

Pupil premium strategy statement – Becket 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	164
Proportion (%) of pupil premium eligible pupils	35%
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)	2024/25 – 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	C Barwell
Pupil premium lead	Z Bembridge
Governor / Trustee lead	Chair – Andy Rowse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,620
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>	£90,620

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve expected or better attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, with our primary aim being for them to achieve academically, physically, emotionally and socially in line with their peers.

We will consider the range of challenges faced by our vulnerable pupils/families, for example those with social workers, young carers and mental health needs. The strategies identified in this statement are intended to support their needs, whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, focusing on areas in which disadvantaged pupils require more support and providing focused feedback that guides improvement is integral to this process and is proven to have high impact in closing the disadvantage attainment gap, this approach will also benefit all pupils in our school.

Our strategy will continue to consider where additional support is required following the impact of Covid 19, we will be prioritising phonics and reading as children progress through the school, as Speech and Language on entry to school has been a common identified barrier over recent years. We believe prioritising this is the vehicle to accessing curriculum content and improving attainment more widely across the full range of subjects.

Our approach will continue to be responsive to identified common challenges and also maintain a focus on individual's needs; systematic diagnostic assessments, conferencing and knowledge of pupils and their individual family circumstances will inform the individual approach to application of the strategies we have adopted. To ensure they are effective we will:

- act swiftly to ensure support/intervention is provided at the point a need is identified
- continually review the impact of support to ensure it is effective (formally at least 6 weekly) and adapt provision as required
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Internal and statutory assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

	<p>On entry to Reception class 2024, 100% of our disadvantaged pupils arrived below age-related expectations.</p> <p>In 2023-2024 years 1-5 internal data showed that disadvantaged pupils attained lower in 12/15 areas compared to non-disadvantaged peers.</p> <p>The combined reading, writing and maths outcomes in 2023 were disadvantaged 44% compared to non-disadvantaged 66%. In 2024 combined outcomes showed disadvantaged 27% and non-disadvantaged 61%</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and less opportunity to practice their phonics outside of school. This negatively impacts their development as readers.</p> <p>Attainment – Phonics outcomes have demonstrated steady consistent progress over the last 3 years but are still not in line with national. Small step interventions have demonstrated impact but are not yet making a difference in percentages reaching the expected levels.</p> <p>Phonics attainment: 2024 all = 79% Disadvantaged = 50% (68% National disadvantaged)</p>
3	<p>Our monitoring (including pupil conferencing, PSHE and PE survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem and being hyper-vigilant. Pupils can struggle with self-regulation and require support with strategies. These challenges particularly affect disadvantaged pupils, including their attainment as they struggle to access learning when dysregulated.</p> <p>Teacher/parent requests for support from the Learning Mentor/Family Support Worker remain relatively high. 28 pupils/families (16 of whom are disadvantaged) currently require additional support.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.6% - 6.8% lower than for non-disadvantaged pupils. Following return to school after Covid attendance of disadvantaged pupils was a concern, the strategies we introduced as part of the previous strategy have had a positive impact in improving attendance and we now need to build on this further. In 2021/2022 the first full year without lockdowns disadvantaged attendance was 6.8% lower than non-disadvantaged, this reduced to 3.6% last academic year (2023-2024).</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Outcomes of the PINS project questionnaire, feedback from parents re: methods of teaching being different to when they were at school and parental feedback regarding negative experiences in their own schooling have identified that that we need to support parents to know how best to help their children through increasing opportunities for parental engagement with their children's learning experiences, more accessible communication and increased accessibility to staff and support.</p> <p>Key challenges identified included: parents not being familiar with methods used to teach calculations in maths, strategies for supporting reading at home, unclear/untimely communications.</p>

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
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Improved phonics attainment among disadvantaged pupils	<p>The new scheme has been successfully implemented across the school.</p> <p>Staff are trained and delivery of the scheme is consistent and demonstrates fidelity across the school.</p> <p>Parents are active partners in their child's phonic development.</p> <p>Disadvantaged pupils attain in line with their non-disadvantaged peers. Outcomes are in line with National averages. (80% 2024)</p>
Improved KS1 and KS2 Reading, Writing and Maths outcomes for disadvantaged pupils	<p>Pupils make accelerated progress towards FFT 50 targets over 3 years.</p> <p>Quality feedback improves pupil outcomes.</p> <p>KS2 reading outcomes in 2026/27 show that 74% (2024 national) of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2026/27 show that 72% (2024 national) of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2026/27 show that 73% (2024 national) of disadvantaged pupils met the expected standard.</p>
Improved social and emotional well-being resulting in positive behaviours for learning and minimal low-level disruption	<p>Sustained high levels of well-being and minimal disruption of learning by 2026/2027 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents as shown in behaviour logs • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils in our school, particularly disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <p>Persistent absenteeism reduced to below national (2023/24 15.2% for state-funded primary schools)</p> <p>Disadvantaged pupils' attendance is comparable to peers, with the overall absence rate being no more than 5.5% (2023/24 average for state funded primary schools) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by a further 3%</p>
Increased parental involvement/engagement with school and in supporting their children's learning	<p>Phonics videos are available to support parents. Phonics workshops/sessions have taken place where parents can participate alongside their child in class. Parents engage with phonics information sessions.</p> <p>Vlogs are included in newsletter to increase accessibility of information for parents.</p> <p>Parents are active partners in their child's learning journey and have a clear knowledge and understanding of what and how their children learn as evidenced in parental feedback.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 11,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of a new SPS Phonics Scheme – Unlocking Letters and Sounds</p> <p>Further training in the new scheme for all staff</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Coaching/Mentoring for staff in:</p> <p>Explicit teaching of metacognition and self-regulation activities to support learning</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Reading comprehension strategies are high impact on average (+6 months). The teaching of these strategies are again higher impact when metacognitive and self-regulatory methods are used.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2 & 3
<p>High quality verbal feedback provided to pupils.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1
<p>Increased opportunities for parental engagement – learning opportunities alongside their children</p>	<p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes, however approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 4 and 5

