



**Pupil Premium & Recovery Premium  
Strategy 23/24**

**Report & Expenditure  
2022/23**



# Contents

Pupil Premium Strategy Statement – July 2023	3
School overview	3
Part A: Pupil premium strategy plan	4
Statement of intent	4
Challenges	5
Intended outcomes	6
Activity in this academic year	8
Teaching (for example, CPD, recruitment and retention)	8
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	8
Wider strategies (for example, related to attendance, behaviour, wellbeing)	10
Part B: Review of outcomes in the previous academic year	11
Pupil premium strategy outcomes	11
Externally provided programmes	13
Further information	14
How the Pupil premium is being used to date at Beckstone Primary	14
Funding Summary	17
Policy	19

# Pupil Premium Strategy Statement – July 2023

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Beckstone Primary School
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	14%.
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023 -2024 2024-2025
Date this statement was first published	18 <sup>th</sup> July 2022
Date on which it was reviewed and updated	18 <sup>th</sup> July 2023
Date of next review	18 <sup>th</sup> July 2024
Statement authorised by	David Warbrick - Headteacher
Pupil Premium lead	Hayley Gorman
Governor lead	Jude Yoxall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021/22 = £75, 595 2022/23 = £78,020 2023/24 = £69,080
Recovery premium funding allocation this academic year	£1,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£70,820

# Part A: Pupil premium strategy plan

## Statement of intent

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year)

### Philosophy

At Beckstone Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background or how the Pandemic has directly affected them. The targeted and strategic use of Pupil Premium Grant (PPG) & the Recovery Premium supports us in achieving this and the school is committed to narrowing the gaps between outcomes of children eligible for free school meals (FSM) or 'Looked After' and those from wealthier families as well as narrowing the gap between age related expectations and actual following lockdowns.

### Purpose of Statement

1. To ensure consistency in our approach to supporting children who are eligible for the PPG
2. To outline the outcomes we expect so that these can be closely monitored and evaluated

### Principles

1. We ensure that teaching and learning opportunities meet the needs of all of the pupils, this is regularly evaluated and pupil progress meetings are held regularly with class teachers to pinpoint and target specific intervention support needed to accelerate progress.
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
5. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals using the Vulnerability Audit tool that is used at the school. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time.
6. Ensuring eligible pupils' engagement in and enjoyment of learning inside school is promoted and facilitated.

### Provision

The Governors consider the following activities when making provision:

- Employing an Education Support Manager whose role is to address vulnerability and barriers to learning through a myriad of strategies/groups and analysing their impact. In addition, following mental health counselling training, to support identified children who have developed mental health issues following Covid lockdowns.
- Providing small group work with an experienced teacher/STA focussed on overcoming gaps in learning.
- 1:1 or small-group support.
- Additional teaching and learning opportunities provided by external agencies
- Access to extended services provision e.g. breakfast club.
- Provision of intervention resources and targeted programs to support pupils' accelerated learning.
- Ensuring no child misses an educational opportunity as a result of being financially disadvantaged at home.
- Improving opportunities for effective assessment and accelerating progress through new technologies and innovative use of ICT.

All our work through the Pupil Premium and Recovery Premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in literacy and maths in line with the School Development Plan.

Pupil Premium resources may also be used to target higher attaining children on FSM.

## Challenges

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

Challenge number	Detail of challenge
1	<p>To improve progress and attainment in Maths, particularly in Year 2 &amp; 6:</p> <ul style="list-style-type: none"> <li>• Baselining all classes in Autumn to identify regression over the summer</li> <li>• To continue to timetable daily '10 Activities' sessions across the school in 23/24 to address gaps identified in the baseline assessment.</li> <li>• To monitor the quality of the above activities.</li> <li>• To review White Rose Planning &amp; incorporate NCETM planning and resources to plug gaps in arithmetic knowledge.</li> <li>• To continue to use Professor Assessor software to quickly identify gaps in knowledge and devise interventions to close the gap.</li> <li>• To plan a series of staff training meetings using NCETM resources</li> <li>• To train all KS2 staff in 'Mastering Number'</li> <li>• To have Maths as the main focus of monitoring this year</li> <li>• To establish 'catch up' daily interventions for the first 4 weeks of the school year. Further interventions will be planned according to need.</li> <li>• To establish breakfast maths clubs for Y6 children to provide social/emotional support alongside academic intervention</li> </ul>
2	<p>To raise attainment to be closer to age related expectations in all aspects of writing.</p> <ul style="list-style-type: none"> <li>• Consolidate the use of the Literary Curriculum from R-Y6 so children have access to high quality texts and effective teaching approaches for writing.</li> <li>• Use Aspire data collection in writing to pinpoint strands of weakness in writing</li> <li>• Staff meeting time for subject leader to upskill teachers and teaching assistants in quality first teaching techniques</li> <li>• Interventions to address needs e.g. Success in Spelling, No Nonsense Spelling</li> <li>• To establish intervention groups using 'FFT Lightning Squad' for all children.</li> <li>• Teach 2 basic skills groups per week to address gaps in writing.</li> <li>• Writing monitoring to be part of termly Pupil Progress Meetings.</li> </ul>
3	<p>To raise PP attainment in Reading:</p> <ul style="list-style-type: none"> <li>• To effectively utilise key staff in 'Reciprocal Reading' across school.</li> </ul>

