

Pupil premium strategy statement Beacon Academy

This statement details our school's use of pupil premium (and recovery 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 | Beacon Academy |
| Proportion (%) of pupil premium eligible pupils | 45% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023 - 2025 |
| Date this statement was published | 01/11/2024 |
| Date on which it will be reviewed | 01/11/2025 |
| Statement authorised by | Kaye Haywood |
| Pupil premium lead | Grace Carpenter |
| Governor / Trustee lead | Rob Blackhall |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £253,380 |
| Total budget for this academic year <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> | £253,380 |

Part A: Pupil premium strategy plan

Statement of intent

At Beacon Academy, we want every child to be successful and happy in all aspects of their journey through our school. Our aim is to provide excellent teaching and support that allows all our pupils to gain a wealth of experiences and progress academically, physically, and emotionally, attaining age related expectations across our curriculum.

Our school vision of 'Shine Brightly' and our values of be brave, be brilliant and believe feed into everything that we offer our children here at Beacon, with the key principles of our strategy plan focusing on our curriculum drivers: possibilities, cultural diversity and adventure. Our personal development programme will be carefully planned out to ensure that all children will have experiences that will enhance the curriculum and their lives, opening doors to new adventures. They will have opportunities to see a world beyond their own, inspiring and influencing their future choices and they will be exposed to challenging experiences that will enable them to become confident and resilient in all areas of their lives.

All staff will be aware of the children deemed to be disadvantaged that they teach; we will build strong relationships with all pupils, gaining knowledge of their strengths, challenges and individual contexts.

Quality first teaching is at the centre of our approach, supported by our ambitious learning culture, a knowledge rich curriculum and high expectations. This is proven to have the greatest impact on closing the disadvantaged attainment gap.

Alongside this, evidence informed, targeted support from class teachers and support staff is an integral part of our strategy. This will support all pupils in making good progress, ensuring that we are closing the gap, giving all children equal opportunities as they progress through education and life.

At Beacon, we also know that for all pupils to be successful in their learning and make sufficient progress, they need to have good attendance, display appropriate learning behaviours, have access to wider learning opportunities, and be able to access suitable social, emotional and mental health support, when needed. The strategies outlined in this statement will assist all pupils to have access to this ongoing support and achieve their full potential.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Our assessments show that some of our pupils deemed to be disadvantaged are not attaining age related expectations in maths at the end of KS2. Observations and discussions show that some pupils' automaticity in maths and number fluency is not secure.</p> <p>2023: This has improved. More children attained ARE in maths, in national assessments. This will continue to be a focus.</p> <p>2024: This has continued to improve – 83% of pupils deemed to be disadvantaged achieved ARE in maths compared to 59% nationally.</p> <p>Our children deemed to be disadvantaged are outperforming disadvantaged children nationally.</p> |
| 2 | <p>Our analysis shows some of our pupils deemed to be disadvantaged need additional support to secure and sustain better punctuality and attendance. Data from the last academic year showed that some of our disadvantaged pupils were persistently late or absent from school.</p> <p>2023: Persistent lates have improved. Attendance will continue to be a focus.</p> <p>2024: Leaders are doing everything within their power to ensure attendance continues to improve.</p> |
| 3 | <p>Our initial assessment of pupils personal, social, and emotional development in the EYFS and KS1 show that they are significantly below the standard expected for their age. This is in-part due to the lack of social interaction with their teachers and peers during school closures.</p> <p>2023: A strong focus on our youngest children and focused intervention has meant that this is now embedded.</p> <p>2024: Teaching and learning across early years will continue to be outstanding. Our children will have a strong start from day one.</p> |
| 4 | <p>Our assessments and observations show that some disadvantaged pupils are displaying difficulties retaining information, knowledge and skills learnt across the wider curriculum.</p> <p>2023: A consistent approach to retrieval practice and assessment check points in every subject. Continue to focus on this.</p> <p>2024: Development of pre- and post-unit knowledge and skills assessments for all subjects across the curriculum.</p> <p>School priority 4 for upcoming academic year – Our Shine Brightly Curriculum schema is rich and well connected.</p> |

