

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Beckfoot Phoenix
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	33.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Lloyd
Pupil premium lead	Gemma Wilson
Governor / Trustee lead	Shirley Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £49,785
Recovery premium funding allocation this academic year	£ Rolled into funding
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£ 49,785

Part A: Pupil premium strategy plan

Statement of intent

- Our ultimate objectives for your disadvantaged pupils:
 - To have a voice and be able to communicate (School vision – priority 3).
 - High levels of pupil and parental engagement.
 - High levels of family support (School vision – priority 1).
 - Access to aspirational, real and meaningful curriculum opportunities (School vision – priority 2)
 - All pupils including disadvantaged pupils make strong progress that continues following school holidays – ie. 24 hour child (School vision- priority 1)
- Key principles of our strategy plan?
 - Communication
 - Sensory diets
 - Positive behaviour
 - Working with parents
 - Funding curriculum opportunities
 - Support beyond the school day.

Challenges

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

Challenge number	Detail of challenge
1	Speech and language difficulties
2	Sensory difficulties
3	Increased number of pupils with SEMH needs.
4	Behaviour at home that has impact on progress in school
5	Maintaining and sustaining progress following school holidays
6	Access to real and meaningful aspirational activities
7	Lack of before and after school support for families.

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
Pupils to have a voice and be enabled to communicate.	<p>Speech and language therapist employed by school – 1 day a week.</p> <p>All children have communication targets.</p> <p>Targets on planning and being taught through all lessons.</p> <p>Pupil voice being used to impact on school improvement priorities.</p>
Staff will be in place, and strategies and support systems will be fully embedded to ensure challenging behaviour is minimised and there are high levels of engagement by all.	<p>Behaviour lead employed – full time.</p> <p>Whole school strategy supporting children’s emotional understanding will be fully embedded.</p> <p>Parental support for home and school strategy is in places and having positive impact on learning in school.</p> <p>Parental workshops in place, e.g. Communication, sleep clinic, coping skills.</p>
Provide high quality extra-curricular activities.	<p>Increase number of lunchtime and before and after school clubs.</p> <p>Parental worker employed to lead on holiday stay and play schemes.</p> <p>Support staff employed to work with children on holiday stay and play schemes.</p> <p>Funding available for disadvantaged children for out of school curriculum activities.</p>
Pupils to access Music Therapy in school	<p>Music Therapist employed by school – 1 day per week</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part payment of behaviour lead's salary	After researching roles of behaviour leads in other schools, the most effective roles are those who are not teachers and who are not in class. Working in this way, the behaviour lead will be an additional member of staff to support in class, train staff or train parents.	2, 3, 4, 7
Part payment of parental worker's salary	Over the last 5 years, pupil premium funding has supported families of disadvantaged pupils through the parental worker who has worked with families to access funding/playschemes/additional opportunities, which has included organising short breaks for families, and holiday stay and playschemes.	4, 5, 7
Support staff employed to work with children on holiday stay and play schemes and before and after school clubs.	Families tell us that the holiday clubs are 'a lifeline'. Children are accessing activities in the holidays that they would otherwise not experience. Evidence from past years shows us that children are retaining knowledge from previous terms and are settling back into school more readily when they have been at holiday clubs. Parents are asking for support before and after school to enable more to work or spend time with their other children.	4, 5, 6, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Speech and language therapist employed by school – 1 day a week. All children have communication targets. Targets on planning and being taught through all lessons.	Since support from NHS speech and language is minimal, pupil premium has been used to fund an additional speech and language therapist for last 3 years. The impact from this is that there is a real focus on communication through all lessons and children are making strong progress, ie. Now talking/signing.	1
Speech and language therapist also employed with experience of sensory diets.	The last 3 years has shown that the attending to children’s sensory needs has had a significant impact on progress and engagement in school.	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school strategy supporting children’s emotional understanding will be fully introduced.	Funding that will enable the development of SEMH knowledge in school to support the increasing need of pupils.	3, 4
Funding available for disadvantaged children for out of school activities curriculum activities.	Funding some families for activities such as residential holidays has been the only way that these children have been able to access such opportunities.	6

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupil premium strategy outcomes 2022-23

- The continued employment of the Speech and Language therapist enable collaborative work within the school between the SaLT and the L3 staff who have a responsibility for Communication in their base. Regular meetings and support showed that pupils were provided with the correct tools for their communication.
- The behaviour lead has been an asset to the school and she has worked closely with parents, staff, children and other agencies to ensure that all the strategies needed to support the pupils with their behaviour have been mostly successful.
- The parental worker continues to provide workshops for families, seeks out grants to ensure families have support through very difficult times. The stay and play and sensory days during the school holidays are a life line for the families and this is all organized and coordinated by the same person. Feedback from parents show that this is invaluable.
- Staffing costs covered by the Pupil Premium allows children to attend school on supported places during the holidays, thus still giving the family a break and allowing the child consistency throughout the school holidays.