



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data		
School name	Becontree Primary School		
Number of pupils in school	2021-2022 458 (Nursery-Year 6)	2022-2023 458 (Nursery-Year 6)	2023-2024 462 (Nursery-Year 6)
Proportion (%) of pupil premium eligible pupils	2021-2022 26% (109 pupils)	2022-2023 21% (97 pupils)	2023-2024 24% (111 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024		
Date this statement was published	13 th September 2021		
Date on which it will be reviewed	September 2022 September 2023 September 2024		
Statement authorised by	Mrs M Ziane		
Pupil premium lead	Mrs C Stock and Mrs L Stonier		
Governor / Trustee lead	Mr Asim Uddin		

Funding overview

Detail	2022/23	2023/24
Pupil premium funding allocation this academic year	£153,735	£156,505
Recovery premium funding allocation this academic year	£ £14,836	£19,469
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,571 (2022/23) £175,974 (2023/24)
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating pupil premium funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These have been exacerbated by (2020-2021) Covid-19 and periods of school closure.

Challenge number	Detail of challenge
1	Many disadvantaged children in EYFS or upon arrival in other year groups, have low starting points. Speech and language issues are common, and many arrive with very limited language skills (including in home languages). Some children come with minimal or no early year's education.
2	Disadvantaged children often perform less well in reading because of a raft of reasons; these may include a limited vocabulary, low reading mileage, a late start to reading, especially phonics, lack of opportunities to read at home.
3	Disadvantaged children often perform less well in writing because of a raft of reasons; these may include a limited vocabulary, lack of opportunities to include in their writing, a lack of grammatical structure and poor spelling knowledge.
4	Disadvantaged children often perform less well in maths because of a raft of reasons; these may include a limited understanding of mathematical concepts and vocabulary linked to reasoning and problem solving.
5	A high proportion of disadvantaged children have limited enrichment opportunities outside of school. Their limited experiences have a negative impact on their ability to make personal links to their learning, e.g. to what they are reading. There is also an effect on related skills such as physical fitness, social skills and communication.
6	Disadvantaged children have lower attendance than that of non-disadvantaged children and it is lower than the school target of 97%.

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
Disadvantaged children in EYFS will achieve a good level of development (PSED, CL, PD, Literacy and maths) by the end of the academic year.	Disadvantaged children will make accelerated progress in EYFS so that the proportion of disadvantaged children reaching a good level of development in line with non-pupil premium children. Disadvantaged children with Speech and Language difficulties are identified early and professional support is utilised to address the issues quickly and effectively leading to good progress against targets set.
Disadvantaged children make better than expected progress in reading, writing and maths.	Disadvantaged children will make accelerated progress in reading, writing and maths so that the proportion of disadvantaged children reaching the expected standard by the end of KS1 and KS2 is at or above the national 'other' group.

The gap between the attendance of disadvantaged children and ALL children will narrow.	Attendance for disadvantaged children in all year groups will be in line with non-disadvantaged children and will be at or above school target of 97%.
Disadvantaged children will have access to a wide range of Cultural Capital experiences both in and outside of school.	All disadvantaged children will be provided with a range of enrichment opportunities, in school which will provide children with the knowledge and cultural capital they need to succeed in life.

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: £94,920.85 (2023/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional NNEB support in Early Years. (£28,408) Language and Communication Strategy – additional SLSA time allocated for specific interventions. (£28,708)	EEF (+2 months) As the size of a class/teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for all children. EEF (+6 months) Communication and language approaches include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as sustained shared thinking 'or guided interaction'.	1 and 2
Additional Support in targeted year groups Higher Level Teaching Assistants allow for targeted interventions.	EEF (+2 months) As the size of a class/teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive	2, 3 and 4

(£37804.85) Additional AM teacher support in year 3 and 6. (£58246.60) (2022/23)	will increase, improving outcomes for all children.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37,929.60 (2023/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all pupils Reading, Writing and Maths are high priority on the school development plan and CPD plan. Pupil Progress meetings track progress of all children and appropriate and timely interventions are put in place. SIP (23/24) also focuses on: • Development of and consistent implementation of a whole school approach to collaborative learning. • Development and implementation of responsive teaching strategies in all year groups across the school. • Introduce and implement ARK Maths Mastery Scheme (Year 1 of a 3 Year Plan) in all year groups from Reception to Year 6.	EEF (+ 2 months) Within-class grouping (also known as within-class attainment grouping) means organising pupils within their usual class for specific activities or topics, such as literacy or mathematics. Pupils with similar levels of current attainment are grouped together, for example, on specific tables, but all pupils are taught by their usual teacher and support staff, and they usually all follow the same curriculum but at different levels of difficulty. The aim of this type of grouping is to match tasks, activities and support to pupils' current capabilities, so that all pupils have an appropriate level of challenge	2, 3 and 4

