

North Beckton Pupil Premium Strategy Statement (Including Recovery Premium) 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	North Beckton Primary School
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Bal Kettory Head of School
Pupil premium Lead	Laura Howe Assistant Head Teacher
Governor / Trustee Lead	All Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£226,440

Part A: Pupil premium strategy plan

Statement of intent

The objective for our Pupil Premium strategy remains that no child who is categorised as disadvantaged, thinks, feels, or knows that they are.

Our strategy enables every child to have similar opportunities, a quality of education and a start in life in line with their peers nationally and that pupils with disadvantage will attain the necessary academic skills and knowledge during their time with us, to be able to successfully transition into the next phase of learning. Whilst also building the key transferable skills necessary to equip them for their life beyond formal education.

We aim to create practical support pathways for all disadvantaged children that address the issues faced by the children in our school but also provide a comprehensive offer for all the pupils that fall just outside of the funding criteria who also have a high level of need.

In addition, this funding must be able to flexibly accommodate the pupils yet to arrive in our school as we are increasingly seeing a substantial rise in Mid-Phase Pupil Premium children entering the school with a range of complex educational and social needs such as being rehoused or living in temporary accommodation, having no recourse to public funding, families seeking asylum or complex SEND profiles.

The following is at the heart of our approach.

- Delivering Quality First Teaching will always be the first point of intervention for all pupils with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Focus next on wider barriers to learning and how to address the domestic and societal issues facing many of our pupils
- All interventions are based on the needs of the child which will offer maximum impacts over the short-term and further into the future.

Our current strategy works towards achieving this objective, pragmatically and incrementally.

The strategy is a process and follows these basic steps:

- Assess the barriers to learning that our disadvantaged pupils have within the specific context of our school through ringfenced meeting times (Safeguarding/Year groups reviews)
- Group those barriers into over-arching focus areas, examine and determine trends which can then provide targeted support.
- Apply interventions and programmes that best match those needs based on a broad range of evidence
- Monitor the impacts of those interventions
- Review and revise on a regular basis

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic Achievement</p> <ul style="list-style-type: none"> ● Assess the current attainment gaps and identify specific areas of need – continue to incrementally reduce the gaps identified where appropriate ● Continue to support SEND pupils through the social inclusion model rolled out last academic year. ● Addressing and reducing the digital divide experienced by many of our families enabling all pupils to access home/remote learning going forward through loans of devices or in some cases of extreme hardship donating devices. ● Consistently delivering Quality First Teaching as the first point of intervention for all pupils. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving
2	<p>Sustain positive Mental Health approaches to both learning and life for all our pupils, particularly those disadvantaged or struggling in their lived experience</p> <ul style="list-style-type: none"> ● To develop a considered culture that all mental health issues are normalised, treated seriously, and accepted. ● Mental health issues identified quickly, and all pupils have clear pathways to access an additional suite of therapeutic and pastoral services within school to support their emotional needs ● To deliver a positive mental health approach through discrete well-being learning within our Time for Us curriculum ● Pastoral support pathways available for parents to understand and support with their child's mental health issues
3	<p>Supporting Families – offer a suite of support for the families in our community who face many challenges either economically, socially or emotionally.</p> <ul style="list-style-type: none"> ● Assist all families experiencing challenging times, either financially or emotionally either through direct intervention from the school or signposting to help/support across the borough ● Safeguarding children from risk (even within the family home) ● Maintain the consideration that much of our funding offer is also available to low-income families and the other target groups who just fall short of the PP eligibility criteria and have difficult circumstances (e.g. parents/carers who are reliant on wrap-around care that the school provides in order for them to continue to work). Families with no recourse to public funding or poor housing conditions are part of that consideration. ● Parental/Carers are able and comfortable to sufficiently support their children's learning (particularly when pupils reach UKS2) ● Internal referrals for specialist support via the school's SEND pathways are continuing to rise. Many families currently require additional support with children presenting with special needs.
4	<p>Continually improving attendance:</p> <ul style="list-style-type: none"> ● Our assessments and observations indicate that absenteeism is sometimes negatively impacting some disadvantaged pupils' progress ● Working to improve effective relationships with parents whose children are persistently absent. ● Provide effective learning and support at home for any pupils, ill, self-isolating or not physically in school due to any on-going medical conditions including families abroad.

