

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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	Beckers Green Primary School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025 (23-24)
Date this statement was published	4 <sup>th</sup> September 2023
Date on which it will be reviewed	31 <sup>st</sup> August 2024
Statement authorised by	Governing Body
Pupil premium lead	Emma Carvalho – Deputy Headteacher
Governor / Trustee lead	Vicky Powell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,490
Recovery premium funding allocation this academic year	£15,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£181,570</b>

# Part A: Pupil premium strategy plan

## Statement of intent

This details our three-year strategy, which proposes the spending of the Pupil Premium funding for 2022-2025 at Beckers Green Primary School. Our school is committed to closing the gap in attainment of the children entitled to the Pupil Premium Grant. Following the extended school closure due to the Coronavirus Pandemic, the EEF (2<sup>7th</sup> June, 2021) found that pupils from disadvantaged backgrounds experienced higher levels of learning loss compared to non-disadvantaged peers. This is also the finding at Beckers Green. In order to limit the impact of the Coronavirus pandemic on all pupils, including those from disadvantaged backgrounds, Beckers Green Primary will adopt a systematic strategy, which is dedicated to improving outcomes. Underpinning our strategy are four interrelated elements: relationships, metacognition and self-regulated learning, social, emotional and mental health and language development and comprehension. These elements are highlighted in bold throughout our strategy in order to draw continual reference to their prevalence.

High Quality Teaching, including high quality in-class provision, is central to our plan and provision as research has found that HQT has the biggest impact on our most vulnerable learners. The 2019 EEF Guide the Pupil Premium states that, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' For this reason, we are committed to ensuring that our children are taught by teachers or experts and supported by skilled Learning Support Assistants.

Further to this, in order to combat the barriers to the academic and wider successes, we are committed to targeting interventions and experiences to boost progress. For this to be successful, it requires strong relationships with families and the wider community. At Beckers Green Primary School, we are committed to forging these relationships.

In order to ensure our strategy is successful we ensure that we:

- Ensure that all disadvantaged children are quickly identified and known to class staff. We will ensure that needs and barriers to progress are identified through assessment, observation, parent contact and pupil voice.
- Ensure that academic needs are met through Quality First Teaching and that pastoral needs/wider barriers are discussed and addressed.
- Regularly review the progress of all children, including those who are entitled to Pupil Premium funding. This will be done at first level by the class teacher, with further analysis by the Headteacher and Deputy Headteacher. Changes to implementation should happen where impact is not clear. We will ensure that conversations with parents regarding progress will be ongoing.

### What are the aims of the Pupil Premium?

The purpose of the Pupil Premium is to raise the achievement and aspirations of disadvantaged groups of children – in Essex the performance of disadvantaged pupils is lower when compared to their peers\*. Levels are also expected to fluctuate as a result of the Covid-19 pandemic. The Premium is intended to help schools to provide targeted support to improve the life chances of children from lower income families and young people who face additional challenges in their lives, so that they can reach their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Academic attainment</b> Assessments, observations and discussions indicate that there are inconsistencies and gaps in core subject skills knowledge. This is particularly true of writing, which is showing the biggest post-pandemic impact.
2	<b>Self-regulation and metacognition</b> Discussions with pupils and observations indicate that there are low levels of self-regulation and metacognitive skills. Improving these skills will improve pupils' ability to assess personal levels of understanding and subsequent next steps – therefore developing increasingly independent learners
3	<b>Oral skills and vocabulary</b> We have observed a high incidence of speech and language need – 50% of children with Communication and Interaction needs are disadvantaged
4	<b>Attendance</b> Following the pandemic, we continue to witness increased levels of low attendance and punctuality
5	<b>Social, Emotional and Mental Health</b> Assessments and observations during the lockdown and on the return to school have shown an increase in social and emotional difficulties, including lower levels of confidence and self-esteem, with higher incidence of anxiety.
6	<b>Life experiences</b> The pandemic decreased the opportunity for pro-social and enriching experiences outside of school – this is evident through pupil voice conducted summer 2022
7	<b>Home-school relationships and positive home learning</b> Assessment and observations show inconsistent engagement in home learning.

