



Pupil Premium Strategy Statement 2023-24

School overview

Metric	Data
School name	Beckfoot Nessfield Primary School
Pupils in school	271
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£79,500
Academic year or years covered by statement	2023-24
Publish date	02.10.23
Review date	02.10.24
Statement authorised by	Linda Hanson
Pupil premium lead	Linda Hanson
Board lead	

Disadvantaged pupil progress scores for last academic year 2019 and unmoderated 2022

Measure	Score 2019	Score 2022	Score 2023
Reading	-2.1	1.6	-1.5
Writing	-3.2	0.6	-2.8
Maths	-5.8	3.1	-1.2
Y1 Phonics	40%	78%	85%

Strategy aims for disadvantaged pupils

Measure	
Meeting expected RWM standard at KS2 (10 chn)	60%
Achieving high standard RWM at KS2 (10 chn)	10%
Measure	Activity
Priority 1	To ensure PP children are on track to achieve ARE in Reading, Writing and Maths from Y3 to Y6

Priority 2	To ensure all PP children in Y1 and Y2 pass the phonics screening unless identified SEND need is a barrier to achieving the standard.
Priority 3	To ensure all PP children engage in cultural capital opportunities: sporting/ arts events, clubs, trips and residential.
Priority 4	To support the emotional well being of PP children
Priority 5	To improve attendance and punctuality of pupil premium children to be in line with National all pupils To reduce percentage of children persistently absent from school
Barriers to learning these priorities address	Attendance of identified PP children. Emotional well-being of PP children not addressed to ensure children are ready to learn. Cost of living crisis

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading (0) or above	Sept 2024
Progress in Writing	Achieve national average progress scores in KS2 writing (0)	Sept 2024
Progress in Mathematics	Achieve national average progress scores in KS2 maths (0).	Sept 2024
Phonics	Year 2 PP phonics target 100% Year 1 PP phonics target 100%	June 2023
Other	Improve attendance of disadvantaged pupils to 93% Reduce disadvantaged persistent absence to 15%	July 2024

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Refine use of reading, writing and maths assessment in Y3 to Y6 in order to accurately identify gaps in children's knowledge.</p> <p>To plan and deliver targeted teaching within quality first teaching and/ or interventions that close the gaps in children's knowledge.</p>	<ul style="list-style-type: none"> • Use of PIRA and PUMA assessments alongside teacher assessment to accurately identify gaps in PP children's learning. • Little Wandle Rapid Catch Up and SEND phonics interventions address gaps in decoding for PP children. • Little Wandle Fluency intervention ensures PP children read at 120 words per minute. • Reciprocal reading intervention addresses gaps in children's comprehension • Ready to progress Maths intervention addresses gaps in place value and number and calculations. • Use of writing assessment grids identifies key gaps in children's writing to be targeted in QFT.

