

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	<b>Beckfoot Allerton Primary School &amp; Nursery</b>
Number of pupils in school	<b>376 (YR – Y6)</b>
Proportion (%) of pupil premium eligible pupils	<b>31%</b>
Academic year/years that our current pupil premium strategy plan covers	<b>2021/22-2024/25</b>
Date this statement was published	<b>13.9.24</b>
Date on which it will be reviewed	<b>July 2025</b>
Statement authorised by	<b>Michelle Blanchard (Headteacher)</b>
Pupil premium lead	<b>Katy Walsh (Deputy Headteacher)</b>
Trustee lead	<b>John Winkley</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£174,250</b>
Recovery premium funding allocation this academic year	<b>£ no longer received</b>
School-led Tutoring Grant	<b>£ no longer received</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
Total budget	<b>£174,250</b>

# Part A: Pupil Premium Strategy Plan 2022-2025

## Statement of Intent

At Beckfoot Allerton Primary School & Nursery, we have a school sentence about how we want to be remembered: ***“Beckfoot Allerton ensured that all pupils gained powerful knowledge, behaved brilliantly and became confident community contributors.”***

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

- ★ **Hard Work:** We work hard and try our best every single day. We persevere when things get difficult. There are no excuses and no shortcuts.
- ★ **Trust:** We do the right thing because it is the right thing to do. We act with integrity. We do what we say we'll do. We act as role models in our school and around our community.
- ★ **Responsibility:** We understand that we must be proactive positive influencers and take responsibility for our choice of actions.

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 and Recovery 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*

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified Trustee having responsibility for Pupil Premium, the Deputy Head teacher responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. 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.

Given the extra financial pressures that the pandemic has placed on many of our families, we know that a large proportion of our pupils have returned to school, post pandemic, needing increased levels of support to ensure social and emotional well-being. At Beckfoot Allerton, 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.

Ultimately, we all strive to ensure we achieve our Trust mission of 'No child left behind'.

## Challenges

The table below details the key challenges to achievement that we have identified among our pupils eligible for pupil premium funding in September 2022.

Challenge number	Detail of challenge
1	<p><b>Increased social, emotional and mental health needs</b></p> <p>Referral data to children’s social care, the SENCo and exclusion/behaviour data shows a significant increase of SEMH need in our school. 15 students are currently on the SEN register with a primary need of SEMH with a further 5 students having SEMH as a secondary need. The needs primarily present as very challenging behaviours such as swearing, refusal, damage to school property and persistent disruptive behaviour.</p>
2	<p><b>Early language, spoken language and vocabulary development gaps</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception (where the speaking gap begins at 10% difference between disadvantaged and non disadvantaged) through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>GLD for disadvantaged (2022): 33%</p>
3	<p><b>Attendance, punctuality and persistent absence issues</b></p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils.</p> <p>Our punctuality data over the last 3 years indicates that punctuality among disadvantaged pupils has been between 0 - 2% lower than for non-disadvantaged pupils.</p> <p>1.5 - 9.1% of disadvantaged pupils (depending on year group) have been ‘persistently absent’ compared to 1.8 - 3.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
4	<p><b>Low attainment in reading</b></p> <p>Attainment in reading is low across the school for all groups. However, we know from the evidence that we must ensure that the progress and attainment for disadvantaged students rises at the same rate (or faster) than their non-disadvantaged peers.</p> <p>End Year Data for disadvantaged students 2021/22:</p> <p>Y1 At phonics standard 55%</p> <p>Y2 ARE: 29% Y2 GDS: 7%</p> <p>Y6 ARE: 43%; Y6 GDS: 5%</p>
5	<p><b>Low attainment in mathematics</b></p> <p>Attainment in mathematics is low across the school for all groups. However, we know from the evidence that we must ensure that the progress and attainment for disadvantaged students rises at the same rate (or faster) than their non-disadvantaged peers.</p> <p>End Year Data for disadvantaged students 2021/22</p> <p>Y2 ARE: 36% Y2 GDS: 14%</p> <p>Y6 ARE: 33%; Y6 GDS: 10%</p>
6	<p><b>Low attainment in writing</b></p>

