

Beckford Primary School

Pupil Premium Statement



2020-2021

'The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.'

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities to reach their potential. Pupil premium funding is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals (FSM) at any point in the last 6 years
- have been looked after for 1 day or more or were adopted from care on or after 30 December 2005

Those who are eligible: "The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who are known to have been eligible for FSM since May 2014, as well as those first known to be eligible at January 2020." gov.co.uk

<https://www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children/supporting-pages/pupil-premium>

Pupil Premium spending for 2020-21 academic year

Objectives: Allocation of funding
<ul style="list-style-type: none">• High quality teaching and learning (QFT) to 'close the gap' using the model of 'No Child Left Behind' ensuring disadvantaged children of all abilities have teaching and learning provision tailored to meet their needs.
<ul style="list-style-type: none">• Additional assessment and analysis of data to identify key groups and gaps in attainment and provide individualized learning opportunities and interventions where appropriate.
<ul style="list-style-type: none">• Whole school focus on Mental Health and Well-being and implementing 'The Recovery Curriculum' to support disadvantaged pupils both emotionally and socially.
Principles:
<p>At Beckford, we believe in working together to achieve the best outcomes for all our children, hence our motto 'Together We Achieve!' All our staff strive to ensure the very best outcomes they can for every child through quality first teaching and personalised learning to ensure that 'No Child is left behind (NCLB).' The aim to 'close the gap' between disadvantaged pupils and their peers in terms of attainment as well as providing wider enrichment experiences and social and emotional support.</p> <p>The NCLB initiative ensures children's needs are identified through assessment, moderation and termly pupil progress meetings with class teachers, SLT and the Inclusion Lead. Due to the children not receiving 'normal' schooling this year. There will be an additional assessment cycle in the Autumn term to identify focus children and raise attainment. Spending is also prioritised for bought in professional services which focus on pastoral and mental health support for our children - this is always with a focus on the child's social, emotional and wellbeing needs.</p>

Impact of Pupil Premium funding at Beckford Primary School 2019-20

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Future Pupil Premium spending plan for 2020-21 academic year

Number of pupils eligible: 165

Total PP received: £224,925

Due to the successful impact on attainment of our 2019-20 strategy to Pupil Premium spending, the strategy adopted for 2020-21 will be based on the same approaches. The only change is the teacher ratio in Y3-5.

Area of spend	Focus	Total allocation
Teaching		
No Child Left Behind- Years 1-6. Additional assessment and pupil progress meetings.	English and Maths	£1350
Increased teacher ratio in mornings in Y6 to increase opportunities for feedback to and from pupils and facilitate smaller class sizes	English and Maths	£73596
Additional Teacher in Y5/6 to target gaps in learning and support NCLB initiative.	Core Subjects	£48,573
AH release 1 day per week planning recovery curriculum/emotional well-being/NCLB	English, Maths and Personal Development	£8550
Support Staff		
In class support – TA support in Y1 and Y3	English, Maths and Personal Development	£46,512
In class support – TA support in Y6- PP/SEND	SEMH	£72,718
Inclusion		
1:1 emotional therapeutic support (TAVI)	Personal and Social	£10,000
Clubs		
Subsidising school trips to build resilience	Personal and Social	£1,500
TOTAL SPEND		262,799

Data has been inputted for 2019/20 but this is based solely on Teacher Assessment and noting the children did not receive normal schooling during 'lockdown' and did not complete the usual Early Years Profile, Phonics Check, KS1 and KS2 SATS Assessment. This indicates, as you would expect, a dip in outcomes.

EYFS- Good Level of Development

	Disadvantaged	Other	Gap
2017-2018	24%	78%	54
2018-2019	60%	63%	3
2019-2020	40%	72%	32

Attainment – percentage achieving end of year expectation: data taken from Spring Assessment 2020

% Expected or above	Overall PP %	Reading			Writing			Maths		
Year group		PP	Overall	Gap	PP	Overall	Gap	PP	Overall	Gap
N (8 pupils out of 27) 0.27	30%	25	48	-23	25	44	-19	38	59	-21
R (9 out of 45 pupils) 0.45	20%	22	59	-37	22	57	-35	67	76	-9
1 (18 out of 55 pupils) 0.18	33%	78	75	+3	72	69	+3	89	76	+13
2 (24 out of 58 pupils) 0.24	41%	38	52	-14	38	47	-9	33	52	-19