	<ul style="list-style-type: none"> <li>• To use phonically controlled guided reading texts either as intervention texts or in class using the Reciprocal Reading and repeated reading models.</li> <li>• To timetable trained staff from Y1 to Y6 to ensure targeted FFT 'Lightning Squad' interventions</li> <li>• To re-introduce Y5 reading buddies to support reading in 'Hagrid's Hut' or 'Bus' groups.</li> <li>• Reading monitoring to be part of termly Pupil Progress Meetings.</li> </ul>
4	To provide a space and place for targeted PP pupils to complete their homework with support e.g. homework clubs, Revisewise etc and to monitor their attendance at these sessions.
5	<p>To continue support target of achieving national average expected standard in Phonics Screening Check for PP Y1 pupils and Y2 PP pupils who were disapplied:</p> <ul style="list-style-type: none"> <li>• Assess in Autumn term to identify gaps in phonics knowledge.</li> <li>• Devise phonics booster interventions using Nonsense Phonics intervention file.</li> <li>• Offer homework clubs for children to complete Wand activities and play phonic games</li> <li>• To stream for Phonics in KS1.</li> <li>• Teach 2 basic skills groups per week to address gaps in phonic knowledge.</li> <li>• To review parental engagement with reading at home and continue to promote the importance and impact reading at home has. Adults in school to do extra reading with those children that are not supported</li> <li>• EY &amp; Y1 team to meet with Phonics Leader every half term following assessment to monitor progress and interventions.</li> <li>• Phonics lead to record progress and feedback to Reading leader</li> <li>• Phonics monitoring to be part of termly Pupil Progress Meetings.</li> </ul>
6	<p>To support specific individual PP pupils' and their families' needs</p> <ul style="list-style-type: none"> <li>• ESM to contact parents and establish individual support plans e.g. free access to Breakfast Club</li> <li>• Access to Beckstone's Uniform Exchange</li> <li>• Ensure they know about homework support.</li> <li>• Discuss with staff how to ensure PP children are selected to represent their class, have large roles in assemblies etc</li> <li>• Personal invites to homework clubs etc</li> </ul>

## 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
To ensure PP pupils achieve national expectation in reading, writing & maths	Outcomes at KS1 & KS2 for PP pupils to be in line with national outcomes

To ensure effect on learning of Covid lockdowns is minimised	Outcomes at KS2 for all pupils to be within 10% of pre-Covid with national outcomes
To ensure phonics check outcomes are in line or above national for PP pupils	Phonics check outcomes for PP pupils at least match national
To support any children with M-H issues	CPOMS will show the involvement of the ESM and school to be pro-active and successful in supporting the children's emotional, social & academic years.

## 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: £ 28,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further training to be completed in KS1 & KS2 on Maths Mastery to be further embedded in these stages. This will involve funded staff release, mentoring & coaching.	EEF Teaching & Learning Toolkit – Mastery Learning has a +5 impact in months on pupils' learning	1
To develop writing across all stages as school assessment show this is where gaps from ARE are at their widest. This will involve further staff training on 'Literacy Curriculum', peer mentoring, coaching and role modelling. In addition the feedback given to pupils will be reviewed and enhanced in effectiveness.	EEF Teaching & Learning Toolkit: Feedback (+6 months) Mastery Learning (+5 months) Peer tutoring (+5 months)	2 & 3

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

Budgeted cost: £ 10,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use SLT member for 1-1 interventions in Maths until maternity begins (~4+ weeks)	EEF Teaching & Learning Toolkit - One to one tuition (+5 months) Oral language interventions (+6 months)	
To consolidate and embed 'Lightning Squad' targeted interventions	Individualised Instruction (+4 months) One to one tuition (+ 5 months)	2 & 3
To embed EEF 'Reciprocal Reading'	EEF FFT Literacy (+ 2 months)	3
To raise attainment to be closer to age related expectations in all aspects of writing through collaborative learning	EEF Teaching & Learning Toolkit: Feedback (+5 months) Mastery Learning (+5 months)	2



approaches, review & development of feedback & increasing pupils metacognition and self-regulation through teacher training & re-introduction of BLP.	Metacognition & Self Regulation (+7 months)	
To implement a programme in order to ensure effective intervention strategies for reading and targeted support e.g. to identified PP pupils. Further staff training on intervention packages (e.g. 'Shine', 'Lightning Squad') regular pupil progress meetings and regular parental feedback	EEF Teaching & Learning Toolkit: Feedback (+5 months) Parental engagement (+4 months) Reading Comprehension Strategies (+6 months)	3
To support target of achieving national average expected standard in Phonics Screening Check via quality first teaching; targeted interventions & 1:1 where necessary. Full deployment of NNP with reading material intrinsically linked to scheme.	EEF Teaching & Learning Toolkit: Feedback (+5 months) Mastery Learning (+5 months) TA Intervention (+4 months)  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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Early indications from internal assessments are showing this is being effective and a pass rate of over 80% is being targeted for the Y2 cohort who missed their check in June.	5
To provide space and support for PP pupils to complete their homework...homework clubs, Revisewise etc.	EEF Teaching & Learning Toolkit: Feedback (+5 months)	4
To ensure budget allows for additional support staff for interventions and tutoring to support strategies above,		1,2,3,& 5