Maths CPD for staff, including Mastering number and Boolean Maths Hub year group specific training for teachers.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions – small group and individual 1 minute/precision grid interventions linked to our new phonics scheme (Unlocking Letters and Sounds) and informed by our local English Hub training targeted at disadvantaged pupils.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>North Somerset English Hub</p>	1&2
<p>Targeted 1:1 or group interventions/tuition with a Teaching Assistant or Teacher</p> <p>Interventions are matched to individual/group needs/gaps with increased opportunities for oral feedback.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact - Intervention targeted at specific needs/knowledge gaps can be an effective method to support low attaining pupils or those falling behind with aspects of their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1

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

Budgeted cost: £ 49,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Consistent implementation of the Behaviour Curriculum across the school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions - universal approach</p>	<p>1&3</p>
<p>Introduce and consistently implement Individual Behaviour Plans (IBP) one page profiles.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions - Behaviour individual approach</p>	<p>1&3</p>
<p><i>Learning Mentor support – primarily focusing on improving Social Interactions with peers. Developing self-esteem</i></p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Interventions which focus on improving social interaction tend to be more successful (+6 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3&4</p>
<p>Embedding good practice of attendance procedures. This will involve the internal Family support worker engaging and supporting families. Time for key staff to implement the updated MAT attendance procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>4&5</p>

Total budgeted cost: £ 90,620

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes of previous strategy 2023-2024

Attainment

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level where these are available (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Our internal assessments continue to show that PP pupil attainment is lower than non-PP pupil attainment, this is replicated in Year 6 and Year 2 outcomes.

Phonics attainment in Year 1 has increased for all pupils to 79% (Nat 80%) compared to 68% last year (2023) and 58% the previous year (2022). Phonics attainment of PPG pupils (11 children) was 50% (Nat 68%).

Lightning Squad impact averages +1.3 demonstrating a positive impact on pupils' progress. With year group progress being:

Y1 8 pupils – newer to LS - +0.9 years progress

Y2 – 7 pupils + 1 year 3 mths progress

Y3 – 4 pupils +1y 8mths progress

Our Early Years Reception data shows that 47% (Nat 67.7% 2024) of the cohort attained a Good Level of Development (GLD) with PP attainment at 25% and non-PP 53%.

The data demonstrates that where pupils are also part of another significant groups eg. SEND/EAL strategies are taking longer to show impact in terms of narrowing the summative data gap however small step progress shows positive impact using our internal Provision Map progress measures.

Social and Emotional Well-being

Pupil conferencing demonstrates that children who have been supported through the Hidden Chimp resource and Zones of Regulation are demonstrating an increasing capacity to recognise their feelings and are starting to use the language of Zones to communicate their presenting needs to adults. Increasingly key children are expressing which zone they are in and some feelings associated with this zone, providing adults with the information needed to respond appropriately. Two upper Key Stage 2 pupils have made significant progress following Learning Mentor support and are now able to recognise when they are becoming dis-regulated and implement agreed strategies independently, only occasionally requiring minimal adult support, over the duration of this PP strategy these children have progressed from little time spent in class and underachieving academically to attaining in line with year group expectations and being full participants in the class learning environment.

11 children/families have received ongoing support from the Learning Mentor or Family Support Worker on a regular basis. The Family Support Worker has continued their multi-agency work with an increased number of Early Help referrals, School Nursing referrals, MHST referrals, Young Carer referrals and Education Welfare liaison. Their work has continued to be supported through the allocation of a Mental Health Support Team (MHST) worker to the school one afternoon a week. The number of children needing to miss learning for Social and Emotional reasons has again decreased as the year has progressed, the Learning Mentor has primarily supported children who are both PP and SEND this academic year with SEMH needs and accessing learning, with focus year groups being Reception and Year 2.

Attendance

Persistent absenteeism remains a significant concern however we have reduced this to 17.9% compared to 25.99% last academic year, we have asked for twenty-three Fixed Penalty Fines to be issued this academic year. The EWO has been closely involved with the school from the outset of the academic year, meaning that persistent absentees from last academic year were identified early and multiple meetings with parents have taken place. At 12.07.2024 attendance for disadvantaged pupils for the academic year 2023-2024 was 91% (an increase on 88% in the last academic year) compared to 94.6% for non-disadvantaged. This is a difference of 3.6%, again a slight decrease from last academic year. Of the PP persistent absentees 3 children who are both PP and SEND have skewed data. These children are/were on partial timetables with 2 being more successful in increasing their time in school.

Based on all the information above, the performance of our disadvantaged pupils varied across the school and subject areas, we have made significant steps forward in reducing persistent absenteeism, although there remains room for further improvement in this area.

Our evaluation of the approaches delivered last academic year indicates that Lightning Squad, phonics and pupil gap specific interventions such as reading comprehension, maths fluency and specifically targeted writing were the most impactful.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget during the 2024-2025 academic year. We have used impact information from Provision Map and made adaptations including increasing gaps related interventions so they are specific to need, evidence shows that interventions tailored to pupils' specific gaps are having higher impact than most intervention programmes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Spelling Shed	Ed Shed
White Rose Maths	White Rose
Classroom Secrets	Classroom Secrets
Jigsaw – PSHE/RSE curriculum	Jigsaw – PSHE/RSE curriculum
TT Rockstars/Numbots	mathscircle.com
Unlocking Letters and Sounds	