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| 5 | <p>Our observations and assessments show that a high proportion of our disadvantaged pupils in KS1 have been disproportionately impacted by Covid and school closures, widening the attainment gap, particularly in phonics.</p> <p>2023: Phonics assessments show that accelerated progress was made, and attainment was high. Continue to drive phonics forward this year.</p> <p>2024: Continued increase in number of pupils deemed to be disadvantaged passing the phonics screening check - 82%.</p> |
| 6 | <p>Our observations show that many of our children have less access to wider learning opportunities and out of county, enriching experiences. Some of our children's opportunities outside of school to develop cultural capital are limited.</p> <p>2023: Continue to focus on ensuring all children access all enrichment opportunities, inclusive of all residential.</p> <p>2024: Our inclusive personal development programme meant that 98% of our pupils deemed to be disadvantaged took part in residential this year.</p> |
| 7 | <p>Our observations show that some of our pupils deemed to be disadvantaged have found the transition into year 3 challenging, due to SEMH need. Nurture provision and targeted support is now in place to support this.</p> <p>2024: Children received bespoke nurture provision and are now accessing their mainstream classes every morning for core learning – 24/25.</p> |

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 | 2023 | 2024 | 2025 |
|--|---|------|------|------|
| <p>Challenge 1: To close the gap in attainment between disadvantaged pupils and non-disadvantaged pupils, specifically in maths, in KS2.</p> <p>Improve automaticity and fluency in maths</p> | <p>In KS2 assessments, the percentage of disadvantaged pupils achieving age related expectation in maths will continue to increase, closing the gap between disadvantaged and non-disadvantaged pupils.</p> | | | |
| | <p>Disadvantaged pupils arithmetic scores in KS2 assessments will continue to increase.</p> | | | |
| | <p>Attainment in maths will continue to be above national disadvantaged data.</p> | | | |
| | <p>Percentage of disadvantaged pupils passing Year 4 multiplication check will continue to increase and be in line with non-disadvantaged pupils.</p> | | | |
| | <p>Percentage of disadvantaged pupils in school on time, ready for morning maths, fluency lesson will continue to increase.</p> | | | |
| | <p>How:</p> | | | |

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| | <p>Teachers to trial the most effective ways of teaching maths facts/fluency within year groups and a training session for all staff to share whole school agreed expectations will follow. Use direct instruction, guided practice and independent practice model to support fluency practice.</p> <p>Embed White Rose. Where gaps are identified, extra lessons will be planned in.</p> <p>As with all subjects, retrieval practice will take place daily with opportunities to review content as well as overlearn.</p> <p>A consistent approach will be introduced to ensure concepts are regularly reviewed with carefully considered spacing planned into the curriculum, to retrieve knowledge from long term memory.</p> <p>Closely monitor morning attendance and persistent lates.</p> <p>The teaching of times tables will be consistent across the school.</p> <p>Post teach sessions will ensure misconceptions are addressed and all chn are ready to move on.</p> | | | |
| <p>To close the gap between disadvantaged pupils and non-disadvantaged pupils with targeted, evidence informed interventions.</p> | <p>75% of support staff will continue to run evidence-informed interventions.</p> | Green | Green | |
| | <p>Disadvantaged pupils, who are working below age related expectation, will make accelerated progress within the core subjects.</p> | Yellow | Green | |
| | <p>The gap between disadvantaged pupils and non-disadvantaged pupils will continue to decrease in end of KS1 and KS2 national assessments.</p> | Yellow | Green | |
| | <p>How:</p> <p>Teaching assistants will be trained to deliver one intervention across a key stage to ensure interventions are of high quality and happening regularly.</p> <p>We will set baselines and measure impact and cost-effectiveness of all interventions across the whole school using Provision Map.</p> <p>Targeted, evidence-informed interventions will run in maths, reading, writing and speech and language.</p> <p>Pupils working significantly below POS in reading will be identified and heard read on a 1:1 basis, daily.</p> <p>Post teach maths sessions will ensure misconceptions are addressed.</p> <p>Language Link assessments for every child. Interventions will run for every year group.</p> | | | |
| <p>Challenge 2: Improve punctuality and attendance of all children.</p> | <p>Attendance will improve and be in line with national average.</p> | Green | Green | |
| | <p>Attendance of disadvantaged pupils will improve and be in line with non-disadvantaged pupils.</p> | Yellow | Yellow | |
| | <p>The percentage of disadvantaged pupils who are persistently absent from school to be reduced by 50%.</p> | Yellow | Yellow | |
| | <p>Percentage of disadvantaged pupils in school on time, ready for learning will increase.</p> | Yellow | Green | |
| | <p>How:</p> <p>Attendance officer is employed to carefully monitor and track attendance across the school and identify persistent absentees/lates.</p> <p>Attendance clinics will continue, aiming to identify the underlying causes of barriers to good attendance and implement plans for improvement.</p> | | | |