	<ul style="list-style-type: none"> • Learning by Questions Y6 SATs software used to support QFT through practising SATs style questions weekly and tracking progress against question types
<p>Priority 2</p> <p>Use of accurate phonics and fluency tracking to identify and address gaps in children's knowledge Rec to Y2 (Little Wandle Letters and Sounds Revised)</p>	<ul style="list-style-type: none"> - Delivery of LW Catch Up/Rapid Catch Up/ SEND interventions to address gaps in knowledge and ensure no child is left behind. - Quality assure LW delivery across all year groups to ensure consistency and fidelity to the scheme of learning by Phonics Lead.
<p>Priority 3</p> <p>To ensure all PP children engage in cultural capital opportunities: sporting/ arts events, clubs, visits and residential</p>	<ul style="list-style-type: none"> - Subsidised PP places offered for all after school clubs - Subsidised visits and visitors for PP children - Subsidised residential visits for PP children - Track PP children's participation and work with families to address barriers to attendance
<p>Priority 4</p>	<ul style="list-style-type: none"> - Lego Therapy CPD for support staff. Delivery of intervention to develop social and communication skills and improve self-esteem of targeted children - Implement Zones of Regulation curriculum to teach self-regulation
<p>Priority 5</p> <p>To ensure all pupil premium children achieve 93% attendance target</p> <p>To significantly reduce Pupil premium persistent absence</p>	<ul style="list-style-type: none"> - Attendance monitoring using Beckfoot Trust graduated approach - Attendance of HT at Attendance Collective Efficacy Team to develop rigorous attendance practices across the Trust - Attendance Lead and HT time allocated to attendance monitoring, attendance meetings with families and safeguarding reviews - DSL/ Office/ Support staff time for collection and pick up of children - Free breakfast club/ wrap around care places for PP children struggling with attendance and punctuality - Attendance rewards
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> - Attendance of identified PP children. - Emotional well-being of PP children not addressed to ensure chn are ready to learn
<p>Projected spending</p>	<p><u>Priority 1: £10,000</u></p> <ol style="list-style-type: none"> 1. LWR inc Rapid Catch Up and SEND interventions/ scheme of learning. Support staff additional hours for CPD as needed. Afternoon support staff hours to deliver Rapid Catch Up interventions. Additional phonics-based group reading texts as needed. 2. PIRA reading assessments for Y3 to Y5. Support staff additional hours for data input. Support staff hours to deliver additional daily 1:1 reading. Additional reciprocal reading and fluency intervention texts as needed. 3. PUMA maths assessments Y3 to Y6. Support staff hours to support in Maths Meetings. 4. £1400 Learn by Questions software for Y6. <p><u>Priority 2: £10,000</u></p> <p>EYFS and Y1/2: LWR inc Rapid Catch Up and SEND interventions/ scheme of learning. Support staff additional hours</p>

	<p>for CPD. Support staff hours for Rapid Catch Up interventions. Additional resources and text as needed.</p> <p><u>Priority 3: £10,000</u> Subsidised places on all clubs, trips and visitors.</p> <p><u>Priority 3: £3000</u> Lego Therapy training for support staff and resources. CPD Zones of Regulation and resources</p> <p><u>Priority 4: £10,000</u> 1. Office Manager hours allocated to daily attendance monitoring and home visits/ collection of children etc. 2. Funding for free before and after school places for PP children to support good attendance.</p> <p><u>Total: £43,000</u></p>
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Wider strategies for current academic year

Measure	Activity
Emotional well-being PP children	Ensure emotional well-being of PP children is not a barrier to learning: use of Place 2 Be and Mental Health Team to support individual children
Additional support in QFT to support targeted teaching of PP children to close gaps	Ensure all classes from Y1 to Y6 have high quality teaching assistant support for QFT of reading, writing and maths: CPD for support staff
Barriers to learning these priorities address	Capacity of mental health support workers to meet need
Projected spending	<u>Total: £36500</u>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Allocating enough time to allow for staff professional development and mentoring.	Use of directed time, leader management time, twilights and planned release time
Targeted support	Ensuring enough time for English Lead, Phonics Lead, Phase Leads and DSLs to coach staff.	Senior leaders/ additional HLTA to release Leaders as needed following teaching and learning monitoring.
Wider strategies	Engaging those hard-to-reach families facing the most challenges.	Use of DSLs to support families and signpost to outside agencies as needed.

Review: last year's aims and outcomes

Aim	Outcome
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To ensure PP children achieve ARE Reading, Writing and Maths by end of Y6	Y6 2023 outcomes:			
	10 chn	Non PP children	PP children	Gap
	Reading	63%	60%	-3%
	Writing	66%%	30%	-36%
	Maths	77%	40%	-37%
	RWM Combined	51%	20%	-31%
<p>To ensure all pupil premium children in Y1 and Y2 pass the phonics screening unless identified SEND need is a barrier to achieving the standard.</p> <p>To ensure all pupil premium children in Y3 who have not passed the phonics screening do so.</p>	<p>All current Y3 children passed the phonics test by the end of Y2 except one PP child with SEND needs.</p> <p>Y1 no PP children in Y1 2022-23</p> <p>Phonics monitoring shows LWR scheme being delivered with increased fidelity across EYFS to Y2 including 3 group reading sessions each week focusing on decoding, prosody and comprehension.</p>			
Ensure all disadvantaged children have 97% attendance by swiftly addressing potential persistent absence.	PP attendance improved from 88.8% 21-22 to 89.5% 22-23 but remains significantly below non PP children (94%).			