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

Budgeted cost: £ 32,166

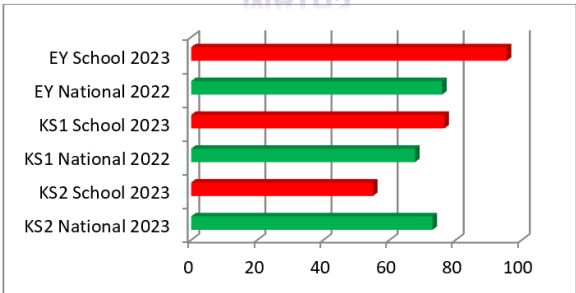
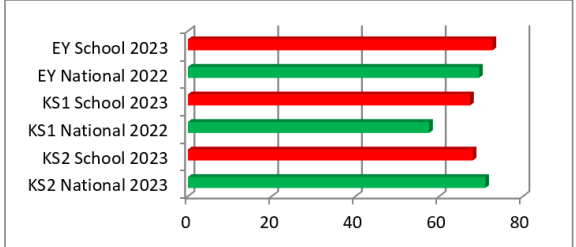
Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Educational Support Management with a remit to support the vulnerable and disadvantaged children and families at the school.	EEF Teaching & Learning Toolkit:	6
To widen remit of ESM and resume nurture sessions with targeted pupils to support EMHW and poor parenting.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.eef.org.uk/~/media/EEF/Reports/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Ensuring ESM's 'attendance office' role is effective	All educational research relating to attendance is showing that attendance is a causal factor influencing attainment. Staged approach and consistently applied stages to address attendance issues To daily check attendance for early intervention To establish an 'attendance panel' where concerns are high.	All
To address mental health issues facing pupils following lockdowns etc. Flexible of use of ESM to support mental health across school and at play and lunchtimes. To offer free breakfast club for those in need of sustenance or homework support due to lack of support at home	EEF Teaching & Learning Toolkit showing positive impact on outcomes (+4 months) for behaviour interventions and social and emotional learning.	6.
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

