

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	160 (including nursery - 173)
Proportion (%) of pupil premium eligible pupils	43%
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 2023
Date on which it will be reviewed	July 2024
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	£102,325
Recovery premium funding allocation this academic year	£12,180
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	£126,850

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 173 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: 44% of current pupils are eligible for pupil premium funding. The school's IDACI deprivation indicator is 0.18, which is higher than the cluster (0.16) and the Local Authority (0.13).

17% 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 legacy of pandemic and current cost of living crisis.

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 / 2025 show that more than 75% of disadvantaged pupils meet 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: £ 15,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional RWInc and CUSP resources to support early reading, particularly 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 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

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

Budgeted cost: £ 58,000

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
Early Years & 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: £ 63,500

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, Welfare & Attendance 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, 4 & 5
Purchasing a programme of Outdoor Learning - Wilder schools Programme Forest Schools Country Trust	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 2022 to 2023 academic year.

Outcome 1: Improved reading, writing and maths attainment in KS1 for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022 - 2023 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, writing and maths outcomes for disadvantaged pupils were considerably higher than those nationally. However, the writing outcomes at the end of key stage 1 for all pupils were lower than the national figures for expected progress.

Key Stage 1	Reading	Writing	Maths	RWM
School Disadvantaged	89%	56%	89%	56%
School Non-disadvantaged	73%	36%	82%	36%
National Disadvantaged	54%	45%	56%	40%
National Non-disadvantaged	73%	65%	75%	61%

In 2022 – 2023, the progress and attainment of a combined score in reading, writing and maths for all pupils in key stage 1, was 10% below national expectations at 45%. This is due to the low attainment score in writing for all pupils, although our disadvantaged pupils were in fact above national figures in all subjects. The approaches we used to boost outcomes in English for disadvantaged pupils had the impact we anticipated so we will continue to support the pupils in this way.

Outcome 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

Early Years	Good level of development	Communication & language	Reading	Writing
School	64%	86%	93%	79%
National	67%	80%	71%	76%
School Disadvantaged	64%	91%	91%	82%
National Disadvantaged	52%	<i>Not known</i>	<i>Not known</i>	<i>Not known</i>

The 2022 – 2023 Early Years cohort was small with only 14 pupils in the class, of which 11 (79%) were disadvantaged pupils. Although the overall figure for a Good Level of Development was just below the national figure, the pupils achieved above national attainment for communication and language, reading and writing.

We will continue to place additional support and resources into Early Years for language and literacy development as our baseline figures for this cohort have evidenced that on entry, the pupils remain low in these main areas. This could be due to the legacy of the pandemic and the high levels of disadvantaged children within the year group.

Outcome 3: To offer an enriched curriculum alongside after school activities that have reduced or no cost to all pupils.

Through the Trust 11 before 11 programme, all pupils have the opportunity to participate in a wide range of activities with minimal or no costs to them. These include camping overnight on the school field, a weekend residential, whole dance activities and local trips to the theatre.

We offer Forest Schools to all our pupils as part of their yearly curriculum and for some pupils an opportunity to work throughout the year with the Country Trust.

45% of all pupils who access music through Rock Steady are disadvantaged and for these pupils, their lessons are heavily subsidised.

The majority of our after school clubs are free to all pupils and this ensures a high take up of those children who are disadvantaged. Alongside sport clubs we offer, Art, Drama, Choir, Musical Theatre and Lego clubs after school.

We will continue to offer a wide range of extracurricular activities and after school clubs that are subsidised or free to our pupils.

Outcome 4: To improve the attendance of pupils with persistent absence to be in line with national figures.

2022 – 2023	School	National
Attendance	93.5%	93.7%
Disadvantaged Pupils Attendance	92%	89.6%
Persistent Absence	21%	17.2%
Disadvantaged Persistent Absence	37.11%	37.9%

The figures for 2022 – 2023 show that our whole school attendance is broadly in line with national figures, but attendance for our disadvantaged pupils is slightly higher than the national average figure.

Persistent absence remains high for all pupils in the school at 21%, which is higher than the national figure, however our figures for disadvantaged pupils with persistent absence are in line with those nationally.

Outcome 5: To provide and source a range of resources available to pupils and their families, to support their physical & mental health and well-being.

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

Through the Inclusion Team at school, general and individualised support is offered to our pupils and families to try to meet their needs. This can range from practical support (food, clothing and toiletries from our school 'SHOP') to signposting families to other agencies through our own Early Help programme.

We work jointly with other organisations to offer courses to parents ranging from support with parenting to craft workshops and reading cafes.