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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 | 208 (Jan 2022 census) |
| Proportion (%) of pupil premium eligible pupils | 56.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | Termly AGC meetings |
| Statement authorised by | Academy Governing Council - Oct 2022 |
| Pupil premium lead | Caroline Watkiss, Head of Academy |
| Governor / Trustee lead | Ian Featherstone |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £145,425 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £1,434,202 |
| 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. Over half of pupils that attend are eligible for Pupil Premium funding, 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 below the national average at 10.9%, as is the proportion of pupils with EHCPs (1%). An additional five pupils are in receipt of additional funding through the local authority. Pupil mobility is inline with the national average.

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 starting their careers with us at the start of the academic year 22-23. 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.

As a school with a new Head of School, 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.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Limited basic language and communication skills, poor language also impact on poor achievement in the curriculum including maths and reading |
| 2 | Low starting points on entry in Early Years but also for children joining us at points other than typical transition times (including pupils from other countries) |
| 3 | Risk of attendance lower than national average |
| 4 | Risk of high percentage of Persistent Absence rates |
| 5 | Reduced levels of home learning and opportunities for extra-curricular activities |
| 6 | Increased risk of additional family needs and safeguarding concerns. |

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 |
|---|--|
| 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 |
| Raised attainment for disadvantaged pupils by the end of KS1. | Disadvantaged pupils at the end of KS1 (who have been at the school consistently since Pupil Premium Strategy Statement 6 Reception) achieve attainment measures in line with other pupils nationally. |
| Increased proportion of disadvantaged pupils in Year 1, 2 and 3 pass the phonics screening check. | Y1: Inline with national average for disadvantaged pupils Y2: Inline with national average for disadvantaged pupils Y3: 100% |
| Children at the end of the early years attain well and are ready for the Year 1 curriculum | Disadvantaged children attain in line with other children nationally: GLD ELG reading ELG writing ELG number ELG PSED |

| | |
|---|--|
| 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. |
| 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 enhancement activities (inc educational visits, workshops etc) - be invited and encouraged to attend holiday camps hosting by the Academy |

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 | £72,712 |
|---------------|---------|

| 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. | EEF Effective Professional Development | 1, 2, 3, 6 |
| Phonics training for CTs, TAs and reading leaders | Read Write Inc case studies and research | 1, 2, 5, 6 |
| Continued implementation of Accelerated Reader to enhance a love of reading for all pupils | EEF Accelerated Reader research | 1, 2, 5, 6 |
| CPD for EYFS staff to support their understanding of how children learn | EEF Improving language in Early Years research | 1, 2, 5, 6 |
| Metacognition CPD for all staff, focusing around Rosenshine's principles | EEF Metacognition and self-regulated learning Rosenshine research | 1, 2, 6 |
| Skills builder curriculum training and establishing careers curriculum throughout all year groups | EEF Collaborative learning approaches | 1, 2, 5, 6 |
| Use of Iris to develop and improve the quality of | EEF Iris connect research | 1, 2, 5, 6 |

| | | |
|--|---|------------|
| teaching and learning across all year groups | | |
| Non-teaching SENDCo to improve inclusive practice and outcomes for pupils | EEF Importance of a whole school SEND approach | 1, 2, 6 |
| 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 | EEF Implementation and professional development | 1, 2, 5, 6 |

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

| | |
|---------------|----------|
| Budgeted cost | £ 36,356 |
|---------------|----------|

| 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 | EEF improving mathematics | 2, 5 |
| Shine (QLA) intervention | | 1, 2, 5 |
| Reading intervention including 1:1 tutoring, lowest 20%, RWi TA training and support | EEF Teaching assistant interventions | 1, 2, 5, 6 |
| Small group teaching for lower attainers (in NtE) | EEF Reducing class size | 1, 2, 5, 6 |
| Speech and language intervention (Chatterbugs) | EEF Oral and Language interventions | 1, 2, 6 |
| PSED interventions (EYFS) | EEF Behaviour interventions | 2, 6 |
| Subscriptions: Ruth Miskin phonics TT Rockstars Oxford Owl SATs Companion FFT Nation College/National Online Safety Primary Languages Network Spag.com | EEF Read Write Inc and Fresh Start EEF diagnostic assessment and recovery EEF One-to-one support for SEND pupils | 1, 2, 5, 6 |

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

| | |
|---------------|----------|
| Budgeted cost | £ 36,356 |
|---------------|----------|

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Parent engagement activities (share a story, watch a Maths lesson, presentations, events) | EEF Parents to support children's learning https://leedscitycollege.ac.uk/ | 1, 2, 3, 4, 5, 6 |
| External attendance support | EEF Attendance intervention and rapid assessment | 1, 2, 3, 4, 6 |
| Pastoral Manager (including SEMH interventions) | EEF Parents to support children's learning | 3, 4, 6 |
| Extra-curricular activities, enhancements, including educational visits, clubs and workshops | EEF life skills and enrichment | 3, 4, 5, 6 |
| Cluster services (including CAMHS, SENIT, Attendance improvement officer, Early help practitioner, play therapy, Area inclusion team) | EEF Attendance intervention and rapid assessment | 1, 3, 4, 6 |

Total budgeted cost

| | |
|---------------------|-----------|
| Total budgeted cost | £ 145,425 |
|---------------------|-----------|

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 2021 to 2022 academic year.

Pupil premium strategy outcomes

Pupil premium children at the end of key stage 2 SATs out-performed non-pupil premium children in reading, writing and maths combined, with 40% vs 33%.

Pupil premium children in Year 1 met the national average in the phonics screening check in 2022 with 82% passing.

Pupil premium children out-performed non-pupil premium children in achieving Good Level of Development at the end of Reception:

PP = 62%

Non-PP = 56%

Overall at Beckfield, we will continue to strive to improve attainment standards closer to national average for all pupils.

Significantly more parents from disadvantaged families in regular contact with school. The work done by our Pastoral Manager has ensured that the overall annual attendance of pupil premium children is improving and more families are being offered support. Frequent phone calls home, home visits and support from external agencies (if needed) have been used with a positive impact this academic year.

To further support families within our school community, we are building capacity in our attendance team and utilising an external agency to support attendance with administration and paperwork. Feedback from parents is that more opportunities are needed to support their understanding of what their children are learning in school. Pupil premium children have access to a free school breakfast each day.

Attendance and persistent absenteeism will continue to be a priority for our academy as we strive to close the gap to the national average.

Pupil premium children have access to extra-curricular clubs and activities. These have been led by staff internally or by external services such as Leeds Rhinos and a dance coach. Educational visits, including the Year 6 residential, were funded so that no child was unable to attend due to their disadvantaged circumstances. Further activities and visits will continue throughout the next academic year, ensuring every child has equal opportunities.

Pupil premium funding was used to develop staff understanding of effective provision for all SEND pupils. This included establishing SEND provision in a specific classroom which was led by our SENDCo and a specialist SEND teacher. 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.