5	<p>Limited enrichment/social development opportunities available –particularly the disadvantaged pupils.</p> <ul style="list-style-type: none"> ● Enhancing the social development our pupils through widening their horizons and offering a fit-for-purpose enrichment programme as they progress through our school across all subject curriculum areas and ● Create a more cohesive school community identity: Lack of acceptance and tolerance of different groups within parts of the community ● Limited exposure to real-life experiences beyond the immediate vicinity of Beckton and extend the cultural capital and scope of the experiences ordinarily available to the pupils, particularly encouraging and offering opportunities in pupil’s personal interests and talents.
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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
Improved reading/writing attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 will show that more than 80% of disadvantaged pupils met the expected standard or demonstrated significant progress based on their starting points.</p> <p>Disadvantaged pupils maintain national average or above in all key measurable data sets in Years 2 and 6</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 will show that more than 80% of disadvantaged pupils met the expected standard or demonstrated significant progress based on their starting points.</p> <p>Disadvantaged pupils maintain national average or above in all key measurable data sets in Years 2 and 6</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant reduction in behaviour incidences ● Embed and reinforced the Positive Behaviour Policy ● Increase participation in enrichment activities, particularly among disadvantaged pupils (after-school clubs, residential trips etc)
To achieve and sustain improved attendance for disadvantaged pupils in line with their peers	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being remaining at no more than 2%.</p>

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Reading Interventions	Gaps in reading identified in Autumn term and addressed rapidly through a range of targeted and ability appropriate reading interventions (including RML Phonics/Reading recovery in KS2, Reading fluency across the school) Additional literacy and numeracy sessions or specific speech and language sessions across the school day taught with trained support staff i.e. Language for Thinking, Reading Recovery, Chapter One etc.)	1
Additional mainstream teachers	Funding to provide quality first teaching through additional staff during daily core subjects allowing all class group sizes to be reduced and more focused e.g. Year 6/2 – additional core teaching groups	1
PMLD – Resource Provision Specialist SEND teaching/support staff	Research suggests that that mainstream schools may be able to support the development of children with PMLD in ways that special schools may not, where pupils show greater progress and development by being part of a wider school community. Resource provision children join us with extremely complex and specific needs which require bespoke educational and medical input from the staff within the provision and with it comes the resulting costs and staffing ratios. The premium is used to support PMLD pupils/families and provide additional adult support and appropriate/regular training for all PMLD staff. This enables all pupils to progress and have a nurturing, positive learning environment and meet their individual goals and potential. Specialist SEND teaching staff employed to lead and support the learning of all pupils working two or more years below the national expectations for their age. Training in specialist SEND teaching such as creating AET champions and rolling out in-house training for all staff.	1,3,5

<p>Developing positive mental health</p>	<p>Time for Us curriculum to be reviewed and continues to embed the positive mental health ethos of the school. Developing Staff CPD by offering training as Mental Health First Aiders. All SLT/pastoral staff receive this training</p> <p>Ringfenced time for subject and phase leaders to develop our Time for Us curriculum and embed the Positive Behaviour Strategy</p> <p>Results from the EEF, suggest that pupil well-being has the biggest positive impact on KS2 results among disadvantaged pupils</p> <p>Additional pastoral roles created this school year (Pastoral mentors) for each phase to support SEMH issues, provide early behavioural intervention and deliver group pastoral intervention sessions.</p>	<p>1,2,5</p>
<p>Teacher-pupil learning discussions and target setting</p>	<p>Pupils can articulate their own learning, progress and targets. Pupils understand their next steps to achieve their targets. Pupils take a proactive approach to their learning Time for staff to attend Year Group Review Meetings discussing pupil progress and appropriate target setting</p>	<p>1, 2</p>
<p>Phase Leader Training</p>	<p>Ring-fenced time to support the professional development of the new Phase Leaders in school as the main drivers of academic attainment. Timetabled CPD sessions regarding leadership of teams and enhancing quality first teaching in lessons</p>	<p>1</p>
<p>Residential visits and subsidised educational visits/outreach opportunities within school</p>	<p>All our pupils will be offered a variety of different experiences, in a wide range of places, to support their social and cultural development through expanding their own lived experiences. Educational visits are mapped out across all year groups to provide broad and balanced enrichment opportunities in line with the learning taking place in school. Including within this introduction of a progressive programme of residential activities for all year groups, building resilience and independence as they progress through school. Subsidised support for all residential and educational trips for disadvantaged pupils e.g., reduction of fees/staggered payment options etc.</p>	<p>1,3,5</p>
<p>Minibus Midas Training</p>	<p>All members of staff offered Minibus Midas Training qualifications, building a team of qualified drivers across the school. (Two new additions in the 23-24 school year). Enabling all pupils access to scheduled class enrichment activities/trips regardless of physical or emotional difficulties presented by public transport (e.g. access/mobility or anxiety). Full accessibility training allows Resource provision curriculum pupils to access educational visits and enrichment activities such as swimming or horse-riding that would normally be beyond the logistics of their complex needs. Pupils who struggle to emotionally regulate will also be able access the educational visits (often accompanied by their parents). More parents will accompany their children either as volunteers or support.</p>	<p>1,5</p>

