



# BECKINGHAM PRIMARY SCHOOL

## PUPIL PREMIUM REPORT

2021-22



*'Ensuring every child succeeds and THRIVES becoming a life-long learner, prepared for the world of tomorrow'.*

Our school mission and ethos is communicated and underpinned by a set of core values and principles to ensure; Every child at Beckingham Primary School THRIVES:

**Tenacity – Hard Work – Respect – Integrity – Vision – Empathy – Selflessness**

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## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Beckingham Primary School
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025 (A further update is pending at review in July)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Peter Phillips, Head teacher
Pupil premium lead	Nicola Shaw, Assistant Head
Governor / Trustee lead	Gareth Day, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,035
Recovery premium funding allocation this academic year	£3,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,135

## Part A: Pupil premium strategy plan

### Statement of intent

At Beckingham Primary School, our intention is that all children, irrespective of background, ability or the challenges they face, achieve well and make good progress across all subject areas. At the heart of everything we do is the holistic approach we pride ourselves on – a focus on both children’s positive wellbeing and disposition for learning are essential to their success and is supported at every possible level.

Rooted within our approach is the consideration of challenges faced by vulnerable children such as those who have or have previously had a social worker, Young Carers or children who are in Local Authority Care – the strategy outlined in this statement is intended to support the needs of all children regardless of whether they are disadvantaged or not.

High-quality teaching is the key driver for our school and our children, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Phonics, reading and writing:</b> Following Covid we have observed many of our new intake children and those in KS1 have poor expressive and receptive language skills, below or well below what is expected for their age. This means they may find it difficult to understand simple instructions or to answer simple questions. They cannot communicate their needs verbally or succinctly. This is a significant barrier to accessing the curriculum.</p> <p>Assessments show that disadvantaged pupils generally do not achieve as well in phonics and writing as their peers and this therefore negatively impacts on their development as a reader and writer.</p>

	<p>Poor letter sound articulation skills impact significantly on their reading and writing ability and their ability to apply the phonic skills they have been taught.</p> <p>In the EYFS, poor speech and language is also a social barrier to learning.</p>
2	<p><b>Wellbeing concerns:</b> Some of our disadvantaged children have a level of well-being concern. This can cause anxiety, worry and emotional difficulties, as the children cannot engage in their learning when their emotional well-being is affected. In addition, COVID-19 has had a considerable impact on the emotional well-being of our children.</p>
3	<p><b>Social Skills, confidence and learning behaviours:</b> Some of our disadvantaged children have limited pre-school experiences and find it difficult to mix socially in group or whole class work. Learning confidence can be low and we have to develop this to enable them to have a secure disposition for learning. Low attainment and progress due to gaps in learning and Covid.</p>
4	<p><b>Limited cultural capital and enrichment experiences:</b> Many pupils lack of cultural capital limits their educational experience, vocabulary and understanding.</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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 outcomes show that all disadvantaged pupils will make at least 4-steps progress from their starting points, moving children in the bottom 20% (disadvantaged or not) towards age-related expectations in both reading and phonics.
Lower attaining pupils make good progress from their starting points, post-Covid, in English and maths	KS2 outcomes show that all disadvantaged pupils will make at least 4-steps progress from their starting points, moving children in the bottom 20% (disadvantaged or not) towards age-related expectations in both writing and maths.
Achieve and sustain improved wellbeing for all pupils in our school,	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations;</li> </ul>

<p>particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• providing training to support adults with gaining a clear understanding of metacognition and how best to support learners with any mental health needs.</li> <li>• quantitative data pupil progress data and other data analysis;</li> <li>• progress of pupils working towards or targeted to achieve GDS;</li> <li>• Support funding of uniform for disadvantage pupils to ensure they feel equal to their peers- supporting their self-esteem and social and emotional health; and,</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To provide support for families to ensure our provision, wider offer and enrichment is available to all.</p>	<ul style="list-style-type: none"> <li>• To ensure that, as an inclusive school, provision is available for all.</li> <li>• Disadvantaged families feel supported, as children are able to access educational visit, wider enrichment and school provision without / with reduced cost.</li> <li>• Pupils' confidence, self-esteem and attainment is supported through access to enrichment outside of school hours.</li> </ul>