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| | <p>Weekly attendance rewards will be rewarded for classes with the best attendance.</p> <p>Attendance team to attend conference for new ideas and initiatives to improve attendance.</p> <p>Use minibus to pick up persistent absentees in time for breakfast club.</p> <p>Teachers to monitor children who are coming in late and make supporting phone calls reiterating lost learning time. This will aim to target KS2 children who are walking to school and not arriving on time, ready to start learning.</p> | | | |
| <p>Challenge 3: Support the personal, social, and emotional development of our youngest children, ensuring pupils are emotionally ready to learn.</p> | Percentage of disadvantaged pupils in EYFS meeting age related expectations will continue to increase. | | | |
| | Percentage of disadvantaged pupils in KS1 meeting age related expectations across the curriculum will continue to increase. | | | |
| | Behaviour for learning will continue to strengthen, resulting in all children accessing learning effectively. | | | |
| | Pupil surveys in KS1 will show an increase in the percentage of pupils who comment that they are happy in school. | | | |
| | Internal and fixed term exclusion figures will be reduced by at least 25%. | | | |
| | Ensure that an analysis of recorded incidents on Class Charts will show a decline in incidences involving disadvantaged children. | | | |
| | <p>How:</p> <p>2022/2023: Smaller classes in EYFS and year 1 will support effective learning behaviours.</p> <p>Behaviour therapy sessions will be led by a wellbeing practitioner for specific children, focussing on self-awareness, self-management, confidence and social skills. Progress will be fed back to class teachers weekly.</p> <p>Mental health practitioner will work alongside selected children.</p> <p>All classes to have a full-time teaching assistant.</p> <p>Experienced inclusion team will work alongside vulnerable families.</p> <p>Attendance officer employed to engage with families of persistent absentees.</p> <p>Parent support officer will engage with families of persistent absentees.</p> <p>Breakfast club will be provided to all children to encourage children to be in on time and eat a healthy breakfast before school.</p> <p>All adults working in school will relate to children with compassion, empathy and unconditional positive regard.</p> <p>All children will access Jigsaw scheme of work for PSHE lessons. Every term will begin with a PSHE unit of work.</p> <p>School behaviour policy focuses on a relational approach, using restorative methods to teach behaviour. All staff will receive comprehensive training.</p> | | | |
| <p>Challenge 4: Improve retention of</p> | Disadvantaged pupil conferencing undertaken by subject leaders will show that knowledge is retained in foundation subjects over time. | | | |