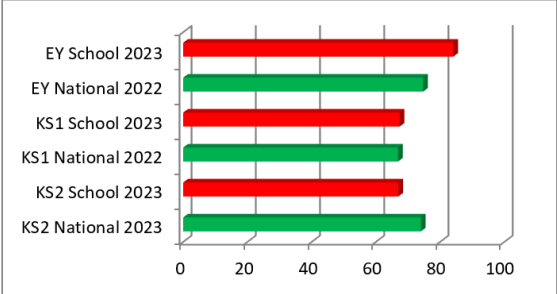
**Total budgeted cost: £ 70,820**

# 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 2022 to 2023 academic year.

Aim	Outcome																					
<p>To improve progress and attainment in Maths:</p> <ul style="list-style-type: none"> <li>To continue to timetable daily '10 Activities' sessions across the school in 22/23 which use weekly formative assessment to address identified gaps in mathematical knowledge.</li> <li>To use Professor Assessor software to quickly identify gaps in knowledge and devise interventions to close the gap.</li> <li>To establish breakfast maths clubs for Y6 children to provide social/emotional support alongside academic intervention</li> </ul>	<ul style="list-style-type: none"> <li>Profile of Maths raised across school</li> <li>Lesson observations show teaching of Maths has improved</li> <li>Outcomes are showing improvements in attainment and progress but focus needs to be maintained as standards in Maths continue to be lower than the other core subjects in the upper school but returning to ARE+ further down</li> </ul> <p style="text-align: center;"><b>MATHS</b></p>  <table border="1"> <caption>MATHS Performance Data</caption> <thead> <tr> <th>Year/Level</th> <th>School Outcome (%)</th> <th>National Outcome (%)</th> </tr> </thead> <tbody> <tr> <td>EY School 2023</td> <td>~95</td> <td>~80</td> </tr> <tr> <td>EY National 2022</td> <td>-</td> <td>~80</td> </tr> <tr> <td>KS1 School 2023</td> <td>~80</td> <td>~75</td> </tr> <tr> <td>KS1 National 2022</td> <td>-</td> <td>~75</td> </tr> <tr> <td>KS2 School 2023</td> <td>~55</td> <td>~75</td> </tr> <tr> <td>KS2 National 2023</td> <td>-</td> <td>~75</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>FSM6 analysis shows in 2023 the KS1 PP cohort achieved an average scaled score of 98.1, 1.5% below national outcome and in KS2 scaled score data not available at time of writing but early analysis shows PP pupils performed better than non PP</li> <li>All actions taken bar the 'maths breakfast Club', this will be carried forward into 23/24</li> </ul>	Year/Level	School Outcome (%)	National Outcome (%)	EY School 2023	~95	~80	EY National 2022	-	~80	KS1 School 2023	~80	~75	KS1 National 2022	-	~75	KS2 School 2023	~55	~75	KS2 National 2023	-	~75
Year/Level	School Outcome (%)	National Outcome (%)																				
EY School 2023	~95	~80																				
EY National 2022	-	~80																				
KS1 School 2023	~80	~75																				
KS1 National 2022	-	~75																				
KS2 School 2023	~55	~75																				
KS2 National 2023	-	~75																				
<p>To raise attainment to be closer to age related expectations in all aspects of writing.</p> <ul style="list-style-type: none"> <li>Reading Plus in place to increase reading fluency, comprehension and vocabulary which will impact on writing</li> <li>Consolidate the use of the Literary Curriculum from R-Y6 so children have access to high quality texts and effective teaching approaches</li> <li>Introduction of Aspire data collection in writing to pinpoint strands of weakness in writing</li> <li>Staff meeting time for subject leader to upskill teachers and teaching assistants in quality first teaching techniques</li> <li>Interventions to address needs e.g. Success in Spelling, Wand software</li> </ul>	<p>The focus on writing has had a large impact on writing standards. This is reflected in the outcomes at Foundation Stage and KS1. There was a drop back at KS2 but historically this cohort's data has been lower than previous cohorts.</p> <p style="text-align: center;"><b>WRITING</b></p>  <table border="1"> <caption>WRITING Performance Data</caption> <thead> <tr> <th>Year/Level</th> <th>School Outcome (%)</th> <th>National Outcome (%)</th> </tr> </thead> <tbody> <tr> <td>EY School 2023</td> <td>~75</td> <td>~70</td> </tr> <tr> <td>EY National 2022</td> <td>-</td> <td>~70</td> </tr> <tr> <td>KS1 School 2023</td> <td>~70</td> <td>~65</td> </tr> <tr> <td>KS1 National 2022</td> <td>-</td> <td>~65</td> </tr> <tr> <td>KS2 School 2023</td> <td>~70</td> <td>~70</td> </tr> <tr> <td>KS2 National 2023</td> <td>-</td> <td>~70</td> </tr> </tbody> </table>	Year/Level	School Outcome (%)	National Outcome (%)	EY School 2023	~75	~70	EY National 2022	-	~70	KS1 School 2023	~70	~65	KS1 National 2022	-	~65	KS2 School 2023	~70	~70	KS2 National 2023	-	~70
Year/Level	School Outcome (%)	National Outcome (%)																				
EY School 2023	~75	~70																				
EY National 2022	-	~70																				
KS1 School 2023	~70	~65																				
KS1 National 2022	-	~65																				
KS2 School 2023	~70	~70																				
KS2 National 2023	-	~70																				

