

# 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	Beccles Primary Academy
Number of pupils in school	196 (including nursery - 202)
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Heather Thorne
Pupil premium lead	Heather Thorne
Governor / Trustee lead	Laura Pigney

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,220
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£120,110</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

Beccles Primary Academy is an average-sized primary school in Beccles, Suffolk. It sits at the edge of a large social housing estate on the outskirts of the town. It accommodates pupils from Nursery to Year 6. Currently, there are 196 pupils on roll including nursery. Each year group has an uneven spread of numbers, making class sizes varied in each key stage.

The school serves a community which in-part reflects considerable social and economic challenges. The proportion of disadvantaged pupils is high: 46% of current pupils are eligible for pupil premium funding. The school's IDACI deprivation indicator is 0.20, which is higher than the cluster (0.16) and the Local Authority (0.14).

35% (10) of Pupil Premium pupils also have Special Educational Needs of which 2 of these pupils have an EHCP.

We understand that effective, high-quality teaching is the most important factor in improving outcomes for disadvantaged pupils. It is proven to have the greatest impact on closing the disadvantaged attainment gap and will, at the same time, benefit the non-disadvantaged pupils in our school. Therefore, part of our pupil premium funding is allocated to ensure that all our children have their needs met through providing excellent provision and quality first teaching. Our curriculum is successfully designed to be ambitious and meet the needs of all our pupils, including those who are SEND and disadvantaged to develop their knowledge, skills and abilities to apply what they know and what they can do with increasing confidence and independence.

Through high quality targeted interventions, we aim to improve oral language, English and maths skills, address social, emotional and mental health concerns for all our pupils, especially those that are disadvantaged.

Our pastoral and well-being support is an integral part of our early help offer. Through this, we will work with our families to support and promote strong school attendance so that all our pupils are able to fully access the Beccles Primary experience and engage actively with their learning to maximise their potential – Inspiring Minds, Expanding Horizons.

## Challenges

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

Challenge number	Detail of challenge
1	Lockdowns in 2020 and 2021 meant there was a lack of face to face quality first teaching with some pupils not accessing the remote learning provided by the school, resulting in knowledge gaps in pupils' education. This has particularly affected disadvantaged and SEND pupils.
2	Poor communication skills on entry to the school for disadvantaged pupils, delaying the development of oracy, reading and writing skills for children within Early Years and Key Stage 1

3	High levels of social deprivation within the community with a large number of disadvantaged families along with those that are ‘Just About Managing’ (JAM) This restricts access to extracurricular clubs and enrichment activities such as cultural events and visits.
4	Persistent absence for disadvantaged children is much higher than national figures. When children are not in school, they are not learning and this has a huge impact on their attainment and progress.
5	An increased negative impact on pupils’ physical and mental health and well-being, possibly due to the pandemic.

## 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
1. To provide a robust recovery curriculum and specific additional academic opportunities to close the gaps in children’s learning due to missed education.	<ul style="list-style-type: none"> <li>Disadvantaged pupils will have the essential skills and knowledge to make rapid and sustained progress in their learning, ensuring they are ready for the next stage in their education.</li> <li>There will be a rising trend at the end of each key stage for all disadvantaged pupils meeting or exceeding the expected standard in all subjects.</li> </ul>
2. Targeted support in Early Years and Key Stage 1 to support language development and specific learning needs for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Disadvantaged pupils will achieve in line with their non disadvantaged peers in Early Years and KS1</li> <li>Language skills development will show a sustained improvement for targeted pupils in Early Years &amp; KS1</li> </ul>
3. To offer an enriched curriculum alongside after school activities that have reduced or no cost to all pupils.	<ul style="list-style-type: none"> <li>The school will offer a wide range of enriching events and activities, some built into the curriculum, that will engage all pupils, particularly those that are disadvantaged, which they might not otherwise have access to.</li> <li>These activities will demonstrate high participation levels among those pupils that are disadvantaged.</li> </ul>
4. To improve the attendance of pupils with persistent absence to be in line with national figures.	<ul style="list-style-type: none"> <li>Disadvantaged pupils’ attendance is in line with national figures by the end of 2024, particularly the persistent absence figure.</li> </ul>