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| <p>knowledge in foundation subjects and across the curriculum.</p> <p>Develop metacognitive and self-regulated learning strategies to support the development of independent, reflective learners.</p> | <p>Post unit assessments for disadvantaged pupils in foundation subjects will show improvement in knowledge over time.</p> | | | |
| | <p>Composite in foundation subjects will show a clear depth of understanding for disadvantaged pupils.</p> | | | |
| | <p>Pupils will be equipped with strategies to use when finding learning challenging and be able to engage in metacognitive talk with their peers, understanding the benefits of this.</p> | | | |
| | <p>How:</p> <p>Staff meetings will focus on all staff understanding the pedagogy behind the importance of retrieval practice.</p> <p>Retrieval practice opportunities will be evident and planned in for at the start of every lesson across the curriculum and will support retention of learning – regular repetition and practise of knowledge and skills across the curriculum.</p> <p>Build a bank of subject specific, retrieval practice proformas.</p> <p>Focus on excellent teaching and learning, developing teaching principles.</p> <p>Pre and post unit assessments will take place before and after blocked units to show retention of knowledge over time.</p> <p>High quality modelling of the thought process involved in learning new skills/consolidating understanding.</p> <p>Provide opportunities for co-constructing success criteria for lessons ensuring this is an active discussion. Children will be aware of the quality and standards they are expected to achieve.</p> <p>Complete pupil conferencing and pupil audit for metacognitive thinking and how children view themselves as learners. Discuss challenges both in and out of school with all pupils deemed to be disadvantaged. Revisit this throughout the year.</p> <p>Continue school coaching programme for teaching staff. Staff development will focus on teachers' understanding of metacognition and using metacognitive strategies in the classroom and during the school day. Focus on this throughout direct instruction, guided practice and independent practice phases of a lesson. Develop key principles for teaching at each phase of learning.</p> | | | |
| <p>Challenge 5: Close attainment gap in KS1, especially in phonics</p> | <p>Percentage of disadvantaged pupils passing the phonics screening test will increase and be in line with or above the national average for disadvantaged pupils.</p> | | | |
| | <p>Disadvantaged pupils in EYFS will make accelerated progress in phonics.</p> | | | |
| | <p>Disadvantaged pupils in KS1 will make accelerated progress in phonics.</p> | | | |
| | <p>Percentage of disadvantaged pupils in Year 2 moving off phonics scheme will increase.</p> | | | |
| | <p>How:</p> <p>Children will be split into 3 smaller classes in Year 1 to enable focused teaching and learning to take place (2022/23)</p> <p>The new reading lead will receive targeted support through the RWI consultant development days.</p> <p>Staff needing additional support will be identified and coaching will take place regularly to improve practice across the school.</p> | | | |

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| | <p>Reading books will be reorganised to reinforce the sounds taught in the RWI sequence.</p> <p>Core story books will be sent home to increase fluency.</p> <p>New reading expectations will be produced and sent home for parents with phonic support folders for every child.</p> <p>1:1 Tutoring will take place for children who are not meeting the expected standard.</p> | | | |
| <p>Challenge 6: Pupils will have the confidence, knowledge and cultural capital they need to succeed in life. This will be developed through a strong Personal Development Curriculum and a wide range of life experiences.</p> | <p>The percentage of disadvantaged pupils attending KS2 residential will be in line with non-disadvantaged pupils.</p> | | | |
| | <p>100% of disadvantaged pupils will attend all school trips.</p> | | | |
| | <p>Percentage of disadvantaged pupils attending extra-curricular activities will increase by 50%.</p> | | | |
| | <p>How: Growth mindset camps will be free of charge for all pupils and will take place at the end of each academic year to support the transition between year groups. Year 2 & all KS2 city residential will be subsidised for all children. 50% of Rock Steady sessions will be allocated to disadvantaged pupils. Ignite Wonder Weeks will be built into the school calendar: World of Work/Enterprise Week, Adventure Week, Healthy Lifestyle Week and Carnival Week. These weeks link to our curriculum drivers, and will widen children's understanding of world around them, give children life experiences that they may not otherwise have, push children outside of their comfort zones and raise aspirations. The teaching of protected characteristics and British Values will be weaved into our blocked curriculum and ensure children have a secure knowledge and understanding of what these are. Undertake conferencing with pupils deemed to be disadvantaged to discuss extracurricular activities. In turn, this will increase club participation and engagement for our disadvantaged families.</p> | | | |
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| <p>Challenge 7: Our observations show that some of our pupils deemed to be disadvantaged have found the transition from KS1 - KS2 challenging. Nurture provision and targeted support is now in place to support this.</p> | <p>Percentage of disadvantaged pupils in year 3 achieving ARE in the core subjects will increase and be in line with pupils not deemed to be disadvantaged.</p> | | | |
| | <p>Recorded challenging behaviour incidents on Class Charts will decrease for pupils accessing nurture provision.</p> | | | |
| | <p>Pupils accessing nurture provision will make accelerated progress in the core subjects.</p> | | | |
| | <p>All pupils still on phonics programme will make accelerated progress because of targeted tuition.</p> | | | |
| | <p>How: Nurture provision will support the SEMH needs of a group of chn in year 3. 2023/24 & 2024/25 Intervention teacher will teach phonics to pupils still accessing the RWI programme in year 3. 2023/24 & 2024/25 Intervention teacher will lead a short burst writing group raising the attainment of pupils working towards the expected standard in writing. 2023/24</p> | | | |

Writing planning will include colourful semantics and 5 sentence story groups for children working significantly below POS. 2024/25
 Echo reading groups and 1-1 reading intervention to improve fluency and raise attainment in reading. 2024/25
 Language link intervention will run x3 times per week. 2024/25
 Nurture group accessing mainstream core learning every morning. 2024/25.

