

# Pupil premium strategy statement – Beacon Primary Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2026
Date this statement was published	01.12.23
Date on which it will be reviewed	April 2024
Statement authorised by	Lisa Wright
Pupil premium lead	Lisa Wright
Governor / Trustee lead	Greenwood Academies Trust – Emma Nuttall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,850
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£11,750 (estimated)
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,600

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after (or previously looked after) by the local authority and children of armed service personnel.

Our aim is to ensure our children have the potential and opportunities to accelerate progress, raise attainment and improve outcomes both academically and non-academic for our disadvantaged pupils at Beacon Primary Academy.

Our disadvantaged strategy identifies the challenges that this group of pupils' face and provides clear strategies to overcome and support these. The whole staff team have a shared vision that all pupils, whatever their background and situation, will have their needs met and have access to an inclusive, knowledge and skills filled curriculum.

### Challenges

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

Challenge number	Detail of challenge
1	Our Pupils require additional support top achieve their potential, academically, socially and emotionally.
2	On entry to school our Reception baseline indicates that our Pupil Premium pupils enter school significantly below age-related expectations. Communications skills, speaking and listening and vocabulary are limited.
3	Our Pupil premium families often have other complex needs and challenges (multiple disadvantaged). Extra support from a Family Support Worker, SEN Co-ordinator, Safeguarding Lead are used to support wider complex needs within the setting.
4	Opportunities for wider activities and experiences of the wider world can be limiting for our children to access. Therefore, aspirations and opportunities to experience wider opportunities are limited for some pupil premium pupils.
5	Outcomes for our pupils in Year 6 indicated that when our pupil premium pupils leave school, their core attainment is not always in line with non-disadvantaged pupils.

## 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
PP pupils to make good progress and diminish/close the attainment gap from their starting point.	<p>Internal data and pupils' learning outcomes reflect the strong progress that they have made.</p> <p>Target setting discussions with teachers sets ambitious targets for pupils.</p> <p>Termly pupil progress and intervention planning meetings have impacted on the focused provision for pupils.</p> <p>Pupils have been well supported in all lessons and receive a range of additional support to diminish/close the attainment gap.</p> <p>Quality first teaching is good or better and pupils have made strong progress – evidenced in their books and through pupil discussions.</p> <p>A range of interventions are used to support and track the progress of the specific needs of pupils on Insight.</p>
Pupils are well supported academically, socially and emotionally – resulting in being ready for the next stage of their learning journey.	<p>Pupils have self-belief and desire to achieve.</p> <p>Pupils are sociable and interact positively with others.</p> <p>Pupils have benefited from the emotional support that they have received and can use the strategies taught to self-regulate and remain calm.</p> <p>Pupils are aware of their strengths and areas of focus – this helps them to be independent in their continued emotional development.</p> <p>The Mental Health Support Team have worked with staff to identify pupils who require additional, specific support.</p> <p>Key interventions such as feelings detectives and Nurture Group provide targeted support for our children.</p>
Pupils will develop knowledge, skills and experiences that will support their future lives - providing them with self-belief and ambitious aspirations	The Skills Builder work has impacted on pupils, and they have developed key skills that will support their future access to education and employment.

	<p>Pupils have benefited from a well sequenced curriculum that focuses on key knowledge and skills.</p> <p>This is remembered and will support their future ambitions.</p> <p>Pupils have enjoyed a range of experiences that have enhanced their learning and promoted a greater awareness of their locality and the wider world.</p> <p>Pupils have an increased ambitions for the future and can verbalise these, linking to their awareness of the skills they will require</p> <p>Opportunities for our children to experience a range of vocational opportunities are planned throughout the year.</p>
Pupils to have good attendance and punctuality.	<p>Pupils have reached the national benchmark of 97% - as a cohort and individual.</p> <p>Where attendance has been a challenge, this has been well supported and, as a result, has improved.</p> <p>Parents have engaged with the Academy and understand the importance of strong attendance.</p>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of additional intervention teacher and support 1	EEF – Small group tuition – moderate impact/low cost +4	1

Implementation of English (writing) CPD.	A research informed approach to providing a consistent and language rich approach across the age ranges. EEF Effective Professional Development	1 and 3
Embedding phonics training for members of staff. - New and Existing	Consistency to a phonics approach is expected by the DfE, based on research evidence.	1 & 3
Training sessions for PSHE/RSE - Subject leaders All CTs/LSAs - Big Talk (RSE)	EEF Effective Professional Development	2 & 4
Training for intervention pastoral sessions - Friends/Feelings Detectives	Wider Strategies – Disadvantaged Strategy	1 & 4

