

Pupil Premium Strategy

This statement details our school's use of pupil premium for 2024/25 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
Beck Row Primary Academy	
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	22.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025
Date this statement was published	31 st December 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Charley Minter Principal
Governor / Trustee lead	Steve Shore (CoG)

Funding overview

Detail	
Pupil premium funding allocation this academic year	£84,360

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84,360

Part A: Pupil Premium Strategy Plan

Statement of intent

At Beck Row Primary Academy, 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 40% of our disadvantaged pupils arrive below age-related expectations.</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 63% of our disadvantaged children are on track to pass the phonics screening.</p>
2	<p>Low levels of attendance & punctuality</p> <p>Autumn 1 2024 indicates that of the 11.6% PA list 45% of the pupils are disadvantaged. Overall PP attendance YTD is 95.5%.</p>

3	<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>
4	<p>Through professional dialogue and observations, we have identified social and emotional/ self-confidence & behavioural issues for some disadvantaged pupils.</p> <p>44 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.	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.	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.	PA for disadvantaged pupils reduces every half term. PP attendance YTD maintained at 95%
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>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</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.	club, trips & residential. Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum.
Pupils engage in extracurricular support and tutoring to support improved outcomes.	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.	Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support. Assessment data for these identified pupils shows improved attainment, comparable to that of non- disadvantaged pupils.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
SLT ensuring that adequate support is provided for children who are entitled to PP funding.	£12,756.35	EEF Guide to the Pupil Premium – Autumn 2021 EEF-Guide-to-the-Pupil PremiumAutumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) Pupil premium – GOV.UK (www.gov.uk)	1-4
New Core Offer Intervention training for Teaching Assistants to receive training for multiple interventions.	£2,250	https://www.nth.nhs.uk/content/uploads/2014/07/talk-boost-leaflet.pdf https://speechandlanguage.org.uk/talk-boost/	1-4

Targeted academic support

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant to be trained and deliver speech and language interventions through school in the afternoon. To also deliver Early Talk Boost and Wellcomm.	Within the Core offer training package as above (£2,250)	<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>Early communication and language interventions can provide +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</p>	1
Purchase web-based programs to be used in school and at home. <ul style="list-style-type: none"> • Times table rock stars- £131.40 • Accelerated reader - £8916.82 	£9,280.22	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice.</p>	1-3
Qualified Teachers to deliver small group targeted tutoring.	£6,289.94	<p>Small group tuition has an average impact of four months additional progress.</p> <p>Dianostic assessment enables tuition to be targeted to specific children's needs.</p> <p>Small group tuition EEF</p>	1-4

Wider Strategies

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Attendance, Behaviour & parent liaison lead in school to work with families on reducing PA and improve Whole school attendance.	£28,021.17	The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.	2-4
Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.	£7,742.50	<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>	
Breakfast Club	£2,019.82	Improve punctuality, to ensure all children are in school and ready to learn on time.	3

		Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration. Evidence suggests hungry 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.	£4,000	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.	2
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	£10,000.00	<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>	3

educational and enrichment visits.		https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	
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.	1-4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium, Recovery and NTP activity had on pupils in the 2023 to 2024 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
Additional staffing model in whole school with management oversight to ensure smaller ratios enhancing quality first provision.	Challenge 1 and 2 Data for the end of Reception shows that for Listening, attention and Understanding 64% of disadvantaged children eligible for FSM and 90% of disadvantaged children who are forces children achieved this ELG compared to 85% non-PP children. This shows progress for the PP children compared to their baseline assessment where at the start of Reception 68% of pupils who are disadvantaged were below age-related expectations.	£32,749.60
Additional staffing in school, to support both academic outcomes through accelerated progress and pastoral outcomes.	<p>Date for the end of Reception shows that for Speaking 55% of disadvantaged children who are eligible for FSM and 100% of disadvantaged children who are forces children achieved this ELG compared to 88% non-PP children. Work will continue to support this element of early development.</p> <p>At the start of Year 1 in September 2023 30% of pupils were on track to pass the phonics screening. In the phonics screening, in June 2024, 25% of disadvantaged pupils eligible for FSM passed the screening check and 57% of disadvantaged pupils who are forces children passed the phonics screening.</p> <p>Data for the end of KS2 in 2024 shows that in Reading 50% of disadvantaged pupils achieved EXS with 25% achieving GDS. Writing data for 2024 shows that 50% of disadvantaged pupils achieved EXS. GAPS data shows that 63% of disadvantaged pupils achieved EXS and 20% achieved GDS. Maths data for 2024 shows that 75% of disadvantaged pupils achieved EXS with 13% achieving GDS. English will continue to be a priority.</p>	