Develop further library resources	<p>To maintain and develop further our library spaces</p> <p>To further develop a 'love of reading' with our pupils</p> <p>To create alternative safe spaces for dysregulated pupils to calm themselves and re-balance behaviour</p> <p>Create further roles for pupils (librarians/reading ambassadors) who struggle with the external settings in school or who demonstrate a clear love of reading</p> <p>Funding set aside to boost the number and range of books available to all pupils, including the set texts for both Reading and English lessons.</p>	1,2
Music Specialist Teaching	<p>Due to limited access to the Arts, the specialist Music teacher enable students to have exposure to Quality First Teaching in this subject and to engage in their subject specific work at an alternative or deeper level.</p> <p>All pupils will continue to have the opportunity to learn an instrument in KS2</p> <p>Educational theorists are increasingly emphasising the importance of music as a tool for "emotional intelligence", developing a creative mind and fostering personalities and imaginations as children make their journey through school</p> <p>Expertise in developing school/KS choirs</p>	1, 2

Cost:

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TTLT SEND Assessors /Specialist staff	<p>Allows the pupils to be quickly assessed by specialists SALT/ASD/Dyslexia trained staff and offer expertise, support and strategies provided for teaching staff to reduce the gaps in that pupil's learning.</p> <p>Staff feel supported and more aware of the bespoke learning needs of the pupils in their classes.</p> <p>Offers interim support for the pupil, whilst waiting for external LBN services to engage/start their assessments. Swifter intervention reduces the gaps and creates a bridge between diagnosis and waiting time for initial external appointments</p>	1,3
Before and After School Booster Classes	Targeted disadvantaged children invited for specific interventions (before and after school) depending on their specific academic need for short periods no longer	1,3

	than half a term which directly address the gaps seen in teacher assessment.	
Parenting curriculum support including reading/phonics/maths workshops	Develop parent's knowledge and skills to enable them to support their children with homework and improve reading Empower parents to be a more proactive part of their children's education. To increase parents' knowledge and skills regarding the specific level of need and strategies to employ to assist in learning and development of children with very specific needs. Use of external support (SALT etc.) for more complex learning needs will enable teaching staff to remain focused on the teaching and learning with their pupils.	3,1

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supplying Technology and Devices	All pupils to be able to access the technology expected by the curriculum of the school All pupil to be able to access remote learning if needed in the future	1,3
Year Group Review/Safeguarding meetings Each year group, every half term.	When combining the number of pupils in the school with the variety of needs presented by many pupils and the increasing number of mid-phase admissions, it is important to ensure all necessary information is being shared with the relevant adults, so all pupils can fully access learning; these half-termly Year Group Review meetings are this forum. Clear understanding by all staff of the safeguarding concerns within their classes/year group. Timely forum to raise concerns and put in next steps.	2,3,5
Tracking/ Monitoring of most vulnerable pupils	Most vulnerable families to be offered tailored programmes of interventions/support to meet specific needs All Pupil Premium pupils to be monitored closely (through Year Group Reviews/Safeguarding systems)	1,2,3,4
Pastoral Team Staffing	Dedicated pastoral staff now in place to enable teachers to devote their full time and attention to teaching while pastoral issues with children and families are supported by this team. Afternoon intervention groups offer further support for social and emotional issues.	2,3

	Additional support can be offered to parents through coffee mornings, workshops and drop-in sessions which support their children with social, emotional and mental health issues.	
Stay and Play Sessions	Stay and play sessions for early years parents to positively encourage open communication with the school in a nurturing environment. These provide the foundation for positive working relationships for parents who may otherwise struggle to engage with the school	2,1, 3
Art Therapy Group	Art Nurture sessions develop communication, cognitive emotional skills and independence in some of our most vulnerable pupils or those who struggle with social interactions which creates an immediate set of barriers to learning. To provide a safe space for pupils who struggle interacting with peers or whose lives are very dysregulated due to circumstances beyond their control.	2,1
Bikability	Cycling specialist teaches pupils how to ride, supported by members of staff from other trust schools. All children to leave the school with the key life skill of being able to ride a bicycle. Pupils have separate sessions every year throughout their school life	2,3,5
Pupil Voice/Student council	Pupil leadership programmes put in place to support pupils in developing their leadership skills Pupils feel that they can take increased ownership of their school. School council to participate in Pupil Parliament	1,5
Attendance and Behaviour celebrations	Case studies suggest that where schools have identified poor attendance as a barrier to learning among PP pupils, one of the key issues is around the lack of value parents placed on education. To embed the ethos of the school and celebrate the successes of the pupils	4
Extended school provision: Breakfast Club / 6 O'clock club	Evidence suggests that pupils who have access to wrap around care through extended school provision are more punctual, have improved attendance, are more ready to learn and have additional support to complete homework and reading tasks. To increase the number of PP pupils attending the extended school provision To subsidise all payments for this extended wrap-around care for disadvantaged pupils. To waive (on an individual case basis) payment where necessary.	3,1,5
Lunchtime and Afterschool Clubs	Social and Emotional Learning through an extended whole school offer can add +4 months impact per year per pupil onto their academic achievements. Support pupils and their families to positively engage with extra-curricular activities and promote enhanced physical fitness. Offer a range of enhanced enrichment opportunities to pupil premium children	3,1,5
Community celebration events (PTA)	School level approaches which reinforce the school ethos of 'We all belong', which also aims to support greater engagement in learning and attendance.	3,5,4