## 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: **£ 5,440.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic NFER assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests from NFER will provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<p>Embedding dialogic activities across the FS &amp; KS1 curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<p>Purchase and staff training for new systematic, synthetic phonics scheme – Phonics Shed and the resources to ensure fidelity to this scheme.</p>	<p>Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3</p>
<p>Accredited Mental Health First Aid Training</p>	<p>Establish school-wide norms, expectations and routines that support children’s social and emotional development. Provide training and support to school staff, covering readiness for change; development of skills and knowledge; and support for embedding change</p>	<p>ALL</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	
<p>Improve the quality of social and emotional (SEL) learning through the purchase of a rigorous, sequential and progressive PSHE curriculum.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Establish a consistent whole school approach to the delivery of PSHE through upskilling the team with a robust scheme to deliver a social and emotional provision to support the needs of all learners, particularly disadvantaged children who on average have fewer developed SEL skills to their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	ALL
<p>Purchase of awards and accolades for pupils to raise the profile of good behaviour, hard work and successes.</p> <p>Creation of whole school values system, underpinned by newly formulated rewards system and mission statement</p>	<p>Behaviour, ethos and values badges utilised to empower pupils to think about their own learning and behaviours more explicitly through meta-cognition, by teaching them to set personal goals and monitor and evaluate their progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	ALL
<p>Purchase additional handheld devices/software to support pupils in engaging with their learning.</p> <p>This will impact pupil practice through retrieval and quizzing utilising a range of applications and programmes to increase the retention of key ideas, concepts and knowledge through live assessment &amp; feedback.</p>	<p>Purchase of handheld technology and subscriptions to engage learners with interactive programmes such as TTrackstars and Spelling Shed will be used to engage both PP pupils and the bottom 20% of learners to keep up with their peers.</p> <p>Platforms to be utilised at home to support and overlearn spelling and timestables strategies.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	ALL
<p>Library improvements and a whole school reciprocal reading approach to promote reading and engage bottom 20% of readers and our more able PP readers.</p>	<p>The purchase of high-quality, engaging, well-matched texts have been purchased to further engage children with reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1

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

Budgeted cost: **£9,185**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support in class to work alongside Class teacher at least 1 hour a day in maths to support PP and P-LAC pupils.</p>	<p>The average impact of the deployment of a TA is about Four months' additional progress over the course of an academic year. Based on this, small group work in maths is promoted through the deployment of another adult to promote and support strategies for working memory and reduce cognitive overload through support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2</p>
<p>TA support to deliver reciprocal reading strategy based intervention</p>	<p>Reading comprehension strategies, such as reciprocal reading are proven to develop a child by an additional 6 months progress over the course of the year. Reciprocal reading focuses on the learners' understanding of written text. Pupils learn a range of techniques, which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves, often self-regulating and metacognitive.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2</p>
<p>TA to deliver a range of pre/post-teach strategies, 1:1 support work in school and support daily reading for those who do not access this provision at home (Inc. recovery funding)</p>	<p>Proven to increase a child's progress by an additional 5 months progress, we utilise one to one tuition with our teaching assistants to give our PLAC and pupil premium pupils regular, intensive individual support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>ALL</p>
<p>Play based therapies and nurture support</p>	<p>Evidence suggests that behaviour interventions provide moderate improvements in academic progress. TA's are utilised on a weekly basis to deliver play therapies, such as Lego therapy, to support</p>	<p>ALL</p>

	<p>children or groups of children who might benefit from the additional support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the self-esteem and confidence of vulnerable pupils by supporting families to fund uniform.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform and to make pupils feel included to identify as part of the school community.</p>	All
<p>To attend educational and residential visits and wider offer/extended provision at a reduced cost.</p> <p>To have the opportunity to play a musical instrument.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>After school programmes and clubs with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision.</p> <p>Pupils are able to access peripatetic music lessons, including the loan of an instrument from Inspire music tuition.</p>	All

**Total budgeted cost: £18,135**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic <https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>. This was also the case for Beckingham Primary School. Internal data for end of Key Stage results (Years 2 and 6) shows particular evidence of disruption. All our pupils have been significantly impacted by the restrictions brought about by the pandemic, with writing being affected the most across the school (including EYFS) and our SDP reflects this.

BPS now has a new Head teacher who now oversees Pupil Premium and has written this new Pupil Premium Strategy for 2021-22 and beyond.

### Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd.
Learning by Questions (LBQ)	Learning by Questions
Spelling Shed	Education Shed Ltd.