	<p>57% of KS2 PP cohort achieved expected v 71% non PP. Writing to continue as a focus for further improvement</p> <p>All planned actions were implemented.</p>																					
<p>To raise PP attainment in Reading:</p> <ul style="list-style-type: none"> <li>• To train key UKS2 staff in 'Reciprocal Reading'</li> <li>• To train staff from Y1 to Y6 on FFT 'Lightning Squad' interventions</li> <li>• To implement interventions using Rising Star's data and 'Shine' materials</li> </ul>	<p>Reading for PP pupils continues to be an issue.</p> <p>All actions taken were implemented but 'Shine' materials only used in pockets.</p> <p>The PP outcomes at KS1 and KS2 were significantly lower than non PP pupils so reading will continue as a focus for PP. Internal tracking is showing improvements working their way through.</p> <p style="text-align: center;"><b>READING</b></p>  <table border="1" data-bbox="954 577 1513 869"> <caption>READING Performance Data</caption> <thead> <tr> <th>Year/Level</th> <th>School Result (%)</th> <th>National Average (%)</th> </tr> </thead> <tbody> <tr> <td>EY School 2023</td> <td>84</td> <td>-</td> </tr> <tr> <td>EY National 2022</td> <td>-</td> <td>78</td> </tr> <tr> <td>KS1 School 2023</td> <td>67</td> <td>-</td> </tr> <tr> <td>KS1 National 2022</td> <td>-</td> <td>67</td> </tr> <tr> <td>KS2 School 2023</td> <td>67</td> <td>-</td> </tr> <tr> <td>KS2 National 2023</td> <td>-</td> <td>75</td> </tr> </tbody> </table>	Year/Level	School Result (%)	National Average (%)	EY School 2023	84	-	EY National 2022	-	78	KS1 School 2023	67	-	KS1 National 2022	-	67	KS2 School 2023	67	-	KS2 National 2023	-	75
Year/Level	School Result (%)	National Average (%)																				
EY School 2023	84	-																				
EY National 2022	-	78																				
KS1 School 2023	67	-																				
KS1 National 2022	-	67																				
KS2 School 2023	67	-																				
KS2 National 2023	-	75																				
<p>To provide a space and place for PP pupils to complete their homework with support e.g. homework clubs, Revisewise etc.</p>	<ul style="list-style-type: none"> <li>• The school ran homework clubs, Revisewise sessions and after school revision classes for the PP pupils across the school. The identified issue is attendance by these cohorts at before and after school times and this will be the focus for action in 23/24</li> </ul>																					
<p>To support target of achieving national average expected standard in Phonics Screening Check for PP Y1 pupils and Y2 PP pupils who were disapplied:</p> <ul style="list-style-type: none"> <li>• Assess in Autumn term to identify gaps in phonics knowledge.</li> <li>• Devise phonics booster interventions using Nonsense Phonics intervention file.</li> <li>• Offer homework clubs for children to complete Wand activities and play phonic games</li> <li>• To re-introduce Y5 reading buddies to support phonics in 'Hagrid's Hut' groups.</li> <li>• To review parental engagement with reading at home and continue to promote the importance and impact reading at home has. Adults in school to do extra reading with those children that are not supported</li> <li>• EY &amp; Y1 team to meet with Stage Leader every half term following assessment to monitor progress and interventions.</li> <li>• Stage Leader to record progress and feedback to Reading leader</li> </ul>	<ul style="list-style-type: none"> <li>• Target exceed with 84% of Y1 pupils achieving standard compared to 75% nationally in 2022. The PP cohort outcome was 67% so again a target for 23/24.</li> </ul>																					

<ul style="list-style-type: none"> <li>Phonics monitoring to be part of termly Pupil Progress Meetings.</li> </ul>	
<p>To support specific individual PP pupils' and their families' needs</p> <ul style="list-style-type: none"> <li>ESM to contact parents and establish individual support plans e.g. free access to Breakfast Club</li> <li>Access to Beckstone's Uniform Exchange</li> <li>Ensure they know about homework support.</li> </ul>	<p>Individual support plans in place with an increasing number of pupils coming under 'Debbie's banner'</p> <p>The 'uniform exchange' has proved to be very popular and families are able to access uniform for free.</p> <p>The uptake of out of school learning opportunities needs further targeting.</p>

## 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
Reading Plus	Reading Plus
Literacy Leaves/Curriculum	Literacy tree
Nuffield English Language Intervention	Nuffield Foundation
Talk Boost	I CAN Ican.org.uk
Emotional Literacy Support	ELSA Support
FFT – Lightning Squad	FFT
FFT – Reciprocal Reading	FFT
Wand – NNP software	Wand
Professor Assessor Maths	Professor Assessor

## Further information

The Pupil Premium is additional funding to help schools **close the attainment gap** between children from low income and other disadvantage families and their peers. The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The funding is based on the number of pupils who have been eligible for free school meals (FSM) at any point in the last 6 years (Ever6) or have been 'looked after' continuously for more than six months or whose parents are in the armed forces.

It is for the Governing Body of Beckstone Primary School to decide how the Pupil Premium is spent as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. As a result they analyse current standards to pinpoint effective support and annually agree a 'Pupil Premium Policy' which is the driver for the funding and provides guidance on how the funding is allocated. The policy is at the end of this document and is also available on our web site and is also available from the School Office. In addition details from the last three complete financial years are also available on our web site.

Schools are held accountable for how they have used Pupil Premium funding in support of the learning of pupils from low income families and this report provides web site users with an outline on how the funding has been used to date at the school.

For general information about the Pupil Premium, see

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

The funding for the last full financial year (2022-2023) was set at £1,385 for pupils from Reception to year 6 and was £69,055, a reduction from previous years due to changes in criteria for FSM which has reduced eligibility and consequently PP numbers. The allocation and impact of this funding is detailed below. The allocation for 2023/24 is £69,080 (similar to the previous year despite an increase to £1,455 per pupil as PP numbers are falling) but this is also subject to adjustments over the year. Expenditure is planned to match the priorities and expenditure patterns as detailed in the strategy above and also described below and are integrally linked to the School Development Plan.



Annually funding is targeted according to the agreed annually reviewed policy and the strategy outlined above.

### How the Pupil premium is being used to date at Beckstone Primary



At Beckstone Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant (PPG) supports us in achieving this aim and the school is committed to narrowing the gaps between outcomes of children eligible for free school meals (FSM) or 'Looked After' and those from wealthier families.

Pupil Premium Funding is targeted at ensuring high achievement for all pupils through effective teaching of pupils who, in turn, have high levels of attendance and have excellent learning behaviours. In order to achieve this aim the very welcome funding is targeted to ensure barriers to learning are overcome. This results in the following targeted areas of expenditure.