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

Activity	Impact of this approach	Actual Spend
S&L interventions through school in the afternoon (Speechlink) to be delivered by SEND assistant and SENDCO	<p>Data for the end of Reception shows that for Listening, attention and Understanding 64% of disadvantaged children eligible for FSM and 90% of disadvantaged children who are forces children achieved this ELG compared to 85% non-PP children. This shows progress for the PP children compared to their baseline assessment where at the start of Reception 68% of pupils who are disadvantaged were below age-related expectations.</p> <p>Data for the end of Reception shows that for Speaking 55% of disadvantaged children who are eligible for FSM and 100% of disadvantaged children who are forces children achieved this ELG compared to 88% non-PP children. Work will continue to support this element of early development.</p>	Included in staffing in box one.
Use of digital platforms to set HL and projects such as Nessy, 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	Programs were not purchased during the year	£4,793.08
<p>Tutoring internally for Phonics, targeted pupils' afterschool across Y1 and 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>	<p>Tutoring took place for Y1, Y2 and Y6</p> <p>At the start of Year 1 in September 2023 30% of pupils were on track to pass the phonics screening. In the phonics screening, in June 2024, 25% of disadvantaged pupils eligible for FSM passed the screening check and 57% of disadvantaged pupils who are forces children passed the phonics screening.</p> <p>Data for the end of KS2 in 2024 shows that in Reading 50% of disadvantaged pupils achieved EXS with 25% achieving GDS. Writing data for 2024 shows that 50% of disadvantaged pupils achieved EXS. GAPS data shows that</p>	Included in staffing in box one.

	63% of disadvantaged pupils achieved EXS and 20% achieved GDS. Maths data for 2024 shows that 75% of disadvantaged pupils achieved EXS with 13% achieving GDS. English will continue to be a priority.	
--	--	--

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

Activity	Impact of this approach	Actual Spend
Attendance, Behaviour & parent liaison lead in school to work with families on reducing PA and improve Whole school attendance. Additional, attendance interventions Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.	For 2023-2024 the attendance for disadvantaged pupils was 92.6% and for pupils eligible for FSM6 was 91.2%. For disadvantaged pupils 21.9% were persistently absent and 29.5% of FSM6 pupils were persistently absent. Indicative National data from FFT shows that the attendance rate for disadvantaged pupils was 91.8% which is inline with our attendance. Persistent absence for pupils at FSM6 was 29% which is inline with our persistent absence rate.	£850.00 £24,00.00
Pastoral Assistant, leading intervention afternoons, attendance meetings, parental liaison and more.	Pastoral support in place for pupils with a reduction in behaviour incidents and suspensions	£23,000
Breakfast club	More children were able to attend breakfast club due to staffing. Numbers doubled from ten to twenty from the Autumn to the Summer term.	£8,234.88
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.	For 2023-2024 the attendance for disadvantaged pupils was 92.6% and for pupils eligible for FSM6 was 91.2%. For disadvantaged pupils 21.9% were persistently absent and 29.5% of FSM6 pupils were persistently absent. Indicative National data from FFT shows that the attendance rate for disadvantaged pupils was 91.8% which is inline with our attendance. Persistent absence for pupils at FSM6 was 29% which is inline with our persistent absence rate.	£231.95

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.	Last year all pupils took part in a wide range of trips, visits and in school cultural capital experiences and no pupil was unable to attend due to disadvantage.	£3661.58
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.	Uniform purchased and provided to children as needed	£1534.91
ELSA	3 trained ELSA TAs running interventions to support pupils with their wellbeing and self-regulation	Included in staffing in box one.
Play Therapy for targeted intervention	This was not actioned	£0
Zones of Regulation	Zones of Regulation introduced into school and a whole school approach taken which supported pupils and reduced behaviour incidents	Included in staffing in box one.
SEMH based further resources	None purchased	Included in staffing in box one.
Total spend 23-24: £99,031.00		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	NA

Further information (optional)

A number of items were costed to PP that was not originally forecast based on change in need throughout the year. This is reflected above as New Strategy (NS)