Catch up provision from NTP. School Led Tutoring (£16,323.00)	EEF (+ 4 months) Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	2 and 3
Specific Interventions (Speech Link, Becontree Everyone's Reading Together, Phonics Catch Up) (£403 - subscription) (£10373.60)	EEF (+ 6 months) Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1 and 2
Purchased school Speech and Language Therapist from Wordsfirst Additional time for Speech and Language interventions – SLSA (£10,891)	EEF (+ 6 months) Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1 and 2
Purchased web-based programmes to be used in school and at home. -Purple Mash -Timetable Rockstars -Phonics Play -Spelling Shed -Project X. This is included in the subscriptions budget.	EEF (parental engagement + 4 months) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning in.	2, 3 and 4
Purchased a set of 3 home learning CGP books for all children. (£342)	EEF (parental engagement + 4 months) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning in.	2, 3 and 4

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

Budgeted cost: £38,786.00 (2023/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital experiences promoted in the curriculum. (£4500 - £300 per year group)	Raising aspirations is therefore often believed to incentivise improved attainment. -out of school interventions or extra-curricular activities. The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.	5
Reduction in cost of trips for disadvantaged children. Included in cost above	Raising aspirations is therefore often believed to incentivise improved attainment. -out of school interventions or extra-curricular activities. The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.	5
Full time Parent Support Advisor. (£34,286)	EEF- parental engagement + 4 Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. Dedicated person in role who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support that they need. This leads to improved relationships with the school and home lives for the whole family and in turn outcomes for children.	6

Total budgeted cost: £171,636.45

Total budget for this academic year (Pupil Premium and Recovery Premium): £168, 571
Funding from delegated school budget: £3065,45

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.

Reception On Entry Data

Personal, Social and Emotional Development (PSED)	Working Within 0-3 Years	Secure 0-3 Years	Working Within 3-4 Years	Secure 3-4 Years	Working Within Reception
Summer (38 chn)	1(2.5%)	1(2.5%)	16(42%)	20(53%)	
Communication and Language (CL)	Working Within 0-3 Years	Secure 0-3 Years	Working Within 3-4 Years	Secure 3-4 Years	Working Within Reception
Summer (38 chn)	1(2.5%)	1(2.5%)	20(53%)	16(42%)	
Physical Development (PD)	Working Within 0-3 Years	Secure 0-3 Years	Working Within 3-4 Years	Secure 3-4 Years	Working Within Reception
Summer (38 chn)	0	1(3%)	4(11%)	33(87%)	
Literacy	Working Within 0-3 Years	Secure 0-3 Years	Working Within 3-4 Years	Secure 3-4 Years	Working Within Reception
Summer (38 chn)	6(14%)	3(9%)	17(45%)	12(32%)	
Maths	Working Within 0-3 Years	Secure 0-3 Years	Working Within 3-4 Years	Secure 3-4 Years	Working Within Reception
Summer (38 chn)	1(3%)	4(10%)	15(39%)	18(47%)	
Understanding World (UW)	Working Within 0-3 Years	Secure 0-3 Years	Working Within 3-4 Years	Secure 3-4 Years	Working Within Reception
Summer (38 chn)	1(3%)	0	19(52%)	18(47%)	
Expressive Arts and Design (EAD)	Working Within 0-3 Years	Secure 0-3 Years	Working Within 3-4 Years	Secure 3-4 Years	Working Within Reception
Summer (38 chn)	1(3%)	0	14(37%)	23(61%)	

Reception End of Year Data

15 children were identified as Pupil Premium children in Reception.

Attainment (National Data)			
	GLD	Prime	Specific
Year Group	72%	77%	72%
Pupil Premium	80% (12)	87% (13)	80% (12)

Phonics (Y1)

There were 14 children identified as Pupil Premium in Year 1

End of Year: 63% passed the national phonics screening test.

Pupil Premium Children: 43% (6)

Non- Pupil Premium Children: 54% (whole cohort) 67% (exc. PP children)

Year 2

There were 17 children identified as Pupil Premium in Year 2

	On Entry – end of year 1		End of Year 2	
	Expected + (Yr 1- 15 PP chn)	Greater Depth	Expected +	Greater Depth
Reading	71%	21%	68 % (inc. ARP) 70% (exc. ARP)	16% (inc. ARP) 17% (exc. ARP)
PP	53% (8)	13% (2)	59% (10)	18% (3)
Writing	40%	9%	52% (inc. ARP) 54% (exc. ARP)	11% (inc ARP) 12% (Exc. ARP)
pp	47% (7)	0	47% (8)	18% (3)
Maths	65%	12%	61% (inc. ARP) 62% (exc. ARP)	19% (inc. ARP) 20% (exc..ARP)
PP	60% (9)	13% (2)	47% (8)	35% (6)

Year 6

There were 20 children identified as Pupil Premium in Year 6

	On Entry		End of Year (National Data)	
	Expected + (Yr 5- 20 PP chn)	Exceeding	Expected +	Greater Depth
Reading	49%	0%	62% (73)	20%
PP	45% (9)	0%	50% (10)	20% (4)
Writing	24%	11%	63% (71)	7%
PP	10% (2)	5% (1)	50% (10)	10% (2)
Maths	49%	9%	71% (73)	18%
PP	30% (6)	0%	55% (11)	5% (1)
SPAG	55%	11%	69% (72)	31%
PP	35% (7)	5% (1)	50% (10)	15% (3)

Attendance (from 5th September 2022 to 21st July 2023)

- 91.39% % for disadvantaged children which was below the school target of 97%.
- 93.22% for non-disadvantaged children which was also below the school target of 97%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Fluency Intervention	Laurel Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None Allocated
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.