

# Pupil premium strategy statement – Beckfoot Phoenix

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	115
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Lloyd, Headteacher
Pupil premium lead	Sarah Lloyd, Headteacher
Governor / Trustee lead	John Winkley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,406.74
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£54,406.74

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to inspire disadvantaged learners to embrace learning in all its forms and use their educational experience to make a real difference to their own lives, and to the lives of others. We want our disadvantaged learners to believe in limitless possibilities because they are engaged, challenged, supported and excited about learning as a result of their curriculum experience.

We want disadvantaged learners to be confident, aspirational individuals who will thrive in an ever-changing world as independent, positive and considerate young people. We are determined that all learners are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We know that what happens in the classroom has the greatest impact on closing the disadvantage attainment gap. We believe that our deliberate and intentional focus on viewing every aspect of the quality of education through the lens of our most vulnerable students, ensures these students are prioritised and their varying needs are met.

We understand that additionality through Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

Our Strategic Vision focuses on our determination that no disadvantaged child is left behind through the identification and removal of any barriers to their academic success and social development.

Disadvantaged learners are at the heart of our five strategic priorities:

1. People First- Staff dignity
2. Subject drivers
3. Data driven planning & cycles
4. Assessment
5. Literacy everywhere

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring all pupils have their SEMH needs met in order to learn successfully
2	Ensuring all pupil access the curriculum that they require to meet their targets at the end of the year
3	Ensuring all pupils have data that can be used in all areas of school, this can inform planning, head teacher reports and end of year progress
4	Ensuring all assessments are fit for purpose, particularly communication to link with PP funding
5	Ensuring all children have a communication target as part of their 6 yearly targets that links directly to the EHCP and the Data Driven Planning.

## 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
Ensuring all pupils have their SEMH needs met in order to learn successfully	Pupils are ready for learning and access all their lessons, either in class or through the Nurture Hub
Ensuring all pupil access the curriculum that they require to meet their targets at the end of the year	Pupils make expected progress in their annual targets
Ensuring all pupils have data that can be used in all areas of school, this can inform planning, head teacher reports and end of year progress	Staff are able to show the progress that the children have made through the data driven planning
Ensuring all assessments are fit for purpose, particularly communication to link with PP funding	All data is up to date following the cycles of assessment within the classroom. Teachers have the information at their fingertips.
Ensuring all children have a communication target as part of their 6 yearly targets that links directly to the EHCP and the Data Driven Planning.	All children will meet their communication target with support from the staff team that have been guided by SALT Laura Hatton.

## 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: £ 17,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training from ETC therapist Communication targets completed every year and reviewed twice yearly by SALT	<ul style="list-style-type: none"> <li><a href="#">EEF Pupil Premium Guidance</a></li> </ul>	1,4,5

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

Budgeted cost: £36,661.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group interventions throughout the day for pupils to ensure they have completed their targeted work	<ul style="list-style-type: none"> <li><a href="#">EEF Pupil Premium Guidance</a></li> <li><a href="#">New EEF Guidance Report - Making Best Use of Teaching Assistants   EEF</a></li> </ul>	1,2,3,4,5

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support to enable pupils to access the	<a href="#">The EEF Guide to the Pupil Premium   EEF</a>	1, 2, 4, 5

SEMH support that they require throughout the day.		
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**Total budgeted cost: £ 54,406.74**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Academic Outcomes

We are acutely aware that following lockdown recovery, progress has been tracked through a variety of different avenues. Teacher assessments show that all but 5 children in our school last year did not make the academic progress that we expected. Only 2 out of the 5 were PP.

#### All student attendance:

School attendance for the 2023-2024 academic year was 88.4%. compared to 92.9% nationally.(FFT) The percentage PA for 2023-24 was 39.8% compared to 27% nationally.(FFT)

#### DV student attendance:

DV attendance for 23-24, at 88.3%, was also below national (88.6%)

#### Pastoral Indicators

In 2023-24, Fixed Term suspensions were 1 pupil.

PP suspensions accounted for 0%

In 2023, 0 PP students were permanently excluded.

#### Overall Evaluation

Our data evidences that the strategies that we put in place last year enable the children to access their own communication in a way that suited them. Interventions were adapted to suit the children and allow each individual need to be the focus. Teaching assistants are evenly spread throughout the school to enable the teachers to teach, children to learn and children to be supported to regulate.