5. To provide and source a range of resources available to pupils and their families, to support their physical & mental health and well-being.	<ul style="list-style-type: none"><li>● Disadvantaged pupils and their families will have access to and be supported by a range of targeted interventions and professional agencies.</li></ul>
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## 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: £ 19,037

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional RWInc resources to support reading at home in EY and KS1	EEF teaching & Learning Toolkit extensive evidence shows that Phonics has a high impact for a low to moderate cost. It also shows that parental engagement has a moderate impact for a very low cost based on extensive evidence	1, 2 & 5
CPD for all subject leads alongside regular release time to monitor and develop subjects and improve quality of teaching in all year groups	Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider. Teacher CPD may be a cost-effective intervention for improving pupil outcomes: while there are other interventions with a larger impact on pupil attainment, such as one-to-one tutoring (0.28), these programmes are typically far more expensive. <i>(Education Policy Institute Feb. 2020)</i>	1 ,2 & 3
HLTA – PE to improve and develop physical health & wellbeing of pupils across all classes To lead and coordinate afterschool activities.	Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve both educational and health and wellbeing outcomes. <i>(Public Health England March 2020)</i>	1,3 & 5

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

Budgeted cost: £ 50,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to deliver targeted Literacy interventions (RWInc Freshstart & FFT Wave 3 Reading Programme)	EEF Improving Literacy – recommendations: Use one to one and small group tutoring involving structured intervention. There is consistent evidence this approach supports children struggling with aspects of literacy.	1 & 2
To deliver Nuffield Early Language intervention in Early Years	EEF Teaching & Learning ToolKit Research evidence shows that oral language interventions have a very high impact for very low cost resulting in at least 6 months gain in development	1 & 2
KS1 Learning Support Assistants to deliver high quality 1-1 daily RWI intervention	EEF Improving Literacy – recommendations: Use one to one and small group tutoring involving structured intervention. There is consistent evidence this approach supports children struggling with aspects of literacy.	1 & 2

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

Budgeted cost: £ 54,596

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health and Wellbeing Champion to support children and families and to lead THRIVE across whole school	A 2018 review of published policies and information - Mental health and wellbeing provision in schools - was commissioned in response to the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative	2, 4 & 5

	that supports and promotes positive mental health. (DfE 2018).	
Suffolk County Council Educational Welfare Officer to work with families with high rate of persistent absence	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>There is a clear link between poor attendance and lower academic achievement</p>	2, 4 & 5
Pupil Pastoral, Behaviour and Welfare Lead to support children's social and emotional needs and wellbeing by specific pastoral interventions and behaviour support.	EEF research evidences that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including self-management of emotions and cognitive elements of learning.	1, 2, 3 & 5

**Total budgeted cost: £ 123,659**

## **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.

Internal assessments during 2020/21 suggest that the performance of disadvantaged pupils showed some successes but were not fully achieved due to the impact of the pandemic and school closures.

Laptops (in addition to those from DfE) and IT programme resources using redirected PPG funding ensured that our pupils had access to the online learning provided by school. During the Spring Term lockdown, we saw greater participation of all children, including our disadvantaged pupils, than the previous school closure the year before.

The professional development of all staff was delivered regularly by identified school staff within our team. This included upskilling Learning Support Assistants to use our online platform (SEESAW) effectively and support and development to teachers to deliver a high quality, remote learning curriculum.

The pastoral team continued to support children & families remotely, by offering specific online THRIVE activities, telephone calls and doorstep drops.

During the Autumn and Summer Terms, when pupils returned to school, we invested in developing and improving the quality first teaching across the school. A new Literacy programme -CUSP- was purchased, release time was allocated to subject leads to adapt their subject to include missed learning and additional curriculum resources to support the wellbeing of all pupils, were developed as part of the core offer within our curriculum.