

The background is a solid blue color with several overlapping, curved, semi-transparent shapes in various shades of blue, creating a dynamic and modern aesthetic. The shapes are primarily located in the upper and middle portions of the page, leaving the bottom section clear for text.

# **Pupil Premium Strategy Statement**

# Pupil premium strategy statement

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.

## Academy overview

Detail	Data
Academy name	Co-op Academy Beckfield
Number of pupils in academy	186
Proportion (%) of pupil premium eligible pupils	44.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	Termly AGC meetings
Statement authorised by	Academy Governing Council - Oct 2023
Pupil premium lead	Caroline Watkiss, Head of Academy
Governor / Trustee lead	Ian Featherstone

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£125,130
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

### Statement of intent

Co-op Academy Beckfield is committed to being a place where *all* children are given opportunities to aspire, learn and achieve.

Beckfield is a one-form entry primary school with a Nursery from the age of three. The school is situated on the edge of Bradford but technically sits within Leeds local authority. Around half of pupils that attend are eligible for Pupil Premium funding (46%), which is more than double the national average. Pupils come from homes which rank in the highest 20% for deprivation nationally. Thirteen ethnic groups are represented in the school but the vast majority (approximately two thirds) of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below average at approximately 15%. The proportion of pupils with SEND is around the national average at 14%. 2% of pupils have EHCPs, which is half of the national average. Beckfield has fifteen (7.2%) Pupil Premium pupils, who also have Special Educational Needs.

With this context in mind, half of our Pupil Premium funding is targeted at ensuring the best possible quality of education for pupils. This focus includes professional development to make sure that teaching is highly effective. This is imperative as there are a number of ECT teachers continuing their careers with us at the start of the academic year 23-24. In addition, curriculum development work is also a key part of our strategy to ensure that our curriculum is coherently designed and that essential knowledge is prioritised. Learning about careers and employability is also a key focus running through every subject. We are also passionate about providing pupils with opportunities outside of their usual experiences and environment to build their capital.

For many of our pupils, developing English language and vocabulary is a high priority in securing their future. As a result, language, literature and vocabulary are at the heart of our curriculum and we take every opportunity to broaden our pupils' language skills. We acknowledge that some pupils need extra opportunities to practise, rehearse and revisit core knowledge including language, vocabulary, reading and number work. Therefore, we allocate a quarter of our Pupil Premium funding to enable small group interventions and tuition to take place.

Within our locality, rates of criminal activity are above average for the country. Instances of anti-social behaviour and violent/sexual assault (including domestic abuse) are particularly high. We acknowledge that our pupils (including our disadvantaged pupils) may have increased safeguarding vulnerabilities because of this. Through our curriculum, we prioritise keeping pupils safe and their moral development. We are passionate about our children having the courage to make the right moral choices, regardless of who is watching. This academic year we will be consolidating our personal, social, health and economic curriculum to ensure our staff are confident, trained and supported to provide the targeted teaching that our school community needs. We will target further spending on additional support, for identified pupils, including: therapeutic sessions, social groups, attendance support, speech and language sessions, SEMH coaching and intervention, including work with external agencies.

Beckfield is driven for further improvement in order to achieve excellent outcomes for all pupils. Insuring pupils of disadvantage are provided opportunity and have barriers to learning reduced is a key principle in all that we do.

This coming year, we are keen to build on the foundations that were started in the previous academic year, with a new leadership team in place. It is vital that we prioritise success for our disadvantaged pupils, as we did not achieve what we wanted to in terms of outcomes during the previous year.

## Challenges

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

Challenge number	Detail of challenge
1	Increased risk of additional family needs and safeguarding concerns.
2	Attendance is lower than the national average and rates of Persistent Absence are too high.
3	Low starting points on entry into Early Years but also for children joining us at points other than typical transition times (including pupils from other countries).
4	Limited basic language and communication skills, which impacts on achievement in the curriculum including maths, reading and writing.
5	Reduced opportunities for extra-curricular activities and enriching experiences outside school.

## 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
Good attendance for disadvantaged pupils (and reduced rates of persistent absence).	Disadvantaged pupils' attendance rates and rates of persistent absence are at least in line with disadvantaged pupils nationally.
Raised achievement for disadvantaged pupils by the end of KS2.	Disadvantaged pupils at the end of KS2 (who have been at the school consistently since KS1 - stable cohort) achieve attainment and progress measures in line with other pupils nationally
Disadvantaged pupils in Year 1 and 2 pass the phonics screening check, above the national average.	Y1: Above national average for disadvantaged pupils Y2: Above national average for disadvantaged pupils
Children at the end of the early years attain well and are ready for the Year 1 curriculum.	Disadvantaged children attain a Good Level of Development in line with other children nationally.

Disadvantaged pupils access a wide range of carefully chosen experiences that build their cultural capital, raise their aspirations and help them to discover their talents and interests, including educational visits and extra-curricular clubs outside of normal school hours.