## 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
Closure of attainment gap in reading, writing and maths through the provision of High Quality Teaching	<p>Reading and writing forming part of the school SDP, including CPD for teaching staff and development of strategies for improvement</p> <p>All classes to receive additional adult support in order to target learning gaps and progress learning in lesson time</p> <p>Support staff to receive relevant CPD on current strategies and teaching methods in order to ensure that they are equipped to identify gaps and progress learning in lesson time</p> <p>Lessons to be led by a qualified teacher or subject specialist</p> <p>Any barriers to learning and gaps identified early</p> <p>Appropriate planning to support and challenge all pupils</p> <p>Targeted support provided, either in-lesson or through interventions</p> <p>Continual assessment of progress conducted by teacher, with amendments to planning as necessary</p> <p>Children to make in excess of six steps of progress (as measured on Target Tracker)</p>
Children who are not making expected or accelerated progress from Quality First Teaching alone will have targeted support in order to meet need, including children with S&L, SEN, <b>SEMH</b> and EAL requirements	<p>Identify children who are not making the expected levels of progress</p> <p>Conduct a professional discussion with colleagues regarding need and appropriate support to meet these – including Pastoral Support Manager when appropriate</p> <p>Termly tracking of data by teachers and SLT</p> <p>Termly progress meetings and regular observations to monitor impact</p>
<b>Improved oral language skills and vocabulary</b>	<p>Forms part of the school SDP</p> <p>Subject action plans to detail how oracy can be promoted throughout the curriculum</p> <p>Children screened for S&amp;L using Welcomm when starting in EYFS</p> <p>Referrals made to SaLT service during the Autumn term</p> <p>Children supported in school using Talkboost and targets supplied on SaLT plans</p>

	Teachers to have a focus on promoting oral sentence construction during lesson time
<p><b>Children to have improved knowledge of how they learn, their level of understanding and how to progress through explicit teaching of metacognitive skills.</b></p> <p><b>Children to continue to develop their self-regulation skills in order to be emotionally ready to learn.</b></p>	<p>Staff meetings are held to deliver strategy on metacognition and implementation in the classroom. Pastoral Support Manager to continue supporting staff and children with self-regulation through resources and language</p> <p>Resources to be evident in classroom displays</p> <p>Teachers to be using sentence stems to promote oral delivery</p> <p>SLT to observe in-lesson impact</p> <p>Pupil voice conducted to ascertain the level of understanding</p>
Children to have access to a wide range of experiences	<p>Curriculum Lead to monitor coverage and opportunities for local cultural experiences where practical</p> <p>A range of extra-curricular clubs to be offered</p> <p>Extra-curricular uptake to be monitored by PE Lead</p>
Ensure that all children have their physiological needs met in order to be able to learn	<p>Subsidised breakfast club places, where required</p> <p>Subsidised curriculum-linked trips, where required</p> <p>Provide new uniform and PE kit, where required</p>
<b>Continual improvement of home-school relationships</b>	<p>SLT to be available outside of school every morning in order to greet parents and children</p> <p>Termly parent-teacher informal meetings focussed on supporting home learning</p> <p>Provision of Family Support Worker</p> <p>Restart of 'Cook your dinner' initiative for parents of EYFS starters</p>
Improved attendance	<p>Attendance to be monitored by Attendance Officer weekly</p> <p>Phone calls made daily to non-attendees</p> <p>SLT to make home visits where appropriate</p> <p>Continue to build home-school relationships</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: £130,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that children are taught by qualified teachers or skilled staff (PE, music, languages) and all classes have the benefit of skilled additional adult support – regardless of SEND need. This will include regular CPD for all staff employed by the school.</p> <p>Teaching staff to ensure that lessons support and challenge all pupils</p>	<p>In the 2019 EEF Guide the Pupil Premium, it is noted that ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’ For this reason, PPA will be covered by a qualified teacher, PE specialist or French tutor (skilled LSA).</p> <p>By continuing to develop the skills of our Learning Support Assistants, we aspire to maximise the benefit of all staff during lesson time - assessing understanding and addressing misconceptions of the children who they are working with. This is outlined as part of the draft OFSTED Inspection Framework 2019 on how schools will be judged on implementation: ‘They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary’.</p>	1, 2, 3

<b>Promotion of oral language and vocabulary skills</b>	Recent work on addressing educational disadvantage states that language is the key to accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together and in developing <b><u>relationships</u></b> with adults and peers. Unfortunately, the same recent work also found that there is a 27% language gap at age five between the lowest income quintile and the highest*.	3
Collaborative learning ethos to continue, deepened by a whole-school focus on <b><u>metacognition</u></b> .	Beckers Green school is committed to encouraging children to become life-long learners, and metacognition supports this. The Faculty of Education at Cambridge University states in its paper titled <i>What are the benefits of metacognition?</i> That 'metacognition can boost your academic performance because in a way what it does is that it develops a teacher within yourself.' The recent work on addressing educational disadvantage* states that 'it is important for teachers to explicitly teach metacognitive skills' and outlines this area as a core part of any Disadvantaged Strategy.	2

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

Budgeted cost: £19,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
-A range of targeted interventions are provided to	In the 2019 EEF Guide the Pupil Premium, it states that 'evidence consistently shows the positive	1, 3