- Attendance – the deployment of the Educational Support Manger (ESM) as an ‘Attendance Officer’ for part of her role. This enables first day contact for unknown absences, monitoring of individual pupils’ attendance and intervention and support packages where attendance levels cause concern.



- Social & Emotional Support – the ESM has a counselling role, is the Mental Health & Wellbeing lead and is the school’s strategic officer for obtaining and co-ordinating multi agency support. Indeed the school identifies vulnerabilities identified by staff through the effective use of CPOMS – an online child protection monitoring and reporting system. Agreed actions are added to CPOMS for each child so that appropriate personnel are all aware of issues and can help support the pupils through particularly vulnerable times in their lives which can in turn affect their progress.

SOCIAL EMOTIONAL



The ESM is now a trained Mental Health First Aider and Emotional Literacy Support Assistant. Her brief for last year was to address all the barriers to learning and the effects on mental well-being the Covid Lockdown has had on the pupils at school. In addition the school had a mental health practitioner for a day of week to support vulnerable families



- Strategic & Targeted Learning Interventions –

- A strong team of STA’s are deployed effectively to ensure pupils identified after each assessment checkpoint as in need of ‘Wave 2’ and ‘Wave 3’ interventions receive appropriate support to address their learning need. The impacts of these interventions are reviewed at least termly in pupil progress meetings to ensure they are being effective.



- A suite of ‘resources’ have been purchased to ‘accelerate’ or enhance progress for identified children. These packages include; ‘Reading Plus’ for KS2; ‘Rising Stars Assessments including ‘Shine’ targeted intervention support resulting from identified gaps from outcomes of the tests; an ‘IDL’ package, primarily targeted to support dyslexic children but is now proving a very useful support for children with spelling difficulties; FFT ‘Reciprocal Reading’; FFT ‘Lightning Squad’ interventions as well as a host of programs to underpin teaching points that can also be accessed at home on phones, tablets and PCs e.g. Education City, My Maths and Mathletics.



- Inclusivity – the funding enables the school to ensure that all children have access to activities such as our care services / extra-curricular activities/ trips/ residential (when allowed again) etc. that can sometimes involve a fee which, without the financial support, may have precluded some children due to economic deprivation. Indeed the ‘wrap around’ care at a very cost effective and competitive price does enable parents to take advantage of employment opportunities that they otherwise may have been unable to take up.



- Homework & Reading support – There are pupils in the school whose families continue to offer little support to their children’s learning at home. Daily reading and other homework activities may not be taking place despite pressure from the school. To address this issue and ‘fill this gap’ the school used some of the funding to run before school reading ‘catch up’ sessions, peer reading clubs at lunchtimes and targeted after school homework clubs as well as reading support in the Breakfast Club and in ‘Beckstone Xtra’ after school care. In addition, following successful home learning during lockdown (over 92% daily work interaction with pupils) the school continues to use Tapestry and Seesaw packages

and iPads for staff to maintain a blend of school based and home learning where parents can really be assisted in supporting their child's homework. In addition a class set of iPads and of laptops are available for class use and stored in charging trolleys for ease of use. Furthermore in 2023/24 the school will continue run a 'Strive for 5' reading initiative that rewards families who read with their children at least 5 times a week across the whole school. In addition where there are families that do not have internet access at home there are facilities to ensure such children are able to complete any internet homework based tasks at school.



- Secondary Transition – The ESM has been deployed, as part of her timetable, to support the transition of identified 'vulnerable' pupils to Secondary school (the majority being PP pupils). These transition activities include weekly school visits in the Summer term, visits to the school from Secondary staff and pupils and much counselling work to prepare the pupils for a major change in their lives.



