

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Beckfoot Heaton Primary School
Number of pupils in school	544
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	23-24
Date this statement was published	December 23
Date on which it will be reviewed	April 2024
Statement authorised by	Zoe Mawson
Pupil premium lead	Laura Burgin
Governor / Trustee lead	Sue Pierce – Disadvantaged director for our trust.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Primary PP £306,940 LAC PP £20, 240 EYS PP £5, 393
Recovery premium funding allocation this academic year	£30,160
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	£362,733

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy, we recognise the importance of considering the context of the school and the subsequent challenges faced. We will use research conducted by the EEF and recognised literature (such as 'Teach Like a Champion' by Doug Lemov) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged pupils can include weak language and communication skills, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'. As recognised by the EEF 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 key principles of our strategy:

- Promote an ethos of attainment for all, with no child left behind.
- Individualised approaches to address barriers
- High quality teaching
- Focus on outcomes for individuals
- Best staff work with disadvantaged pupils
- Decisions based on data and respond to evidence
- Clear, responsive leadership, setting high aspirations and responsibility for raising attainment to all staff.

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change. We also ensure that to make the biggest difference we focus on a small number of strategies.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- For all disadvantaged pupils to have attendance of 95% or above.
- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for all disadvantaged children
2	Parental engagement
3	Attainment gaps between PP and non-PP.
4	Lack of life experiences
5	Financial deprivation of disadvantaged children
6	Poor mental health of children and families

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
Attendance gap of PP pupils and non-PP pupils to reduce.	Attendance of PP pupils to be in line with national non-PP pupil average %
Increased focus and awareness of PP pupils by all class teachers, with regular professional dialogues taking place with pupils and parents.	Regular contact with home. Pupil Premium a standard item in pupil progress meetings. High engagement of PP parents at school events such as parent evenings. Learning conversations following PD points for targeted pupils.
PP pupils' progress improves in all year groups.	Progress data particularly for Y6 shows a narrower/narrowing gap. The difference between PP KS2 pupils' attainment compared to targets is comparable to non-PP pupils.
Quality first teaching in all classrooms, considering principles of effective classroom practice	QA process identifies that all pupils experience lessons that enable at least good progress to be made.
Pupil premium pupils to participate in a wide range of extra-curricular activities offered at Beckfoot Heaton Primary school.	Tracking of extra-curricular sessions used to prioritise and direct PP pupils to engage.

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: £113, 373

Activity	Evidence that supports this approach
Appointment of research champion for retrieval to establish and implement retrieval strategy to ensure all pupils know more and remember more.	EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams.
Inclusion CPD focusing on QFT, scaffolding, ISPs, pre teaching, overlearning and classroom environments.	EEF special needs in Education guidance report.
Senior leader directed to oversee inclusion strategy and middle leaders.	Successful schools ‘have clear, responsive leadership.’ DFE ‘Supporting the Attainment of disadvantaged pupils: articulating success and good practice’ EEF Implementation Guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’.
Three band 8 inclusion support leaders to drive the inclusion strategy including SEMH.	EEF special needs in Education guidance report EEF Toolkit – Behaviour interventions: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). EEF Toolkit - Social and emotional learning approaches have a positive impact, on average, of 4 months’
OPAL CPD, middle leader directed to lead implementation.	EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams.
Specific middle leaders continue to develop an aspiration strategy that provides a rich curriculum which embeds EDI, core work related skills, exposure to careers, a wide range of visits and visitors.	EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams.
Implementation of Maths Mastery scheme using Maths Mastery CPD and support package. Focus of Maths lead to QA teaching and learning in Maths.	EEF – Mastery learning +6 months impact for maths

Non class based phonic lead to QA phonics strategy implementation and provide CPD to raise quality of T&L.	EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams.
Ensure appropriate assessment tools are used consistently across school through CPD and monitoring.	EEF project evaluating professional development programmes, which enables schools to embed formative assessment practices +2 months impact.
Ensure appropriate feedback strategies are used consistently across school through CPD and monitoring.	EEF toolkit – Feedback: Providing feedback is well-evidenced and has a high impact on learning outcomes +6 months impact.

