

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	168 (including nursery - 185)
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 2023 – 2024 2024 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Heather Thorne
Pupil premium lead	Heather Thorne
Governor / Trustee lead	Carmel Jury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,340
Recovery premium funding allocation this academic year	£12,140
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	£128,480

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 185 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: 50% 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).

23% (19) of Pupil Premium pupils also have Special Educational Needs of which 4 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	KS1 outcomes indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in reading and writing.
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
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 recent 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. Improved reading, writing and maths attainment in KS1 for disadvantaged pupils	<ul style="list-style-type: none"> • There will be a rising trend at the end of each academic year for all disadvantaged pupils meeting or exceeding the expected standard in all subjects. • KS1 outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard in reading, writing and maths.
2. Targeted support in Early Years to support language development and specific learning needs for disadvantaged pupils.	<ul style="list-style-type: none"> • Disadvantaged pupils will achieve in line with their non disadvantaged peers in Early Years • Language skills development will show a sustained improvement for targeted pupils in Early Years
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"> • 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. • These activities will demonstrate high participation levels among those pupils that are disadvantaged.
4. To improve the attendance of pupils with persistent absence to be in line with national figures.	<ul style="list-style-type: none"> • Disadvantaged pupils' attendance is in line with national figures by the end of 2025, particularly the persistent absence figure.
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"> • Disadvantaged pupils and their families will have access to and be supported by a range of targeted interventions and professional agencies.

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: £ 23,150

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
Specific CUSP English CPD for KS1 class based staff, alongside release time, to develop and consolidate skills to improve quality of teaching within CUSP English curriculum	EEF Guidance report on Effective Professional Development (PD) demonstrates that this is a crucial role in improving classroom practice and pupil outcomes.	1,2 & 3
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: £ 53,000

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: £ 57,500

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).	
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
Purchasing a programme of Outdoor Learning - Wilder schools Programme	Research shows that healthier and happier children do better in school, and that education is an important determinant of future health. But education is not just about lessons within the four walls of a classroom. The outdoor environment encourages skills such as problem solving and negotiating risk which are important for child development. <i>(Council for Learning outside the Classroom)</i>	1, 3, 4 & 5

Total budgeted cost: £ 133,650

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021 - 2022 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and school level.

The key stage 1 reading and writing outcomes for disadvantaged pupils were considerably lower than those nationally. However, the maths outcomes at the end of key stage 1 for disadvantaged pupils were in line with the national figures for expected progress.

Key Stage 1	Reading	Writing	Maths	RWM
School Disadvantaged	40%	20%	70%	20%
School Non-disadvantaged	54%	46%	62%	39%
National Disadvantaged	52%	41%	52%	37%
National Non-disadvantaged	72%	63%	73%	59%

In 2021 – 2022, the progress and attainment of all pupils in key stage 1 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes in English for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils in key stage 1 has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils

The key stage 2 reading, writing and maths outcomes for disadvantaged pupils were all above national figures with reading for this group of pupils being significantly above the national data.

Key Stage 2	Reading	Writing	Maths	RWM
School Disadvantaged	81%	76%	57%	57%
School Non-disadvantaged	81%	62%	76%	57%
National Disadvantaged	62%	55%	56%	43%
National Non-disadvantaged	80%	75%	78%	66%

Absence among disadvantaged pupils was higher than their peers in 2021-2222 and persistent absence 6% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.