	<p>Attainment in writing is low across the school for all groups. However, we know from the evidence that we must ensure that the progress and attainment for disadvantaged students rises at the same rate (or faster) than their non-disadvantaged peers.</p> <p>End Year Data for <u>disadvantaged students</u> 2020/21:</p> <p>Y2 ARE: 21% GDS: 7%</p> <p>Y6 ARE: 38%; Y6 GDS: 10%</p>
7	<p><b>Disadvantaged students that also have SEND</b></p> <p>Analysis of our SEND register shows that a high proportion of our disadvantaged students also have an identified special educational need. 42 children in receipt of Pupil Premium either have an EHCP or are receiving SEN Support + in school</p>

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>★ qualitative data from student voice, student and parent/carers surveys and teacher observations (more positive compared to current)</li> <li>★ a significant reduction in fixed term exclusions to &lt;1 FTE per term</li> <li>★ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Improved language and vocabulary skills by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>★ Improvements in KS1 and KS2 SATs (QLA of vocabulary based questions)</li> <li>★ Improvements in proportions of students (especially disadvantaged) achieving the ELGs of 'speaking', 'comprehension' and 'word reading'</li> <li>★ Students with an identified SLCN need on the SEND register make good progress towards their targets and achieve well</li> </ul>
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>★ 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%.</li> <li>★ 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.</li> <li>★ Punctuality for all pupils is ≥99%</li> </ul>
Improved reading attainment among disadvantaged pupils.	<p>Improved reading outcomes demonstrated by:</p> <ul style="list-style-type: none"> <li>★ KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</li> <li>★ KS1 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</li> </ul>

	<ul style="list-style-type: none"> <li>★ ELG 'word reading' and 'comprehension' outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</li> <li>★ Phonics screening outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.</li> <li>★ GDS or High Score for Reading exceeds national (other) figures</li> </ul>
Improved mathematics attainment among disadvantaged pupils.	<p>Improved mathematics outcomes demonstrated by:</p> <ul style="list-style-type: none"> <li>★ KS2 mathematics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</li> <li>★ KS1 mathematics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</li> <li>★ ELG number outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</li> <li>★ Y4 MTC outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.</li> <li>★ GDS or High Score for Mathematics exceeds national (other) figures</li> </ul>
Improved writing attainment among disadvantaged pupils.	<p>Improved writing outcomes demonstrated by:</p> <ul style="list-style-type: none"> <li>★ KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</li> <li>★ KS1 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</li> <li>★ ELG writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</li> <li>★ GDS or High Score for Writing exceeds national (other) figures</li> </ul>
Raised standards of attainment for our disadvantaged students who also have identified SEND	<p>Raised standards of attainment for disadvantaged students with SEND demonstrated by:</p> <ul style="list-style-type: none"> <li>★ Progress of students with SEND is accelerated</li> <li>★ The proportions of students with SEND reaching ARE improves</li> </ul>

