

Pupil premium strategy statement - Beckfoot Heaton Primary School

This statement details our school's use of pupil 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	Total 778 pupils on roll
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Zoe Mawson
Pupil premium lead	Laura Burgin
Governor / Trustee lead	John Winkley – Disadvantaged director for Beckfoot Trust

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£329,241
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£329,241

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
- 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 pupils' 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
2	Parental engagement
3	Attainment gaps between PP and non-PP
4	Lack of life experiences
5	Financial deprivation
6	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 dialogue taking place with pupils and parents.	Regular contact with home. Pupil Premium a standard item in data driven planning meetings. High engagement of PP parents at school events such as parent evenings. Learning conversations in each cycle for targeted pupils.
PP pupils' attainment improves in all year groups.	By end of Key Stage 2 attainment of PP pupils to be in line with national non-PP pupil average %
Quality first teaching is consistent 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 participate in a wide range of extra-curricular activities offered at Beckfoot Heaton Primary school.	Tracking of extra-curricular sessions shows that all pupil premium pupils have experienced extra-curricular activities.

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: £227,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leader responsible for implementation of strategies to improve standards and outcomes and direct the work of middle leaders to focus on attainment of disadvantaged pupils.	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'.	3
Leadership team structured with three middle leaders responsible for the quality of education across three phases of the school.	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'.	3
Senior leader directed to implement the inclusion strategy and direct the work of inclusion 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'.	3

Senior leader directed to implement safeguarding, attendance and parental engagement strategy.	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'.	1, 2, 3, 6
Research champion roles for Equity, Diversity and Inclusion, Creating Active Schools and Cultural Champion for the Arts	EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams.	3, 4
Two 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'	3, 6
Non class based phonics lead to QA phonics strategy implementation and provide CPD to raise quality of Teaching & Learning.	EEF – Putting Evidence to Work, A Guide for Implementation – states that schools should build leadership capacity through implementation teams.	3
Maths lead to QA teaching and learning in line with Maths Mastery resourced curriculum.	EEF – Mastery learning +6 months impact for maths	3
English lead to QA teaching and learning in line with Talk	Primary Writing Project - 2019	3

for Writing approaches and Spoken Language intent.		
Additional teacher across Early Years to focus on communication and language approaches to catch up gaps on entry to enable disadvantaged pupils to keep up.	EEF Early Years Toolkit – Communication and Language approaches +7 months impact.	3
Through CPD and QA, ensure appropriate assessment tools are used consistently across school to produce accurate assessment information which details gaps in pupil's learning. Ensure data driven planning uses assessment information to create actions which close gaps in learning.	EEF project evaluating professional development programmes, which enables schools to embed formative assessment practices +2 months impact.	3
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.	3

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

Budgeted cost: £178,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-deployment of TAs and CPD to ensure a strong focus on supporting learning to close 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.	3
Targeted Year 6 Maths boosters after school.	EEF Toolkit – extending the school day +3 months impact.	3
Targeted Year 6 Maths intervention led by learning mentor.	EEF Toolkit – Small group tuition +4 months impact.	3
Cognition and learning additionality for children with identified SEND from the inclusion team.	EEF special needs in Education guidance report.	3
Re-deployment of TAs to lead phonics interventions and early reading support.	EEF Toolkit – Teaching Assistant Interventions - Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.	3
KS1 after school Literacy programme for pupils and mums by NESSIE.	EEF Toolkit – extending the school day +3 months impact. EEF – Parental Engagement +4 months impact	2, 3
School holiday SATs boosters	EEF Toolkit – extending the school day +3 months impact.	3

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

Budgeted cost: £55,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents invited to specific training events: Phonics, Tender RE:SET heathy relationships, NEESIE and coffee mornings which include presentations.	EEF – Parental Engagement +4 months impact	2
Targeted learning conversations following data points led by class teachers and middle leaders.	EEF – Parental Engagement +4 months impact.	1, 2, 3
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.	6
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.	6
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	1, 5, 6

	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.	DFE Improving school attendance: support for schools and local authorities' guidance.	1, 2, 3, 6
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'	1, 2, 3, 5, 6
Wider curricular opportunities during school hours to ensure all benefit. Disadvantaged pupils targeted for free after school clubs. Provide a wide variety of clubs to meet the needs of the pupils.	EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months EEF “think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.”	4
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.	DFE Working together to safeguard children states that 'Providing early help is more effective in promoting the welfare of children than reacting later'	5

Total budgeted cost: £462,168

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Outcomes
Attendance gap of PP pupils and non-PP pupils to reduce.	Attendance of PP pupils was 90.2% compared to 94.2% national non-PP average therefore the gap needs to reduce and continues to be a priority.
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 for PP pupils in Year 6 shows there is a small gap between reading, writing and spag outcomes, however there is still more of a gap with maths. There is very little difference between PP end of KS2 pupils' attainment compared to non-PP pupils' attainment in reading, writing and spag, however there is more of a gap in maths (9%)
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 are used to prioritise and direct PP pupils to engage in wider opportunities.