<p>support identified need – small groups or one to one support.</p> <p>-PhAB bought to assess phonological awareness of children who are presenting with difficulties</p> <p>-EAL provision through a trained LSA (2.5 days) and HQT</p> <p><b><u>-Speech and language support</u></b>, including assessment through Welcomm and intervention through Early Talkboost</p> <p>-Assessment programmes (such as Lexplore) used in order to identify potential areas of difficulty</p>	<p>impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.'</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Focus on social, emotional and behavioural aspects – to develop the emotional well-being of all children:</u></b></p> <p>-TPP completed by all staff</p> <p>-Updated Behaviour Management Policy linked to TPP implemented and delivered to all staff</p>	<p>Ensuring all children are 'emotionally' ready for learning is vital. The Education Endowment Foundation has shown that effective behaviour programmes can impact on pupil's progress by 3 months and <b><u>SEMH</u></b> appears as a core value in recent work*. Further to this, Maslow's Hierarchy of Needs states that emotional wellbeing (including feeling belonging) is key (after physiological</p>	5



<p>-A Pastoral Support Manager is employed to support individuals with emotional well-being. Strategies implemented in class</p> <p>-Learning mentor provision</p> <p>-Interventions designed to target specific barriers for specific children, e.g. Lego Therapy and Zones of Regulation</p> <p>- Provision of high-quality music tuition (PPA cover and teacher CPD)</p>	<p>and safety needs) to motivating humans.</p> <p>Research (Sage Journals, 2017) shows that musical learning promotes an increase in IQ, benefits in gross and fine motor control and improved focus. Further research (University of Westminster, 2016) notes that brain scanning studies have seen an increase in nerve fibres connecting the left and right side of the brain in musicians compared to non-musicians of the same age.</p>	
<p><b><u>Focus on enrichment beyond the curriculum – to provide a range of opportunities for all children:</u></b></p> <p>-Subsidised breakfast club places are available for working parents on request</p> <p>-Funding for residential and day trips considered.</p> <p>-School uniform, PE kits and curriculum support materials are held in school and available for any child to own if parents cannot provide it.</p> <p>-Curriculum support packs sent home during half term school holidays to engage children in the broader curriculum and provide enriching opportunities.</p>	<p>Beckers Green school is committed to developing a rich and varied curriculum, which offers a wide range of enriching opportunities for all children. We have been careful to consider opportunities to draw learning from our local environment where appropriate, as a tangible point of reference for our children.</p> <p>The importance of this is evident in the draft OFSTED Inspection Framework 2019 which states, ‘the curriculum extends beyond the academic, technical or vocational and provides for learners’ broader development, enabling them to develop and discover their interests and talents.’ Therefore, at Beckers Green we believe that children from disadvantaged backgrounds should have the same opportunities as their peers, including access to educational resources at and around home.</p> <p>As above, Maslow’s Hierarchy of Needs states that emotional wellbeing is key to motivating</p>	<p>6</p>

	humans. For this reason, at Beckers Green we believe that no child should miss out due to a lack of uniform, PE kit or financial ability to go on a school trip.	
<p><b><u>Focus on family and community – aimed to improve parental engagement and build relationships:</u></b></p> <ul style="list-style-type: none"> <li>-SLT available each morning to meet with parents as needed</li> <li>-Extended teacher termly and initial ‘new year’ meetings with parents of children eligible for Pupil Premium funding. Meetings designed to build relationships and discuss how parents can best support their children at home.</li> <li>-Funding for a Family Support Worker to support with difficulties at home.</li> <li>-Staff to update videos on the school website as needed to reflect current teaching practice. This will allow parents to see how skills are taught in the classroom.</li> <li>-Free School Meal check</li> <li>-Bring A Dish (cook your dinner) sessions – parents and children (EYFS) are taught how to cook an evening meal by the Catering Manager, with</li> </ul>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. The Education Endowment Foundation has found that favourable parental involvement can accelerate children’s progress by 3 months. In addition, the importance of <b><u>relationships</u></b> is a core value in recent work*. For this reason, at Beckers Green we want to nurture working relationships with parents and support them to encourage their child’s educational journey.</p>	4, 7

EYFS staff and SLT present in order to build <b><u>relationships</u></b> in a relaxed setting.		
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\*Source: Marc Rowland, Unity Research School and Essex County Council (2021)  
Addressing Educational Disadvantage in Schools and Colleges

**Total budgeted cost: £165,108**

## 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 2022 to 2023 academic year.

Much of our previous strategy was based on the long-term upskilling of support staff in order to promote outcomes in lesson time. Pupil Voice was conducted in Summer 2022, which concluded that children felt supported by the adults in the classroom and that they promote learning opportunities. Further to this, a staff survey (also Summer 2022) concluded that the upskilling programme had positively impacted on the knowledge and confidence of support staff to effectively identify and address gaps during lesson time. Training has continued and is regular. All staff have undertaken training on the new phonics programme, Little Wandle and also reading fluency training. CPD continues to be a focus for all staff.

The impact on the KS2 academic achievement of pupils in the last year is below, showing the outcomes for all pupils, including those who are classified as disadvantaged.

All pupils	2022	2023
<b>Reading</b>	60%	72%
<b>Writing</b>	50%	50%
<b>Maths</b>	70%	89%

RWM combined for disadvantaged pupils	2022	2023
Expected Level	40%	50%
Greater Depth	10%	6%

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**