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Implement coaching for staff on improving teaching</b></p> <ul style="list-style-type: none"> <li>→ Group and individual coaching on literacy and/or behaviour for learning</li> <li>→ Leverage Leadership (Paul Bambrick-Santoyo) approach</li> <li>→ Links to ECF coaching model</li> <li>→ Alongside 'Professional Growth Trackers'</li> </ul>	<p>Incremental next step coaching is proven to support teachers to get better:</p> <p><a href="https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Incremental_Coaching_-_12-page_report_summary.pdf">https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Incremental_Coaching_-_12-page_report_summary.pdf</a></p>	1, 2, 4, 5, 6, 7
<p><b>Provide CPD for staff on supporting SEMH needs, ACEs, attachment and behaviour.</b> Bitesize, weekly training from the SENCo, 1:1 live coaching in the classroom from the SENCo, bespoke training packages for individual staff</p>	<p>The EEF evidence from '<a href="#">Improving behaviour in schools</a>' 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 '<a href="#">SEND in mainstream schools</a>' recommendations 1 – 4</p>	1, 4, 5, 6, 7
<p><b>Embed Ark Mathematics Mastery curriculum</b></p> <ul style="list-style-type: none"> <li>→ Develop a new middle leader for maths</li> <li>→ Train key staff</li> <li>→ Embed maths meetings (whole school)</li> <li>→ Workshops for parents</li> </ul>	<p>The EEF found that schools adopting the Ark MM approach made on average 2 months extra progress per year.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery</a></p>	2, 5
<p><b>Provide CPD for staff on Read, Write, Inc, phonics and Get Writing!</b></p> <ul style="list-style-type: none"> <li>→ Train middle leader</li> <li>→ Bespoke CPD from consultant</li> <li>→ Embed Get Writing!</li> <li>→ Refine Fresh Start (Y5/6 catch up)</li> </ul>	<p>The teaching of synthetic phonics is widely accepted to be the best way of teaching phonics. The <a href="#">RWI approach</a> has paid dividends in similar schools and progress for all students, including disadvantaged is rapid when fidelity is shown to the programme:</p>	2, 4
<p><b>Train and coach middle leaders (TLR holders) to develop their leadership on:</b></p> <ul style="list-style-type: none"> <li>→ Phonics and early reading</li> <li>→ KS2 reading</li> <li>→ Early writing</li> <li>→ KS2 writing</li> <li>→ Maths Mastery lead teacher</li> </ul>	<p>Our approach to improving reading, writing and maths is embedded within the research from EEF of improving literacy at <a href="#">KS1</a> and <a href="#">KS2</a> and maths at <a href="#">EYFS/KS1</a> and <a href="#">KS2</a>.</p> <p>It is widely accepted that distributed leadership enables rapid development of initiatives and all our middle leaders will be trained on the <a href="#">EEF implementation guide</a>.</p>	2, 4, 5, 6
<p><b>Embed 'No Child Left Behind' Plans by:</b></p> <ul style="list-style-type: none"> <li>→ Purchasing standardised diagnostic assessments for reading (PiRA) and maths Y1 - Y5 (PUMA)</li> <li>→ Quality assuring actions within each year group's plans to ensure the right interventions are happening at the right time</li> </ul>	<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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></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, 6

→ Making effective use of all available teaching time in the school day for pupil feedback (globally, in small groups and 1:1)	<a href="https://www.educationendowmentfoundation.org.uk">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Strategically deploy Nurture Practitioner and SEMH Teaching Assistant</b> to deliver: structured intervention 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:  <a href="#">EEF Improving Social and Emotional Learning in Primary Schools Guidance Report (2021): Recommendations 1-6</a>	1, 4, 5, 6
<b>Strategically deploy specialist TAs</b> to deliver: Small group structured intervention sessions / tutoring → Reading in KS1 & 2 → Maths in KS1 & 2	We are ringfencing the work of one TA who will prioritise interventions, other TAs will complete interventions in the afternoon:  <a href="#">EEF Making Best Use of Teaching Assistants Guidance Report: Recommendations 5 &amp; 6</a>	4, 5, 6, 7
<b>Recruit and strategically deploy an experienced teacher to tutor:</b> → Phonics in EYFS/KS1 and early readers in KS2 → Emotional wellbeing 'coaching' sessions	We have an experienced teacher, with a proven track record of raising attainment with phonics and early reading working with children who are behind in phonics or are at the stages of early reading  <a href="#">Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2, 4, 5, 6
<b>Use teachers' 1265 allocation creatively:</b> → Allocate 10 hours of tuition time before or after school for intervention using identified, proven resources	Our approach to improving reading, writing and maths is embedded within the research from EEF of improving literacy at <a href="#">KS1</a> and <a href="#">KS2</a> and maths at <a href="#">EYFS/KS1</a> and <a href="#">KS2</a> .	2, 4, 5, 6
<b>Recruit and strategically deploy intervention TAs to deliver:</b> → small group NELI sessions to improve spoken language in EYFS and KS1; toe by toe for dyslexic students and Fresh Start for Y4 – Y6	<a href="#">EEF Preparing for Literacy Guidance Report (2018): Recommendations 1 and 7</a> <a href="#">EEF Research Summary NELI</a>	2, 7
<b>Introduce Reciprocal Reading for UKS2 children:</b> → focus on children who are below ARE for reading	Our approach to improving reading, writing and maths is embedded within the research from EEF of improving literacy at <a href="#">KS1</a> and <a href="#">KS2</a>	2, 4, 5, 6