All disadvantaged pupils:

- attend extra-curricular clubs
- participate in all enhancement activities (inc educational visits, workshops etc)

## 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

£62,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff establishing a whole school approach to supporting pupils with social, emotional and mental health difficulties.	<a href="#">EEF Effective Professional Development</a>	1, 2, 3
Phonics training for CTs, TAs and reading leaders	<a href="#">Read Write Inc case studies and research</a>	1, 2, 5
Continued implementation of Accelerated Reader to enhance a love of reading for all pupils	<a href="#">EEF Accelerated Reader research</a>	1, 2, 5
CPD for EYFS staff to support their understanding of how children learn	<a href="#">EEF Improving language in Early Years research</a>	1, 2, 5
Metacognition CPD for all staff, focusing around Rosenshine's principles	<a href="#">EEF Metacognition and self-regulated learning</a> <a href="#">Rosenshine research</a>	1, 2
Skills builder curriculum training and establishing careers curriculum throughout all year groups	<a href="#">EEF Collaborative learning approaches</a>	1, 2, 5
Use of Iris to develop and improve the quality of teaching and learning across all year groups	<a href="#">EEF Iris connect research</a>	1, 2, 5
Non-teaching SENDCo to improve inclusive practice and outcomes for pupils	<a href="#">EEF Importance of a whole school SEND approach</a>	1, 2

Release time for senior and subject/middle leaders to quality assure all curriculum areas, with a particular focus on development of middle leaders and their understanding of critical thinking	<a href="#">EEF Implementation and professional development</a>	1, 2, 5
--	---	---------

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

Budgeted cost	£ 31,282
---------------	----------

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of resources and staff CPD to enhance the teaching and learning of mathematics throughout the school, focusing on tracked and targeted interventions	<a href="#">EEF improving mathematics</a>	2, 5
Shine (QLA) intervention		1, 2, 5
Reading intervention including 1:1 tutoring, lowest 20%, RWi TA training and support	<a href="#">EEF Teaching assistant interventions</a>	1, 2, 5
Small group teaching for lower attainers (in NtE)	<a href="#">EEF Reducing class size</a>	1, 2, 5
Speech and language intervention	<a href="#">EEF Oral and Language interventions</a>	1, 2
PSED interventions (EYFS)	<a href="#">EEF Behaviour interventions</a>	2
SEND interventions (WRAT5, Dyslexia screening)	<a href="#">Effective Interventions for Struggling Readers</a>	3, 4
Subscriptions: Ruth Miskin phonics TT Rockstars Oxford Owl SATs Companion FFT Nation College/National Online Safety Primary Languages Network Spag.com	<a href="#">EEF Read Write Inc and Fresh Start</a> <a href="#">EEF diagnostic assessment and recovery</a> <a href="#">EEF One-to-one support for SEND pupils</a>	1, 2, 5

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

Budgeted cost	£ 31,282
---------------	----------

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent engagement activities (share a story, watch a Maths lesson, presentations, events)	<a href="https://leedscitycollege.ac.uk/">EEF Parents to support children's learning</a>	1, 2, 3, 4, 5
Rigorous attendance procedures	<a href="#">EEF Attendance intervention and rapid assessment</a>	1, 2, 3, 4
Pastoral Manager (including SEMH interventions)	<a href="#">EEF Parents to support children's learning</a>	3, 4
Extra-curricular activities, enhancements, including educational visits, clubs and workshops	<a href="#">EEF life skills and enrichment</a>	3, 4, 5
Cluster services (including CAMHS, SENIT, Attendance improvement officer, Early help practitioner, play therapy, Area inclusion team)	<a href="#">EEF Attendance intervention and rapid assessment</a>	1, 3, 4
Free daily breakfast club	<a href="#">National School Breakfast Programme   EEF</a>	1, 2, 5

Total budgeted cost

Total budgeted cost	£ 125,130
---------------------	-----------

# 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.

### Pupil premium strategy outcomes

Pupil premium children at the end of key stage 2 SATs had worse outcomes than their non-PP peers.

In KS1, 3 out of 11 children achieved the expected standard, compared with 7 out of 10 non-PP.

In the Year 1 phonics screen, all but 1 PP child achieved the expected standard, with 90% of children overall achieving a pass.

70% of PP children achieved 'Good Level of Development' at the end of Early Years, compared with 73% non-PP.

There is strength lower down the school, where PP children are achieving broadly in line with non-PP children. This needs to be strengthened in the rest of the school, where PP children are underperforming against their peers.

Pupil premium funding was used to develop staff understanding of effective provision for SEND/PP pupils. This included establishing SEND provision in each classroom which was led by our newly appointed SENDCo. Staff understanding of effective SEND provision has increased (evidenced through internal staff meetings) and progress of all SEND pupils through bespoke targets and support plans being put in place and monitored by the SENDCo. The whole school approach to inclusive SEND provision for all pupils will continue into the next academic year.

Parents of disadvantaged children have been well supported in the past year by our team of DSLs. We have provided support around attendance and behaviour, financial support and mental health support, including referring to appropriate external agencies.

We have continued to improve rates of attendance and persistent absenteeism.

We started to offer a completely free breakfast club to all pupil premium children, as another strategy to support parents with attendance. In addition, we built in multiple opportunities each term for parents to engage with school life and gain a better understanding of what we offer.

We also extended our offer of extra-curricular activities and continued to provide these free of charge to parents. No child is left behind when it comes to the experiences we offer.