

Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium) 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	Beckfoot Priestthorpe Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	19.8% (37 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023/24-2024/25
Date this statement was published	14.10.24
Date on which it will be reviewed	July 2025
Statement authorised by	Kate Cutting (Acting Headteacher)
Pupil premium lead	Kate Cutting (Acting Headteacher)
Trustee lead	John Winkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,659.33
Recovery premium funding allocation this academic year	£ no longer received
School-led Tutoring Grant	£ no longer received
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget	£77,000

Part A: Pupil Premium Strategy Plan 2024-2025

Statement of Intent

As a Beckfoot Trust School, our mission is to create a remarkable school where no child is left behind. At Beckfoot Priestthorpe Primary School, we have a school sentence that embodies this:

‘Beckfoot Priestthorpe community, working together to build the brightest futures’

To help us realise our school sentence, we have four principles which permeate through all we do:

- Be responsible – doing the right thing because it is the right thing to do
- Be respectful
- Be ready to learn
- Be kind

Whilst we recognise the challenges that our children face, we do not use these as excuses. Instead, we are determined that all pupils are given the best start in life, whatever their background and wherever they come from, through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. The school considers best ways to allocate Pupil Premium funding annually following rigorous data analysis and the careful consideration of the needs of the pupils. Interventions and activities are tracked throughout the year, evaluated and tweaked if necessary.

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- ☐ *whole-school strategies that impact on all pupils*
- ☐ *focussed support to target under-performing pupils*
- ☐ *specific support targeting pupil premium pupils*

As recognised by the EFF we acknowledge that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils and we intend to focus heavily on developing the quality of teaching through focused CPD for teachers and strong recruitment processes.

The Deputy Head teacher regularly evaluates pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place to make a difference for the most disadvantaged pupils.

We have several key aims for our disadvantaged pupils:

- To narrow the attainment gap between disadvantaged and non-disadvantaged children
- For all disadvantaged children to make or exceed national progress measures
- For all disadvantaged children to have at least 97% attendance
- To ensure all pupil premium children engage in wider curriculum enrichment activities

At Beckfoot Priestthorpe, we aim to ensure that our pupil premium and recovery funding is used effectively to ensure that gaps between disadvantaged pupils and non-disadvantaged (nationally) are closed.

Challenges

The table below details the key challenges to achievement that we have identified among our pupils eligible for pupil premium funding.

Challenge number	Detail of challenge
1	Increased social, emotional and mental health needs of children and families
2	Attendance and punctuality of disadvantaged children
3	Poor parental engagement
4	Lack of wider life experiences
5	Difference in attainment between PP children who have moved to the school in KS2 and those who joined us in Reception

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-25)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP children are ready to learn because they are supported with their emotional well-being	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent/carer surveys and teacher observations (more positive compared to current) • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Increase the attendance of PP children to prevent further gaps in learning	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers. • Punctuality for all pupils is $\geq 99\%$
PP children are making good progress in phonics/reading	<p>Improved language and vocabulary skills by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Improvements in KS1 and KS2 SATs (QLA of vocabulary based questions) • Children accessing the SHINE interventions led by trained staff where needed • Improvements in proportions of students (especially disadvantaged) <ul style="list-style-type: none"> ○ achieving the ELGs of 'speaking', 'comprehension' and 'word reading' ○ Students with an identified SLCN need on the SEND register make good progress towards their targets and achieve well