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

Budgeted cost: £ 44,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Introduce art therapy and play therapy for identified pupils across school</b></p>	<p><a href="#">EEF Improving Social and Emotional Learning in Primary Schools Guidance Report (2021): Recommendations 1-6</a></p>	<p>1, 4, 5, 6</p>
<p><b>Strategically deploy an Attendance officer to:</b> Continue to embed our system of tiered, structured support and challenge so that attendance is <math>\geq 97\%</math> and punctuality is <math>\geq 99\%</math></p>	<p><a href="#">EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4</a></p>	<p>3</p>
<p><b>Embed termly whole school incentives</b> for families to promote 'One big ask' as part of the strategy to raise attendance and reduce persistent absence. 'Come to school every day, on time'</p>	<p><a href="#">EEF Working with Parents to Support Children's Learning (2018): Recommendation 3</a></p>	<p>3</p>
<p><b>Integrate and model SEL skills</b> through everyday teaching, complimented by timetabled Nurture support sessions and drop-ins for vulnerable children across school.</p>	<p><a href="#">EEF Preparing for Literacy Guidance Report (2018): Recommendation 4</a></p> <p><a href="#">EEF Improving Social and Emotional Learning in Primary Schools Guidance Report (2021): Recommendations 1 &amp; 2</a></p>	<p>1, 7</p>
<p><b>Introduce and develop 'Stay &amp; Play Sessions'</b> to develop school readiness for children entering the Early Years Foundation Stage.</p>	<p><a href="#">EEF Working with Parents to Support Children's Learning (2018): Recommendations 2 &amp; 3</a></p> <p><a href="#">EEF Preparing for Literacy Guidance Report (2018): Recommendation 5</a></p>	<p>2, 4, 5, 6, 7</p>
<p><b>Early Help Lead Practitioner to be a member of SLT to develop the school's 'Family Support Toolkit'</b> to support parents to understand how to help their children learn (including parent workshops and drop-in sessions with lead practitioners).</p>	<p><a href="#">EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4</a></p> <p><a href="#">EEF Preparing for Literacy Guidance Report (2018): Recommendation 5</a></p>	<p>1, 3, 7</p>
<p><b>Develop a strategy of how best to involve families when their child has SEND</b> including, reviewing and evaluating the current system, signposting to external support, how to meet needs, training, SEND processes</p>	<p><a href="#">EEF supporting parents of children with SEND</a></p> <p><a href="#">EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4</a></p>	<p>7</p>

**Total budgeted cost: £174,250**



## 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.

- ✓ We have eradicated the disadvantage gap in EYFS with 73% of disadvantaged children achieving GLD (Compared to 33% GLD for disadvantaged children in 2021/22)
- ✓ We have eradicated the disadvantage gap in Phonics
- ✓ We have narrowed the attainment gap at KS2: In Reading 65% of disadvantaged pupils achieved ARE (6% lower than non-disadvantaged), In Writing 71% of disadvantaged pupils achieved ARE (21% lower than non-disadvantaged), In Maths 71% of disadvantaged pupils achieved ARE (12% lower than non-disadvantaged) (Compared to 2021/22 figures: Reading – 43%, Writing – 38% and Maths – 33%)
- ✓ Children in receipt of pupil premium have been invited to attend extra curricular clubs and these have been well attended
- ✓ Teachers, pupils and families report an improvement in behaviour. Suspensions have reduced as a result.

### 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
National Tutoring Programme	Engage Education
Early Language Intervention	Nuffield Early Language Intervention (NELI)
Infant Language Link	Nuffield
1: 1 phonics	Read, Write, Inc.
Fresh Start	Read, Write, Inc.
Toe by Toe	F & K Cowling
Ready to Progress	Ark Mathematics Mastery

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

All strategic decisions that are made by the school are to support our most vulnerable learners. For example, we have updated our PSHCE and RSE curriculum offer to make it more accessible and with a larger focus on good mental and physical health. We seek funding and local opportunities to widen the experiences of our pupils. For example, inviting in guest speakers, running careers events, and taking part in sporting competitions.