Budgeted cost: £ *[insert amount]*

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maximise progress for all in both phonics and reading – ensuring children are reading regularly both at home and school.</p> <ul style="list-style-type: none"> <li>- staff training, especially to new CTs, to ensure specific skills are taught through daily phonics/ reading sessions.</li> <li>- Additional 1:1 or intervention sessions for identified PP children.</li> <li>- Invest in Accelerated Reader to promote a love of reading, provide detailed assessments to</li> </ul>	<p>EEF – Phonics – low cost/high impact +5</p> <p>EEF – Small group tuition – moderate impact/low cost +4</p> <p>EEF – 1:1 tuition – high impact/low cost +5</p> <p>EEF +3 – research evidence</p>	1 & 3

<p>inform provision and to ensure pupils have a book to match their needs.</p> <p>Encourage parental engagement, especially with phonics reading.</p>	EEF – Parental Engagement – low cost/high impact +4	
<p>To develop pupils' oracy and vocabulary.</p> <ul style="list-style-type: none"> <li>- Wellcomm training and interventions</li> </ul> <p>Elklan training implementation in the classroom – across the curriculum.</p> <p>The Drawing Club training implemented across the EYFS and Year 1 classes.</p>	EEF – Oral Language Interventions – low cost/high impact +6	1 & 3
<p>To further enhance the Maths provision and progress.</p> <ul style="list-style-type: none"> <li>- Access to quality resources (White Rose)</li> <li>- Maths on the Move Intervention</li> </ul> <p>Specific group interventions to address gaps in learning – QLAs to inform, alongside daily teacher assessment.</p>	Case studies completed – award winning approach and resources.	1 & 3

**Total budgeted cost:** £ 24 987

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Offer free access to our breakfast club to ensure a positive start to the day.</p> <p>Magic Breakfast</p>	Magic Breakfast based on research EEF +2	1, 2 & 5
<p>Offer free bagels to all pupils</p> <p>Magic Breakfast</p>	Magic Breakfast based on research EEF +2	1, 2 & 5

Families to receive additional support from our Family Key Worker and Educational Welfare Officer to overcome barriers for learning and attendance.	Wider Strategies – Disadvantaged Strategy – EEF 'Vital in improving attendance'	2 & 5
To provide specific pastoral support to identified pupils.	Education Psychologists recommend the programme based on research evidence. University of Nottingham study.	1 & 4
To embed Building Futures to increase aspirations and develop life skills.	CDI Framework based on research.	4
To respond to the individual needs of pupils/families. - Specific items needed to support learning at home - Specific items to support pupils self-confidence (uniform) To support access to experiences (trips)	Wider Strategies – Disadvantaged Strategy – EEF	1
One to One Music Session for individual children. Tutor to deliver 1:1 sessions with children and receive the lease of a musical instrument.	Wider Strategies – Disadvantaged Strategy – EEF	4

**Total budgeted cost:** £ 135 374

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Pupil outcomes – end of Academic year 22/23					
		<b>Result All Pupils at BPA</b>	<b>National or Local Data (All pupils)</b>	<b>Pupil Premium Pupils at BPA</b>	<b>Pupil Premium LA Data</b>
<b>GLD</b>		67%	LA: 64%	89%	49%
<b>Y1 Phonics</b>		90%	LA: 74.1%	86%	62%
<b>Y2</b>	Reading	70%	LA: 63.1%	47%	49%
	Writing	50%	LA: 53.1%	17%	37%
	Maths	57%	LA: 64.8%	40%	51%
	<b>Combined</b>	50%	TBC	TBC	TBC
<b>Y2 Phonics</b>		90%	LA: 62%	84%	62%
<b>Y6</b>	Reading	67%	Nat: 70.6%	57%	TBC
	Writing	84%	Nat: 64.9%	72%	TBC
	Maths	90%	Nat: 68.2%	78%	TBC
	<b>Combined</b>	67%	Nat: 58%	57%	TBC

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Twinkl Phonics	Twinkl
White Rose – Premium	White Rose
TT Rockstars	TT Rockstars
1Decision	1Decision
Classroom Secrets	Classroom Secrets



Grammarsaurus	Grammarsaurus
Music Express	Music Express
Key Stage History	Key Stage History
Kapow	Kapow

