable to afford it.	£1,000	N/A	
ELSA	£2,000	Training events for Trauma based ELSA sessions, ELSA resources, books and further training for the 4 ELSA trained staff in the school.	

		https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf
Play Therapy for Targeted Intervention	£1,000	Support for PP children who require additional SEMH support. https://onlinelibrary.wiley.com/doi/10.1002/capr.12671?af=R
Zones of Regulation	£500	Training for staff on rolling out whole school Zones of Regulation sessions to support SEMH needs schoolwide. https://zonesofregulation.com/research/
SEMH based further resources	£2,221	Access to a nurture room for PP pupils with low attendance and external agency involvement to offer a safe place for communication and interaction with staff. https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf

Total budgeted cost: £ 107,199