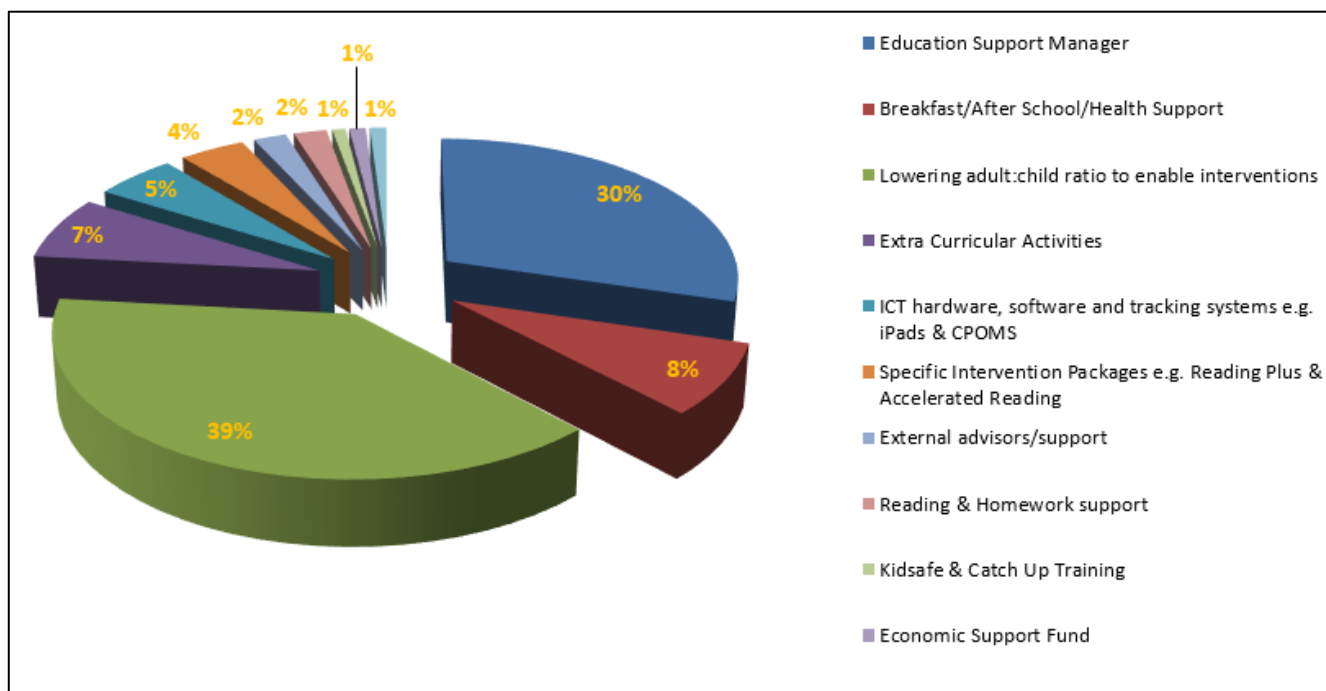
- Learning Behaviours – the school has targeted the development of pupil's learning behaviours as a key to furthering progress still. The school has invested in Unity CUSP – an enquiry and skills based curriculum tool. This is being embedded into practice and will now run alongside 'Building Learning Power' as a key to developing positive learning behaviours and it is being embedded across the school with children learning how to harness and use more advanced learning powers as they move through the school whilst also aimed at reducing cognitive overload. It is vitally important that passive learners who may not have had a thirst for learning instilled from an early age develop this through Primary school and are aware of how they can develop as a learner to ensure greater academic success as they move through the education system. Training and action plans accompany this development and a common vocabulary and iconography are being used to help the children become more independent and effective in their approaches to problem solving.



The strategies described above all impact on barriers to learning and consequently enhance the progress of PP pupils. Some are specific to PP pupils however other strategies clearly also impact on the learning of pupils not identified as Ever 6 but equally need support with their learning. This results in the benefits of the PP funding being shared across a greater number of pupils and is in line with the Governors' policy that recognises that not all socially disadvantaged children are necessarily eligible for PP funding and it is equally important for them to be targeted for support.



# Funding Summary



Please note the total funding invested in addressing learning barriers and ensuring strong progress for all is greater than the school's Pupil Premium allocation and consequently it has been agreed by the Governing Body that the school budget funds the difference.

The table below summarises how the funding is being used on a yearly basis in line with the school policy and also its impact to date (with empirical measures, where possible, that are used and will enable year on year analysis in bold).

Targeted Expenditure	Investment	Impact to date
Overcoming barriers to learning and supporting vulnerable pupils	Employment of an Educational Support Manager with a remit to support pupils and families through Nurture groups, 1:1 support, small group social development, Early help, TAC & TAF meetings etc.	<ul style="list-style-type: none"> <li>Reinforced link between home and school</li> <li>Attendance is closely monitored and poor attendance targeted which has resulted in the school attendance being in or above line with national figures over the last 3 years</li> <li>Prompt interventions taken to overcome barriers to learning <b>detailed analysis of the effectiveness of interventions and pupil premium pupils; progress is carried out at least termly.</b></li> <li>Counselling/Emotional Support provided to children and families or other services accessed when appropriate <b>This equated to 65% of all eligible Pupil Premium students as well as many other pupils across the school</b></li> </ul>
Lowering the adult:child ratio to further target interventions to support progress	Additional funding of STAs at school to ensure timely and appropriate learning interventions	<ul style="list-style-type: none"> <li>Has facilitated the personalising of learning <b>individual targets evidenced on termly report for each child which is shared with the parent(s)</b></li> <li>Improved ratios for additional support and intervention programs including 1:1 and small group support. This year have developed a 'Catch Up' intervention programme for those identified in Pupil Progress Meetings. Impact of interventions evaluated and tracked to ensure underpins progress</li> <li>Research (EEF) being effectively used to evaluate effectiveness of support</li> </ul>
Ensuring no child misses an educational opportunity as a result of financial hardship	Sports coaches Homework Clubs Fund to support/meet costs for visits/trips	<ul style="list-style-type: none"> <li>All pupils able to access a myriad of enriched opportunities irrespective of household income</li> <li>Unlocking talents in non-academic areas</li> <li>Supporting curriculum learning, particularly homework support and reading support when home circumstances do not facilitate this</li> </ul>
To provide extended services such as after breakfast clubs or after school care free of charge. where there is identified need	Extended services costs met for targeted PP pupils	<ul style="list-style-type: none"> <li>Improved attendance/punctuality through Breakfast Club attendance and in some cases a collection service provided – <b>punctuality &amp; attendance now maintained at or above national levels</b></li> <li>After School Care provided to allow adult return to workplace or social need</li> </ul>