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

Budgeted cost: £147, 997

Activity	Evidence that supports this approach
HLTAs directed to school led tutoring and to provide additional capacity to support disadvantaged children in order to close attainment gaps.	EEF Toolkit – Teaching Assistant Interventions - Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. EEF – Making Best Use of TAs guidance report. EEF Toolkit – Small group tuition +4 months impact. DFE – School Let Tutoring Guidance +4 months impact.
Targeted Year 6 Maths boosters after school.	EEF Toolkit – extending the school day +3 months impact.
Cognition and learning additionality for children with identified SEND from the inclusion team.	EEF special needs in Education guidance report.
Targeted learning conversations following data points led by class teachers and middle leaders.	EEF – Parental Engagement +4 months impact.

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

Budgeted cost: £107, 053

Activity	Evidence that supports this approach
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AHT directed to lead parental strategy.	EEF – Parental Engagement +4 months impact.
Invite parents to specific training events: Phonics, Empowering Mothers, NEESIE and coffee mornings which include presentations.	EEF – Parental Engagement +4 months impact
Targeted Place2Be mental health sessions to build confidence and self-belief.	EEF Toolkit – Metacognition and self-regulation: The potential impact of metacognition and self-regulation approaches is high, +7 months impact on progress.
Targeted counselling for children with specific SEMH needs.	EEF special needs in Education guidance report. EEF Toolkit - Social and emotional learning approaches have a positive impact, on average, of 4 months.
SEMH and nurture additionality for children with identified SEND from the inclusion team.	EEF special needs in Education guidance report EEF Toolkit - Social and emotional learning approaches have a positive impact, on average, of 4 months.
Free breakfast club before school and breakfast provided in class across school.	DFE Breakfast clubs in high deprivation schools research project and evaluations states - Schools generally reported improvements in concentration and in behaviour from pupils attending breakfast clubs. Schools attributed this in part to children not being hungry, and in part to the new routine of the breakfast club which allowed pupils to settle into school more calmly and be more ready to learn when lessons started.
Attendance officer employed to track and monitor attendance, spot patterns and follow Trust policy. Challenges poor attendance and lateness and provides strategies to support parents in improving. Liaising with teachers to provide appropriate home learning for extended absence and encourages children to access online learning available on school website.	DFE Improving school attendance: support for schools and local authorities' guidance.
Child protection officer employed to provide advice and support for families who are experiencing safeguarding or financial issues.	DFE Working together to safeguard children states that 'Providing early help is more effective in promoting the welfare of children than reacting later'
Disadvantaged pupils targeted for free after school clubs. Provide a wide variety of clubs to meet the needs of the pupils.	EFF – Arts Participation +2 months impact EFF – Sports Participation +2 months EFF “think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”

<p>Hardship fund to prevent PP pupils from being unable to access enrichment opportunities, have resources and equipment for learning and can get to school, e.g. food parcels, taxis, devices, uniform, trips, new baby packs, Christmas presents, access to food banks.</p>	<p>DFE Working together to safeguard children states that 'Providing early help is more effective in promoting the welfare of children than reacting later'</p>
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Total budgeted cost: £368, 423

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcomes	Outcomes
Attendance gap of PP pupils and non-PP pupils to reduce.	Attendance of PP pupils is now 94.25% which is in line with national non-PP pupil average of 94.4%
Increased focus and awareness of PP pupils by all class teachers, with regular professional dialogues taking place with pupils and parents.	Regular contact with home resulted in high engagement of parents of pupil premium pupils at school events such as parent evenings and enabled parents to support learning at home. A focus on pupil premium as a standard item in pupil progress meetings resulted in precise catch-up actions being employed which impacted positively on outcomes.
PP pupils' progress improves in all year groups.	End of key stage 2 data shows that disadvantaged pupil outcomes were better than non-disadvantaged pupil outcomes in reading and writing. End of key stage 1 data shows that outcomes for disadvantage pupils are in line with those for non-disadvantaged pupils. In school data shows that outcomes for disadvantaged pupils for reading and writing are in line with outcomes for non-disadvantaged but there is a gap in Maths with disadvantaged pupils performing less well.
Quality first teaching in all classrooms, considering principles of effective classroom practice	QA process identified that all pupils experience lessons that enable at least good progress to be made; this is reflected in end of key stage 1 results that are in line with national and end of key stage 2 results which exceeded national in several subjects. In school data is in line with or exceeding local authority and national juniper data.
Pupil premium pupils to participate in a wide range of extra-curricular activities offered at Beckfoot Heaton Primary school.	A wider range of extra curriculum opportunities have been offered to pupils including sports, arts and music clubs.