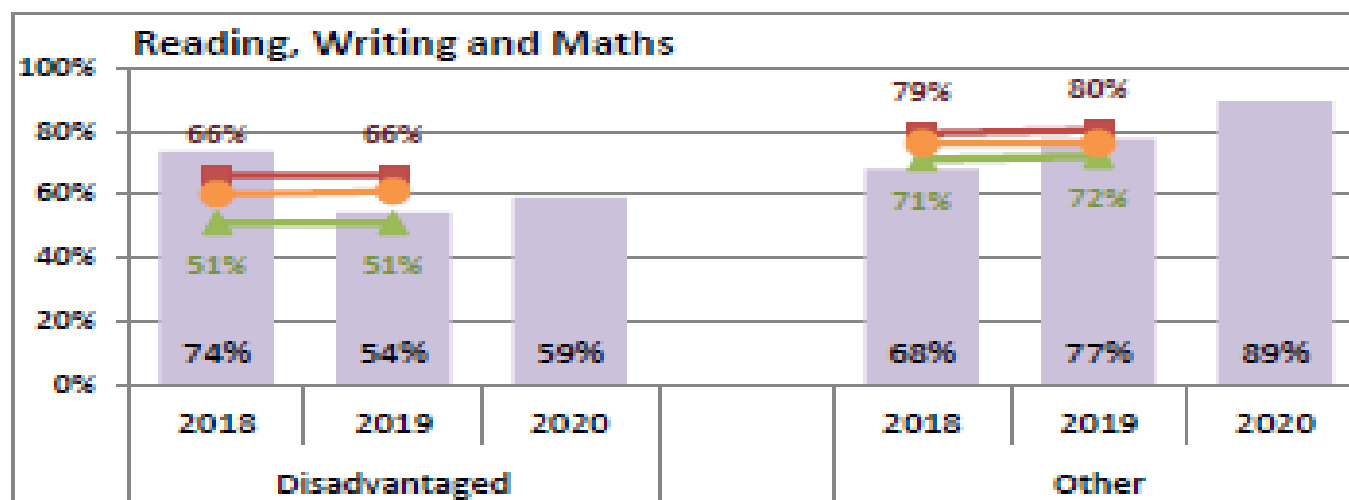
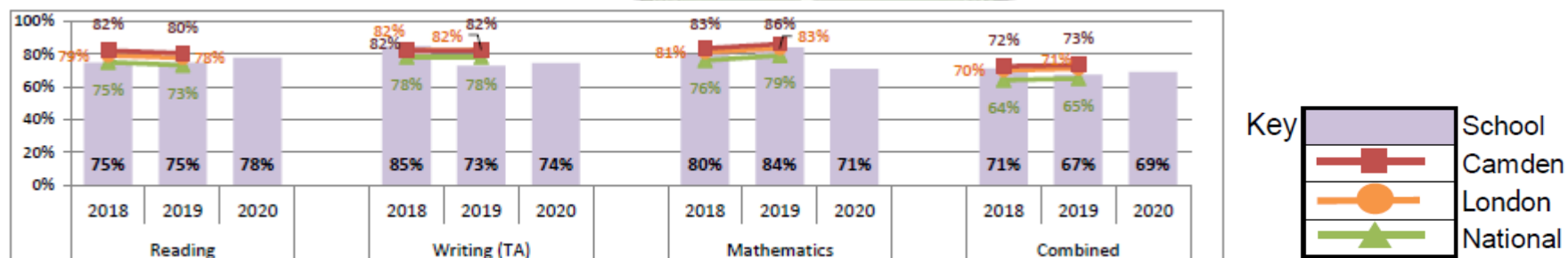
3 (27 out of 56 pupils) 0.27	48%	74	77	-3	70	77	-7	74	80	-6
4 (23 out of 58 pupils) 0.23	40%	87	90	-3	74	81	-7	78	79	-1
5 (24 out of 57 pupils) 0.24	42%	81	82	-1	65	71	-6	77	82	-5
6 (34 out of 58 pupils) 0.34	59%	68	76	-8	62	69	-7	68	72	-4

End of KS2 attainment- all teacher assessed

	PP	Non PP	Combined R,W,M			Reading Test			Writing TA			Maths Test		
			PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Beckford	67	33	59	89	-30	72	95	-23	67	89	-22	64	89	-25
National														
Comparison to National														

No comparison to National has been made due to differences in the ways schools assess.

Three-year picture whole school



Conclusions

At the end of KS2, disadvantaged pupils at Beckford were less likely to reach the expected standard than their non-disadvantaged peers.

This pattern is not reflected across the most recent 4 years at Beckford although the difference in cohorts in terms of SEN and EAL is significant– in 2017 and 2018 the KS2 disadvantaged cohorts had similar or better attainment than others. The 2019 disadvantaged cohort was unusual at Beckford in that it contained a much higher proportion of children with SEND (36%) than the non-disadvantaged cohort (14% SEND). In 2020 the cohort contained a higher proportion of disadvantaged pupils (60%) than previous years and overall contained a high proportion of children with EAL (71%) with a high number (43%) of that cohort of pupils being both EAL and disadvantaged. The difference in attainment appears to be largely due to the prevalence of EAL in the disadvantaged group.

In terms of attainment, a gap between disadvantaged pupils and non-disadvantaged was apparent in all year groups from Nursery to Y6 with the exception of year 1. The year 1 cohort has 33% of children who are disadvantaged and within this group there is an unusually low number (6%) of SEN disadvantaged pupils. When comparing this to the disadvantaged group of children in Year 2 who have a higher proportion of SEN (25%) it is evident that this is a contributing factor to the difference in attainment.

This gap is large in KS1 but generally becomes smaller moving through KS2. This supports the conclusion that the school's strategies to support disadvantaged pupils are helping to close the attainment gap over time.

Across most year groups and subjects, disadvantaged pupils made good progress from their starting point at the beginning of the key stage.

EYFS data is based on low number of pupils on roll, leading to each pupil having a higher impact on data. Disadvantaged children in the Early Years start Beckford from low starting points and make similar or better progress than their peer in the Prime Learning Goals. They tend to develop the Specific Learning goals over time and this is reflected in the data.

Implications for School Development Planning

- Writing has been a whole school priority in 2019-2020 and assessment shows the gap is closing.
- Due to Covid- the whole school priority for disadvantaged pupils is to support Mental Health and Well-being.
- Disadvantaged pupils who have made slower progress to be targeted for additional support/tuition to accelerate progress- 'No Child Left Behind.'