

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

School overview

Detail	Data
School name	Begbrook Primary Academy
Number of pupils in school	553
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Vicky Counsell
Pupil premium lead	Sian Adams
Academy Council lead	Sarah Page

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,450
Recovery premium funding allocation this academic year	£0
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	£167,893

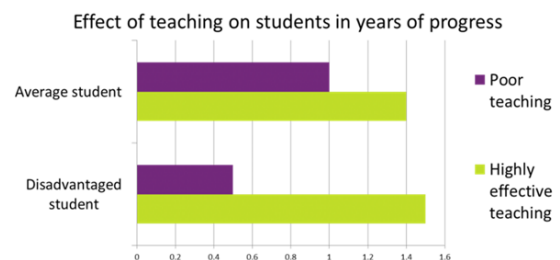
Part A: Pupil premium strategy plan

Statement of intent

At Begbrook Primary Academy, our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established culture of equity over equality that aims to understand the challenges that learners experiencing disadvantage face and that puts the right support in at the right time. In order for us to achieve our objectives, we have set and invested in a culture that supports learners experiencing disadvantage even over others.

Our culture is based around four key principles:

- Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students) is described by John Hattie as the 'number one influence' with an effect size of 1.57 in relation to student achievement (10 Mindframes for Visible Learning, John Hattie 2018).
- Quality first teaching (Sutton Trust 2011): this is described as the single biggest variable (30%) that explains in-school variation. In order to develop highly effective teaching, that supports the progress and attainment of learners experiencing disadvantage, we use a systemised approach to staff professional development built upon evidence-based research.
- We apply a 'Find the gap; plug the gap' mentality for specific areas of deficit, academic or otherwise. This PP gap analysis provides us with a holistic understanding of the children that helps us to identify the right support at the right time.
- We have designed and we teach a cumulatively sufficient, knowledge rich curriculum.



Source: Sutton Trust (2011)

Challenges

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

Challenge number	Detail of challenge
1	There is a historical trend that PP attainment is lower than non-PP attainment in the combined measure of Reading, Writing and Maths across the school. This is also shown in KS2 outcomes.
2	We know that PP gap analysis show that children have lower levels of oracy
3	We know that PP children are known to have lower levels of reading progress/attainment
4	We know that PP gap analysis shows that children have vocabulary deprivation
5	We know that PP gap analysis shows that children have family stress as a result of shortage of money (FSM) and have direct or indirect effects of material deprivation and this has an impact on their health and well-being
6	We know that PP gap analysis shows that children dysregulate frequently and have poor social and emotional skills and have a sense of futility
7	We know that PP gap analysis shows that children have parents who are less engaged in learning and are exposed to low aspirations
8	We know that PP gap analysis shows that children have narrow experiences outside of school and have reduced educational experiences
9	We know that PP gap analysis shows that children have a higher chance of exposure to an adverse childhood experience (ACE)
10	There is a historical trend that attendance of PP children overall is below national (96%) and there is a gap to non-PP attendance in school

Intended outcomes

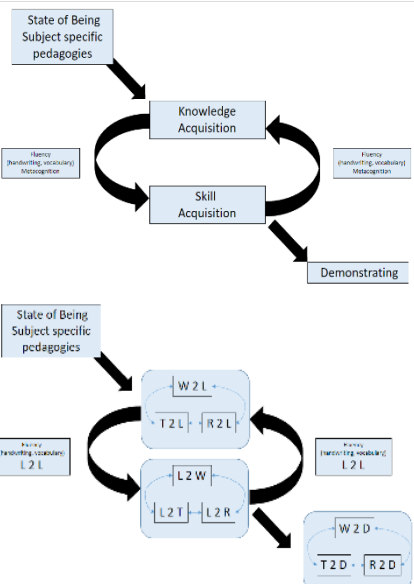
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All children will be ready for the next stage of their academic career/journey	Achieve national average progress scores in KS2 Reading, Writing & Maths
For all SEND pupils to make progress	All relevant children with SEND show an improvement on the Edukey targets system of at least +1
The 10 challenges identified above are supported	Children are ready to learn and able to access benevolent school experiences
For all children to be in school	Attendance for PP and other vulnerable groups is 95%+

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
Staff CPD <ul style="list-style-type: none"> - Professional Development sessions - Curriculum leadership support - Trust wide networking events - INSET days - Leadership training 	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Impact of effective teaching on students in years of progress – Sutton Trust (2011) https://www.suttontrust.com/our-research/great-teaching/	1, 2, 3, 4
PiXL approach: Core Team Meetings / Pupil Progress Meetings <ul style="list-style-type: none"> - Focus on PP and SEND - Teachers assess trends and patterns - Curriculum adaptations made based upon trends and discussions 	Collective Teacher Efficacy: 10 Mind frames for Visible Learning, John Hattie 2018 Embedded Formative Assessment, Dylan Williams 2018	1, 2, 3, 4, 6, 7, 8
Establish a whole school reading approach that includes: <ul style="list-style-type: none"> - Systematic Synthetic Phonics - Access to phonetically decodable texts - Phonics into reading - Reading fluency - Reading to learn (comprehension) - Begbrook Reading tree – core books that all children will read during their time with us 	Reading is the gateway to knowledge and yet 1 in 4 learners experiencing disadvantage leave primary school unable to read well, and 1 in 8 don't own a book. Children who own books are 15 times more likely to read above ARE. <ul style="list-style-type: none"> - Systematic synthetic phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics - Matthew Effect – impact on fluency and progress https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/ - Brain development: How we learn – the new science of education and the brain (Stanilas Dehaene) p.132-138, p.157-158 	3
Curriculum enactment: Continue to teach a cumulatively sufficient,	Why knowledge Matters – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017)	1, 2, 3, 4, 8