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| IDL intervention International Dyslexia Learning Solutions Limited | <p>IDL Literacy programme: Many schools have reported increases in reading and spelling ages of up to 2 years, with an average increase of 11 months after only 26 hours' use. One of the most notable improvements discussed is with pupils' self-confidence, as their new skills are transferred to their classes and other areas of school life.</p> <p>IDL Numeracy programme: Pupils have made an average improvement of 9 months in mathematical ability, after 3.5 hours of use.</p> | 1, 7 |
| Read Write Inc phonics programme | <p>This is used by more than ¼ of primary schools. It teaches young children to read and write through a structured and systematic approach.</p> <p>There is currently an EEF research project ongoing in to the impact and effectiveness that rigorous phonics programmes have on early readers and those who are falling behind in KS2.</p> | 1,3, 5 |
| Echo reading | <p>EEF guidance report: Improving Literacy in KS2</p> <p>This report highlights the importance in supporting pupils to develop fluent reading capabilities through guided oral reading instruction and repeated reading.</p> <p>Talk for Reading</p> <p>This approach, based on whole class modelling and shared reading, focuses on deepening understanding through developing strategies, understanding and engagement. It has been proven to raise standards and attainment in challenging areas.</p> | 4, 5 |
| Develop strategies in metacognition and self-regulation | <p>EEF guidance report: Metacognition and Self-Regulation</p> <p>Evidence suggests that the use of metacognitive strategies can be equivalent to +7 months progress when used well.</p> | 1, 3, 4, 5, 7 |

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| | <p>Teachers must ensure pupils are aware of their strengths and limitations.</p> <p>Pupils should have opportunities to plan, monitor and evaluate their learning.</p> <p>Teachers should model effectively, revealing the thought process.</p> <p>An appropriate level of challenge should be set to develop self-regulation and metacognition.</p> | |
| Quality first teaching and teacher led intervention groups | <p>Sutton Trust (2011)</p> <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers.</p> | 1, 3, 4, 5, 7 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Staff well-being committee to meet regularly to discuss and implement ideas. | <p>Mentally Healthy Schools:</p> <p>Wellbeing is all about holistic health, including the physical and emotional. When staff have good levels of wellbeing, they feel that life is in balance and that they can generally cope well. People feel motivated and engaged, are resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges.</p> <p>With the high demands of educational staff, it is important that everyone is given the correct emotional and practical support so that they can, in turn, support their pupils and teams.</p> <p>In addition to having a positive impact on colleagues and pupils, staff wellbeing can improve performance and job satisfaction, which can lead to reduced staff turnover. It can also help to reduce absence, increase productivity and promote staff engagement.</p> <p>https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/</p> | 1 - 7 |
| Develop assessment and feedback policies across the curriculum. | <p>New EEF guidance report:</p> <p>Teacher feedback to improve pupil learning</p> <p>Research suggests that schools should prioritise key principles over methods.</p> <p>The report highlights the need for a thoughtfully designed and implemented feedback policy.</p> <ol style="list-style-type: none"> 1. Lay foundations for effective feedback. 2. Deliver appropriately timed feedback that focuses on moving learning forward. | 1, 4, 5 |