<p><b>To provide opportunities in school for homework based activities and regular reading for identified pupils</b></p>	<p>STA deployed at Breakfast Club to support reading and at Beckstone Xtra after school, lunchtimes are being used to support a 'peer reading' programme and computer access and the school also provides after school homework opportunities. Reading is being encouraged through the 'Strive for Five' programme.</p>	<ul style="list-style-type: none"> <li>• Increased daily supported reading for identified pupils</li> <li>• Checkpoints showing pupils 'stuck' now making progress with their reading</li> <li>• Self-esteem and confidence of the older readers who peer with the younger ones also impacting on their progress.</li> <li>• Homework completion levels have improved for each class.</li> <li>• Regular reading taking place more frequently and with children who were previously unsupported.</li> </ul>
<p><b>Improving opportunities for effective assessment and accelerating progress through new technologies and innovative use of ICT</b></p>	<p>Scholar Pack admin system Tablet PCs iPads &amp; Tapestry iPad &amp; Seesaw Home access to learning suites Computer room sessions out of hours</p>	<ul style="list-style-type: none"> <li>• Increasingly effective tracking of PP Pupils' progress in order to quickly identify and implement appropriate interventions to support learning</li> <li>• Beginning to enhance already substantial ICT resources with tablets accessible to small groups to enhance learning opportunities</li> <li>• Subscriptions to home access for a suite of software and in-school provision</li> <li>• To enable access for those without internet access at times outside 'normal' lessons</li> </ul>
<p><b>Programmes for interventions</b></p>	<p>e.g. Accelerated Reading; IDL, Reading Plus, Mathletics; Revisewise &amp; CPOMS</p>	<ul style="list-style-type: none"> <li>• The school has purchased programmes of support such as 'Accelerated Reading', 'IDL' and 'Reading Plus. These are aimed at developing reading progress across the school and the Accelerated Reading in particular for the transition into Key Stage 2.</li> <li>• The school invests CPOMS which is an online child protection monitoring and reporting system. It is already impacting on the quality of information shared in TAC and CiN meetings and is enabling quicker intervention strategies when issues arise.</li> </ul>

# Policy

## Philosophy

At Beckstone Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant (PPG) supports us in achieving this and the school is committed to narrowing the gaps between outcomes of children eligible for free school meals (FSM) or 'Looked After' and those from wealthier families.

## Purpose

1. To ensure consistency in our approach to supporting children who are eligible for the PPG
2. To outline the outcomes we expect so that these can be closely monitored and evaluated

## Principles

1. We ensure that teaching and learning opportunities meet the needs of all of the pupils.
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
5. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time.
  -
6. Ensuring eligible pupils' engagement in and enjoyment of learning inside school is promoted and facilitated.

## Provision

The Governors consider the following activities when making provision for this group:

- Employing an Education Support Manager whose role is to address vulnerability and barriers to learning through a myriad of strategies/groups and analysing their impact.
- Providing small group work with an experienced teacher/STA focussed on overcoming gaps in learning.
- 1:1 or small-group support.
- Access to extended services provision e.g. breakfast club.

- Additional teaching and learning opportunities provided by external agencies (e.g. sports).
- Ensuring no child misses an educational opportunity as a result of being financially disadvantaged at home.
- Improving opportunities for effective assessment and accelerating progress through new technologies and innovative use of ICT.
- Ensuring the passporting of additional funding directly to families e.g. holiday food schemes/funding.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and supporting their emotional health and wellbeing.

Pupil premium resources may also be used to target higher attaining children on FSM.

### **Reporting**

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governors on:

- the progress made towards narrowing the gap for socially disadvantaged pupils
- an outline of the provision that was made since the last report
- an evaluation of the cost effectiveness, in terms of the progress, made by the pupils receiving a particular provision.

It will be the responsibility of the Pupil premium Governor to ensure this information is made known to the full Governing Body.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium Grant has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education. The statement will be updated annually.

### **Outcomes**

1. Children eligible for Pupil Premium will have greater chances available to them to enhance opportunities and attainment.
2. Children's enhanced opportunities will raise motivation and self-esteem.
3. Attainment of socially disadvantaged children will be maximised.
4. Accelerated progress of those children identified.
5. Socially disadvantaged children will have greater opportunities to take a full part in the school's curriculum including educational visits.