<p>knowledge rich curriculum that is broad and balanced. It uses the states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.</p> 	<p>The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018)</p> <p>Seven myths about education (Daisy Christodoulou)</p> <p>Why children don't like school (Daniel T. Willingham)</p>	
<p>Year group leadership release weekly to support in:</p> <ul style="list-style-type: none"> - Ensuring high expectations within their year group - Consistency of school wide approaches <p>Monitoring, assessment, moderation</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1, 2, 3, 4, 6, 10</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PiXL approach: To continue to implement a “Find the gap: plug the gap” approach that focuses on key children and monitor progress. This is implemented in all year groups throughout the school.</p> <ul style="list-style-type: none"> - Attendance at conferences for staff - Core team meetings 	<p>PiXL aims to support the promotion of excellence for pupils. One of the strategic approach's PiXL promote within every day teaching, is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention for each student to enhance standards. This is achieved through, what PiXL term DTT (diagnosis, therapy and testing) and is essentially a cohesive formalised AfL approach.</p>	<p>1, 3</p>

- Therapies are delivered for key children by teachers/TAs		
Continue to implement Pre-teaching and Over-learning to support and ensure access to wave 1 provision	Daniel Sobel – Narrowing the Attainment Gap, 2018 https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/	1, 2, 3, 4
Deployment of TA/HLTA to provide 1:1 group intervention and facilitate quality first teaching.	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher 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.	1, 3
Employ a full-time academic mentor to work with pupils 1:1 and in small groups with a specific focus on reading and writing.	National Tutoring Programme guidance	1, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to implement a consistent metacognitive approach that supports behaviour for learning through consistency of expectation and language: - Learning behaviours: Gems - Think Like a Learner (Di Pardoe and Tom Robson) and the use of Gem Powers to be used as a whole school approach	Education Endowment fund (EEF): Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Our pupil premium gap analysis highlights the challenges that have resulted in our PP children being unable to discuss their emotions or manage their behaviour for learning.	6
To continue to use Emotion Coaching to support:	Randomised Control Trials in America have demonstrated that Emotion Coaching	6, 9

<ul style="list-style-type: none"> - Development of children's executive control - Emotional regulation for children 	<p>enables children to have fewer behavioural problems, achieve more academically in school, be more emotionally stable and resilient, be more popular and have fewer infectious illnesses (Gottman et al, 1997).</p> <p>https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/273/Summary-of-EC-research.PDF</p>	
<p>Play therapy</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>2, 4, 5, 6, 9</p>
<p>To continue to implement deliberate Oracy opportunities throughout the curriculum to support language acquisition:</p> <ul style="list-style-type: none"> - Improve oracy levels through embedding Voice-21 and Begbrook strategies to develop grammar and articulation - Use Oracy Framework tool (key components of communication - linguistic, physical, cognitive and social & emotional) for analysing oracy during monitoring process 	<p>Voice-21</p> <p>"Speaking is a huge priority. It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." <i>Amy Gaunt, Voice-21</i></p> <p>https://voice21.org/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2</p>
<p>To continue to understand the impact of the Vocabulary gap and implement strategies to reduce this:</p> <ul style="list-style-type: none"> - All year groups to implement appropriate strategies for improving the teaching of vocabulary – trial and review - Best practice within school identified and shared - Learning boards to contain key vocabulary for each unit 	<p>Closing the Vocabulary Gap – Alex Quigley</p> <ul style="list-style-type: none"> - Low vocabulary levels are a consistent factor for disadvantaged children across the country - Parents in professional families speak 32 million more words to their children than parents in welfare families - Children with restricted vocabularies at 5 years old are more likely to be poor readers as adults, experience higher unemployment rates and have more mental health issues - 95% of words in a text = comprehension - We need to understand the challenge of conversational, academic and public sphere vocabulary and know how to make this accessible for all 	<p>4</p>

