



BECKINGHAM PRIMARY SCHOOL

PUPIL PREMIUM REPORT

2022 - 23



'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	79
Proportion (%) of pupil premium eligible pupils	29% (23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023 (Due to PP being awarded within a Financial Year)
Statement authorised by	Peter Phillips, Head teacher
Pupil premium lead	Nicola Shaw, Assistant Head
Governor / Trustee lead	Anna Scott, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18, 005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,005

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.

Some of the barriers to learning for disadvantaged children include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

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.

The use of the pupil premium grant is planned and targeted to help reduce the barriers that children may face. We believe that with the correct support all children can reach their full potential. 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 ultimate aims are to:

- Remove barriers to learning created by poverty, family circumstances and background.
- Narrow the attainment gap between disadvantaged pupils and their non- disadvantaged peers both within school and nationally.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience towards their learning and in life.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- To enjoy learning and have a positive experience of school.

Our strategy to achieve our aims lies in our commitment to overcome identified barriers by ensuring:

- We provide a programme of high quality CPD for all staff driven by the School Improvement Plan and their own personal development targets; thus ensuring all pupils access first quality teaching across the curriculum.

- Our staff work closely with the SENDCO to regularly review data and provide targeted intervention whether that be 1:1 or small group work in a timely manner to quickly address any identified gaps in learning .
- That a proportion of funding enables all pupils to access trips, residential, visits and first hand experiences.
- All teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Additional learning support
- A range of enrichment experiences within sports, music and arts to enable each child to develop their own characteristics and interests.
- 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>Closing the gap:</p> <p>Internal data shows that the progress and attainment in reading, writing and maths of Pupil Premium Children was below that of their peers</p>
2	<p>Phonics & Early Reading:</p> <p>Assessments show that disadvantaged pupils generally do not achieve as well in phonics and reading 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. This means that they may find it difficult to understand simple instructions or to answer simple questions.</p> <p>In the 2021-22 Y1 Phonics check 55% of children (5/9 children) passed the screening and with 22% (2/9 being PP). In the 2021-Y2 Phonics re-sit 40% (2/5) of pupils passed the re-check with 60% (3/5) still need to pass.</p>
3	<p>Attendance:</p> <p>Many of our PP pupils have attendance and punctuality issues with FFT Aspire showing FSM6 pupil's attendance standing at 90.3% for PP pupils vs. 94.04% for non-pupil premium.</p>
4	<p>Well being and Mental health:</p> <p>Pupils, especially vulnerable pupils, well-being needs, including supporting mental health and pupils exposed to safeguarding concerns are met.</p>
5	<p>Limited cultural capital and enrichment experiences:</p> <p>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 reading, writing and mathematical attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • KS1 and KS2 reading, writing and maths outcomes up to 2025/26 cycles demonstrate an upward trend in the attainment of disadvantaged pupils and the gap to non-disadvantaged has reduced.
Improved phonics outcomes so that every child is a reader	<ul style="list-style-type: none"> • Phonics outcomes at the end of Year 1 (and subsequent resits) will show an increase in the number of children, particularly the disadvantaged, achieving the expected standard. • Children are taught a well sequenced and consistent phonics programme and where children need to catch-up, they will receive a high-quality intervention.
Improved percentages in attendance and punctuality for the most disadvantaged pupils, resulting in a closure in the attendance gap between PP and non-PP pupils.	<ul style="list-style-type: none"> • A robust analytical system for monitoring and celebrating attendance will be in place, managed and overseen by a member of office staff. • Breakfast Club and after-school clubs are used to support children to be on-time and with enrichment. • Attendance improves for disadvantaged pupils to be in line with national figures. • Regular attendance conversations and meetings support families to improve their child’s attendance levels
Improved wellbeing, behaviour and mental health for disadvantaged pupils where concerns are identified, resulting in support being put in place	<ul style="list-style-type: none"> • Pupils, especially vulnerable pupils, well-being needs, including supporting mental health and pupils exposed to safeguarding concerns are met.
To provide support for families to ensure our provision, wider offer and enrichment is available to all.	<ul style="list-style-type: none"> • To ensure that, as an inclusive school, provision is available for all. • Disadvantaged families feel supported, as children are able to access educational visits, wider enrichment and school provision without / with reduced cost. • Pupils’ confidence, self-esteem and attainment is supported through access to enrichment outside of school hours.