	Complete school wide initiatives to support pupils and their families to positively engage with each other and celebrate diversity.	
All current strategies for pupils just above the PP eligibility criteria	Some pupils remain just above the PP eligibility criteria but have difficult circumstances e.g. parents/carers working extremely long hours, night shifts and short-term contract work All the current strategies in place for this academic year aim to support these pupils and offer similar experiences and opportunities to eligible PP students who through external circumstances cannot access PP funding but remain vulnerable and in need of additional support	1,2,3,4,5
Supply of Uniforms / Additional clothing and equipment	Some of our families need support with food and clothing, washing clothing, assistance with transport, etc. which is then provided by the school	2,3,4

Total budgeted cost: £ 227,000

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 2023 to 2024 academic year.

Summative Assessment Outcomes:						
KS2 Exp+	NBPS	Pupil Premium	Non Pupil Premium	National	National Pupil Premium	National Non Pupil Premium
Reading	78%	76%	79%	74%	62%	79%
Writing	78%	79%	76%	72%	58%	78%
Maths	81%	76%	86%	73%	59%	79%

KS1 Exp+	NBPS	Pupil Premium	Non Pupil Premium	National
Reading	70%	74%	66%	71%*
Writing	63%	63%	63%	62%*
Maths	73%	74%	72%	71

*insights estimates based on 75,000 pupils.

- External development reviews indicate through student voice discussions that pupils feel happy, safe and challenged academically in school.
- Teacher feedback suggests an increase in emotional and academic resilience across the school and improved confidence amongst many of the disadvantaged student body particularly in the transition between Reception and into Year 1 – pupils are KS1 ready to learn to a greater extent.
- Parent’s participation in additional enrichment activities to support their child’s learning such as Stay and Play sessions in EYFS, phonics workshops and whole reading initiatives has been high and pupils reading improved particularly in Reception. Parent participated further in specific curriculum area events such as RE and Art where there was a high turnout. Parents were able to benefit from the reintroduction of a Parents/Teacher group which helped to organise events such as the summer fair and sports days which were very well attended. Parents generally feel more able to assist with home learning.
- There has been an increase in proportion of disadvantaged pupils in enrichment activities such as the school choirs, UKS2 girls football team, Bikeability and nurture groups (Art).
- Place2Be provision enables professional therapeutic input for a caseload of pupils who would otherwise not be able to access external professional support in a timely manner. Families are supported through targeted parental interventions. Feedback from families, staff and pupils continued to indicate this service to be helpful and case studies indicate reduced behaviour issues and increased ability to emotionally regulate among pupils. Barriers to learning are reduced and disadvantaged pupils more easily able to access the in-class learning.
- Place2talk has reduced the number of friendships issues and offers a quiet space for children to speak openly about feelings.
- ICT devices issued to parents without the ability to access remote/home learning have been donated. All pupils can access these home learning platforms regardless of economic barriers.
- All pupils have a full school uniform and not stand out from their peers.
- Wraparound care provision through Breakfast and 6 o’clock clubs provide additional support for struggling families. A consistent proportion of disadvantaged pupils have been accessing this provision over the past year. We also utilise these provisions, waiving the fees to some disadvantaged families known to Social Services which has increased attendance and offers vital support with meals, provides a safe space as well as additional enrichment activities.
- All disadvantaged pupils have greater access to reading for pleasure books through the school library and the choice of a wider range of age-appropriate books through the funding. Teacher observations and assessments indicate a continual improvement in oral language and fluency in reading especially in KS2.
- Attendance gap between disadvantaged and non-disadvantage pupils is not significant across the school.

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
Place2Talk, Place2Be	Place2Be
Literacy programme – The Power of Reading	CLPE – Centre for Literacy in Primary Education

White Rose Maths – Mastery	White Rose
Lake District Residential Experience	Outwards Bound Trust
Comprehensive programme to teach all pupils to ride a bicycle	Bikeability

Further information (optional)

Information	

Service pupil premium funding (optional)

North Beckton Primary does not receive Service pupil premium funding

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?	