	<p>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</p> <p>Language deprivation means that disadvantaged children have a limited acquisition and repertoire of vocabulary. Their lack of wider experiences leads to reduced general knowledge and language schemata to adapt to new learning</p>	
Supervision sessions will continue to be given to staff members who support learners experiencing disadvantage. This supports the well-being of staff so that they are able to cope with the emotional challenges that supporting learners with complex issues provides.	https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf	5, 6, 7, 8, 9, 10
Financial support - Trips and visits: Support parents of children who qualify for FSM through providing a 50% discount for educational visits and a discount for Y6 residential camp	According to research by The Children’s Society on the impact of money worries on children’s mental well-being and health, 2.4 million children live in families with problem debt in England & Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health.	5, 8
Financial support - Wrap around care: Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club	Money pressure also left children and parents feeling isolated and excluded, ‘Debt meant not being able to go on outings, take part in activities like sports or school trips , missing out on things like birthdays, extended family gatherings or family holidays’.	5, 10
Financial support - Uniform support: Provide opportunity for families to purchase iron-on badges for £1 rather than buying branded school jumper	The working class: Poverty, Education and Alternative Voices – Ian Gilbert The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing.	5
Financial support - Extra-curricular/wider opportunities: Provide opportunities for children to attend paid-for after school sports provision on a case-by-case basis - Ensuring PP children are given priority for selection at extra-curricular clubs	Education Endowment Fund: Enrichment There is evidence on a diverse range of approaches that seek to enrich children’s school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It is argued that enrichment approaches can directly improve pupils’ attainment by up to 4months.	5, 8
Learning Mentor employed to support with SEND and SEMH needs across the academy to support identified children in the following ways:	“If the child is unable to adjust to the needs of the school, then the school must adjust to meet the needs of the child.” Marjorie Boxall	6

<ul style="list-style-type: none"> - To achieve stability with behaviour and attitudes to learning in identified cohort. - To significantly reduce the impact of key learners' behaviour on others within the school and beyond (family life). - To address children's lack of progress academically, emotionally and socially - To increase children's confidence, self-esteem, attainment, and love for learning and school. 	<p>This provision will allow us to assess learning and social and emotional needs and give help that is needed to remove the barriers to learning.</p> <p>This provision gives much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to. As the children learn academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.</p>	
<p>Family link worker employed to support with the following:</p> <ul style="list-style-type: none"> - Providing support for families who may not be able to engage with education independently - Sharing information and wider services with relevant families and supporting engagement where necessary e.g. parenting support - Championing families and their children within the inclusion team 	<p><i>"Parents of disadvantaged children are frequently let down by the education system that may have let them down during their own childhood."</i> (p.81)</p> <p>Narrowing the attainment gap: Daniel Sobel (2018)</p>	5, 6, 7, 8, 9
<p>Attendance lead employed to support with the following:</p> <ul style="list-style-type: none"> - Target 'broken weeks' absentees and discuss impact with families - Monitor lateness - Support families with children who have persistent absence - Analyse data groups within attendance figures e.g. 90-92%, 92-94% and target accordingly - Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club 	<p>DfE Miss School = Miss Out, Improving Pupil Attendance Strategy</p> <p><i>"Attending school regularly is important for all pupils because of how their attendance can affect their educational attainment and their subsequent life chances."</i></p> <p><i>"Early intervention is crucial to avoiding the emergence of poor patterns of attendance, both in terms of establishing positive habits from an early age and also intervening before negative patterns become entrenched for pupils of any age. Schools which successfully address poor attendance will monitor data closely, take prompt action on potential concerns and involve parents at an early stage. Some schools will use internal resources successfully to provide additional support to improve attendance."</i></p> <p>Narrowing the attainment gap – Daniel Sobel FSM children are twice as likely to be PA (page 32)</p>	10
<p>As part of the Cabot Learning Federation, we will continue to support the alternative learning provision called The Nest. Referrals submitted to the NEST for outreach support and use of provision as an Alternative Learning Provision.</p>	<p>The NEST studio provides a part time Alternative Learning Provision for learners who are finding mainstream more difficult. This provides more appropriate provision for a few, some of who are students in receipt of the PPG.</p>	6

<p>Continue provision for unstructured spaces (playgrounds at break and lunch) through:</p> <ul style="list-style-type: none"> - Provide a nurture room for identified children who struggle to be outside independently during unstructured times 	<p><u>Beacon - Behaviour Support for Schools: How to improve behaviour on the playground at lunchtimes</u> Many children simply don't know how to interact appropriately with each other on the playground. It is reported that a decline in co-operative play and an increase in squabbles and falling out frequently spill over into precious learning time in the afternoons.</p>	<p>6</p>
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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.

<p><u>End of KS2 results</u> KS2 combined 66% (all), 50% (PP) KS2 reading 77% (all), 58% (PP) KS2 writing 75% (all), 62% (PP) KS2 maths 75% (all), 65% (PP)</p> <p><u>End of KS1 results</u> KS1 combined 50% (all) 18% (PP) KS1 Reading 62% (all) 45% (PP) KS1 Writing 52% (all), 18% (PP) KS1 Maths 51% (all), 27% (PP)</p> <p><u>Y4 MTC results</u> Average mark – 17.7 (all) Average mark – 16.5 (PP)</p> <p><u>Y1 phonics results</u> 69% all 70% PP</p> <p><u>EYFS GLD results</u> GLD = 68% (all) GLD = 38% (PP)</p>

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.