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: **£ 8,142.00**

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 style="text-align: center;">£2,139</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 style="text-align: center;">Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
<p>Purchase and staff training for new systematic, synthetic phonics scheme – FFT Success for all - and the resources to ensure fidelity to this scheme.</p> <p style="text-align: center;">£2,220</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 style="text-align: center;">Phonics EEF (educationendowmentfoundation.org.uk)</p>	2
<p>Improve the quality of social and emotional (SEL) learning through the purchase of a rigorous, sequential and progressive PSHE curriculum.</p> <p style="text-align: center;">£750</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 – Jigsaw - 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 style="text-align: center;">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotion_Learning.pdf</p>	ALL

<p>Purchase of awards and accolades for pupils to raise the profile of good behaviour, hard work and successes.</p> <p style="text-align: center;">£500</p> <p>Creation of whole school values system, underpinned by newly formulated rewards system and mission statement</p> <p style="text-align: center;">£898</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 style="text-align: center;">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p style="text-align: center;">ALL</p>
<p>Purchase additional handheld devices/software to support pupils in engaging with their learning.</p> <p style="text-align: center;">£220</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 & feedback.</p> <p style="text-align: center;">£100</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 style="text-align: center;">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf</p> <p style="text-align: center;">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p style="text-align: center;">ALL</p>
<p>To further embed VIPERS scheme and resources to support this whole school approach.</p> <p style="text-align: center;">£150</p>	<p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p style="text-align: center;">Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p style="text-align: center;">1</p>
<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 style="text-align: center;">£750</p>	<p>The purchase of high-quality, engaging, well-matched texts have been purchased to further engage children with reading.</p> <p style="text-align: center;">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p style="text-align: center;">1</p>
<p>Ensure the high quality, consistent teaching of mathematics across</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for</p>	<p style="text-align: center;">1</p>

<p>the school, using a White Rose CPD & approach, enabling all learners to engage and succeed in their lessons.</p> <p>£550</p>	<p>Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£11,045**

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>£4,000</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
<p>TA support to deliver additional Phonics sessions targeted at disadvantaged/low attaining pupils who require further phonics support. This will be delivered to pupils across KS1 and LKS2.</p> <p>LKS2: £1,500 KS1:£2,500</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2
<p>TA to deliver a range of strategies, 1:1 support work in school and support daily reading for those who do not</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p>	ALL

<p>access this provision at home (Inc. recovery funding)</p> <p>£2,500 inc. resources</p>	<p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Purchase of Toe by toe and Power of 2</p>	
<p>Play based therapies and nurture support</p> <p>£500</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 children or groups of children who might benefit from the additional support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	ALL

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

Budgeted cost: £ 2,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support the self-esteem and confidence of vulnerable pupils by supporting families to fund uniform.</p> <p>£300</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</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 support families with gifts and food shopping at Christmas</p> <p>£400</p>		
<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</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>	All

£2,150	Pupils are able to access peripatetic music lessons, including the loan of an instrument from Inspire music tuition.	
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Total budgeted cost: £22, 037 (£4,032 overspend)

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Due to small numbers of PP children and small cohorts this is not necessarily 'useable' data.

	Measure	BPS All	BPS PP	National All	County All
EYFS	GLD	55.6% (5/9)	75% (3/4)	65%	49.7%
Y1	Phonics	55.6% (5/9)	0% (0/2)	75%	77%
Y2	Phonics	50% (2/4)	66.7% (2/3)	87%	88%
KS1	Reading (EXP)	66.7% (10/15)	0% (0/4)	67%	67%
	Reading (GD)	20% (3/15)	0% (0/4)	18%	17%
	Writing (EXP)	60% (9/15)	0% (0/4)	58%	59%
	Writing (GD)	0% (0/15)	0% (0/4)	8%	7%
	Maths (EXP)	66.7% (10/15)	0% (0/4)	68%	69%
	Maths (GD)	13% (2/15)	0% (0/4)	15%	14%
KS2	Reading (EXP)	66.7% (10/15)	100% (1/1)	74%	74.6%
	Reading (GD)	6.7% (1/15)	100% (1/1)	28%	27%
	Writing (EXP)	60% (9/15)	100% (1/1)	69%	70.7%
	Writing (GD)	0% (0/15)	0% (0/1)	13%	13.1%
	Maths (EXP)	66.7% (10/15)	100% (1/1)	71%	72.3%
	Maths (GD)	13.3% (2/15)	0% (0/1)	22%	22.7%
	Comb (EXP)	60% (9/15)	100% (1/1)	59%	59.1%
	Comb (HS)	0% (0/15)	0% (0/1)	7%	7.3%

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd.
Success for All Phonics	FFT
Jigsaw PSHE	Jigsaw
White Rose Hub	
Spelling Shed	Education Shed Ltd.
Reading Shed (VIPERS)	