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| | <p>3. Plan for how pupils receive and use feedback.</p> <p>4. Consider how to use purposeful and time-efficient feedback.</p> <p>5. Consider how to use purposeful verbal feedback.</p> | |
| <p>Monthly school council sessions to allow children to discuss and debate important issues.</p> | <p>DfE:</p> <p>Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) says that children and young people should have a say in decisions that affect their lives. A school council can provide a meaningful way in which pupils can voice their opinions and have their views considered in decisions which impact upon them.</p> <p>https://www.education-ni.gov.uk/articles/school-councils-and-pupil-participation</p> | 1-6 |
| <p>Talk for Reading</p> | <p>Talk for Reading:</p> <p>This approach, based on whole class modelling and shared reading focuses on deepening understanding through developing strategies, understanding and engagement. It has been proven to raise standards and attainment in challenging areas.</p> | 4 |
| <p>Development of reading areas across the school</p> | <p>DfE:</p> <p>Research Evidence on Reading for Pleasure</p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>Other benefits to reading for pleasure include the following: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</p> <p>The National Literacy Trust:</p> <p>Every school should have its own school/classroom library and a strong relationship with a local public library (and, where possible, work with a school library service) to ensure teachers are up-to-date on children’s literature. They should have access to expertise to support approaches that engage children with books and reading. Schools should also be encouraged to establish reading groups and encourage children to take part in reading activities outside the classroom and in school holidays.</p> | 3, 4, 5 |
| <p>A range of engaging, inspiring extra-curricular activities offered to all year groups. Trips and residential planned.</p> <p>Hooks for Talk for Writing units planned in.</p> <p>Visitors into school to support learning</p> | <p>Youth Sport Trust:</p> <p>The Active Recovery Curriculum</p> <p>Recent research has found that following lockdown restrictions, pupils had reduced physical fitness, decreased wellbeing, low level behavioural issues, and a loss of ability to concentrate in class.</p> <p>Increase time for physical activity during the school day; add activity into other subject lessons; focus in wellbeing and development in PE lessons; offer more extracurricular activities and finding opportunities to be active every day.</p> | 6 |

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| <p>across the curriculum.</p> | <p>EEF guidance report: The Arts This guidance report evidences that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation at Beacon is delivered within the core curriculum, though extra-curricular and cultural trips. On average, it is said to make +3 months additional progress.</p> <p>National Geographical Society in London: a six-year research study into the impact of school residential The results of this study showed that residential learning experiences ‘provide opportunities, benefits and impacts that cannot be achieved in any other context or setting. The impact is greater when residential are fully integrated into a school’s curriculum.’</p> | |
| <p>SEL training for all staff Emotionally available adults Behaviour therapy sessions</p> | <p>EEF guidance report: Improving Social and Emotional Learning in Primary Schools There is evidence that children’s skills can be improved purposefully through school based SEL programmes, and that these impacts can persist over time.</p> <p>Numerous substantial evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> Improved social and emotional skills Improved academic performance Improved attitudes, behaviour, and relationships with peers Reduced emotional distress (student depression, anxiety, stress, and social withdrawal) Reduced levels of bullying Reduced conduct problems Improved school connection | <p>2, 3</p> |
| <p>Rock Steady sessions</p> | <p>Inclusive programme that’s accessible to all pupils, supports wellbeing and contributes to academic progress.</p> <p>Effects of Music and Natural Science Training on Aggressive Behaviour, Carol von Ossietzky University, Oldenburg, Germany (2016) School-based music training can prevent increases in aggressive behaviour (small scale study, 34 children, 18 months).</p> <p>Long-term study, 232 children, 6 years, University of Vermont College of Medicine Playing an instrument can help young people to reduce anxiety, gain control of emotions, and focus attention – by altering the behaviour-regulating and motor areas of the brain</p> | <p>6</p> |
| <p>Restorative Behaviour Policy</p> | <p>EEF Guidance Report:</p> | <p>2, 3, 6</p> |

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| | <p>Improving Behaviour in Schools</p> <p>Teaching learning behaviours will reduce the need to manage misbehaviour</p> <p>Use targeted approaches to meet the needs of individuals in your school</p> <p>Ensure a consistent approach to behaviour</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.