<p>PP children are closing gaps in maths</p>	<p>Improved mathematics outcomes demonstrated by:</p> <ul style="list-style-type: none"> • KS2 mathematics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. • KS1 mathematics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. • ELG number outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. • Y4 MTC outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard. <ul style="list-style-type: none"> ○ GDS or High Score for Mathematics exceeds national (other) figures
<p>All children participate in wider curriculum enrichment activities</p>	<p>Improved engagement in activities demonstrated by:</p> <ul style="list-style-type: none"> • A higher number of disadvantaged children accessing our after-school provision • All children in each class accessing their trips outside of school • PP funding used to support those who cannot afford trips and clubs • All year 6 children having the opportunity to go on a residential trip.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement coaching for staff on improving teaching</p> <ul style="list-style-type: none"> → Group and individual coaching on literacy and/or behaviour for learning → Deliberate practice used in CPD → ‘Professional Growth Trackers’ used to give small steps for improvement each week by SLT 	<p>Incremental next step coaching is proven to support teachers to get better:</p> <p>https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Incremental_Coaching_-_12-page_report_summary.pdf</p>	1, 2, 4, 5, 6
<p>Provide CPD for staff on supporting SEMH needs, ACEs, attachment and behaviour. Zones of regulation training from SENCO.</p>	<p>The EEF evidence from ‘Improving behaviour in schools’ recommends adopting a preventative approach to behaviour and targeted approached for children who struggle (Recommendations 1 – 5)</p> <p>This supplements the guidance from the EEF ‘SEND in mainstream schools’ recommendations 1 – 4</p>	1, 2, 3
<p>Embed Ark Mathematics Mastery curriculum</p> <ul style="list-style-type: none"> → Train key staff → Embed maths meetings (whole school) 	<p>The EEF found that schools adopting the Ark MM approach made on average 2 months extra progress per year.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery</p>	4, 5
<p>Provide CPD for staff on Read, Write, Inc, phonics and Get Writing!</p> <ul style="list-style-type: none"> → Train new staff → Observe and model specific sections from the program with deliverers. 	<p>The teaching of synthetic phonics is widely accepted to be the best way of teaching phonics. The RWI approach has paid dividends in similar schools and progress for all students, including disadvantaged is rapid when fidelity is shown to the programme:</p>	4, 5
<p>Embed ‘No Child Left Behind’ Plans by:</p> <ul style="list-style-type: none"> → Purchasing standardised diagnostic assessments for reading (PIRA) and maths Y1 - Y5 (PUMA) → Quality assuring actions within each year group’s plans to ensure the right interventions are happening at the right time 	<p>Standardised tests can 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>When feedback is done well, it can accelerate pupil progress exponentially. We will be using the EEF guide to support us in providing remarkable feedback</p>	4, 5

→ Making effective use of all available teaching time in the school day for pupil feedback (globally, in small groups and 1:1)	Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	3,4,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategically deploy PIW to deliver: structured nature sessions for vulnerable pupils.	We recognise that many of our disadvantaged students also have SEMH needs and require well trained staff to support them. We hope that by tackling this challenge area, attainment will also increase: EEF Improving Social and Emotional Learning in Primary Schools Guidance Report (2021): Recommendations 1-6	1, 2, 3, 5
Strategically deploy specialist TAs to deliver: Small group structured intervention sessions / tutoring → Reading in KS1 & 2 → Maths in KS1 & 2	TAs will complete interventions in the afternoon: EEF Making Best Use of Teaching Assistants Guidance Report: Recommendations 5 & 6	3, 4, 5
Strategically deploy PIW and another TA to deliver: structured lego therapy sessions for vulnerable pupils.	We recognise that many of our disadvantaged students also have problems with working with others and using their language to express what they want to do. We hope that by tackling this challenge area, attainment will also increase: EEF Improving Social and Emotional Learning in Primary Schools Guidance Report (2021): Recommendations 1-6	1, 2, 3, 5

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embed termly whole school incentives for families as part of the strategy to raise attendance and reduce persistent absence. 'Come to school every day, on time'</p>	<p>EEF Working with Parents to Support Children's Learning (2018): Recommendation 3</p>	<p>3</p>
<p>Early Help Lead Practitioner to be a visible member of the team to support parents to understand how to help their children learn (including parent workshops and drop-in sessions with lead practitioners).</p>	<p>EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4</p> <p>EEF Preparing for Literacy Guidance Report (2018): Recommendation 5</p>	<p>1, 3</p>

Total budgeted cost: £77,000

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 2023 to 2024 academic year.

- June 24: Y2 Phonics data 100% of children passed the check
- Y3 children who did not pass the phonics test at the end of Y2 continue to have daily phonics teaching.
- 85% of Y1 children passed the phonics screening June of 2024
- 67% of PP children passed the phonic screen.
- Daily phonics teaching continues in homogenous groups with progress accelerating.
- 82% of children in Y6 were at Expected+ at the end of Y6 which is higher than the national average.
- 56% of PP children in Y6 were at Expected+ at the end of Y6
- Children's counsellor supported PP children's emotional well-being. Many of these children also receive pastoral support from the PIW. This will continue as part of the strategy across school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics	Read, Write, Inc.
SHINE	Hodder Education
Ready to Progress	Ark Mathematics Mastery

Further information (optional)