Impact: End of KS1/KS2 Data 2022/23

(data below does not include ARB)

Our end of Key stage 2 data for the academic year 2023/24 shows that our children deemed to be disadvantaged are attaining above the national data for disadvantaged in all subjects.

| End of KS1 Data ARE 22/23 | End of KS2 Data ARE 22/23 |
|--|--|
| Reading: National: 69% Beacon: 62% Beacon disadvantaged: 39% Beacon not known to be disadvantaged: 75% | Reading: National: 73% Beacon: 84% National disadvantaged: 60% Beacon disadvantaged: 75% National not known to be disadvantaged: 78% Beacon not known to be disadvantaged: 90% |
| Writing: National: 59% Beacon: 55% Beacon disadvantaged: 42% Beacon not known to be disadvantaged: 72% | Writing: National: 71% Beacon: 76% National disadvantaged: 58% Beacon disadvantaged: 60% National not known to be disadvantaged: 77% Beacon not known to be disadvantaged: 83% |
| Maths: National: 70% Beacon: 69% Beacon disadvantaged: 57% Beacon not known to be disadvantaged: 86% | Maths: National: 73% Beacon: 76% National Disadvantaged: 59% Beacon Disadvantaged: 60% National not known to be disadvantaged: 79% Beacon not known to be disadvantaged: 85% |
| Combined: National: 56% Beacon: 57% National disadvantaged: 41% Beacon disadvantaged: 38% National not known to be disadvantaged: 62% Beacon not known to be disadvantaged: 72% | Combined: National: 59% Beacon: 59% National Disadvantaged: 44% Beacon Disadvantaged: 50% National not known to be disadvantaged: 66% Beacon not known to be disadvantaged: 74% KS2 GPS: National: 72% Beacon: 84% Beacon disadvantaged: 75% Beacon not known to be disadvantaged: 90% |

Impact: End of KS2 Data 2023/24

(data below does not include ARB)

| End of KS2 Data ARE – 23/24 | End of KS2 Data ARE – 23/24 |
|--|--|
| <p>Reading: National: 73% Beacon: 84% National disadvantaged: 60% Beacon disadvantaged: 75% National not known to be disadvantaged: 78% Beacon not known to be disadvantaged: 90%</p> | <p>Reading: National: 74% Beacon: 89% National disadvantaged: 62% Beacon disadvantaged: 79% National not known to be disadvantaged: 79% Beacon not known to be disadvantaged: 100%</p> |
| <p>Writing: National: 71% Beacon: 76% National disadvantaged: 58% Beacon disadvantaged: 60% National not known to be disadvantaged: 77% Beacon not known to be disadvantaged: 83%</p> | <p>Writing: National: 72% Beacon: 83% National disadvantaged: 58% Beacon disadvantaged: 83% National not known to be disadvantaged: 78% Beacon not known to be disadvantaged: 83%</p> |
| <p>Maths: National: 73% Beacon: 76% National Disadvantaged: 59% Beacon Disadvantaged: 60% National not known to be disadvantaged: 79% Beacon not known to be disadvantaged: 85%</p> | <p>Maths: National: 73% Beacon: 87% National disadvantaged: 59% Beacon disadvantaged: 83% National not known to be disadvantaged: 79% Beacon not known to be disadvantaged: 91%</p> |
| | <p>KS2 GPS: National: 72% Beacon: 85% Beacon disadvantaged: 83% Beacon not known to be disadvantaged: 87%</p> |
| <p>Combined: National: 59% Beacon: 59% National Disadvantaged: 44% Beacon Disadvantaged: 50% National not known to be disadvantaged: 66% Beacon not known to be disadvantaged: 74%</p> | <p>Combined: National: 61% Beacon: 78% National disadvantaged: 45% Beacon disadvantaged: 72% National not known to be disadvantaged: 67% Beacon not known to be disadvantaged: 83%</p> |

Impact:

Our end of key stage 2 data for the academic year 2023/24 shows that our children deemed to be disadvantaged are outperforming disadvantaged children nationally. We continue to strive to close the gap between our children deemed to be disadvantaged and their peers.

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 |
|------------------------------|--|
| Online maths tuition | Third Space Learning – not using as of 2022/2023 |
| Individual Learning Pathway | IDL |
| Accelerated Reader | Renaissance |
| myOn | Renaissance |
| Class Yoga membership | Class Yoga |
| Get Set 4 PE membership | Get Set for PE |
| Youth Sport Trust membership | Youth Sport Trust |
| Jigsaw PSHE/RE | Jigsaw PSHE & RE |

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? | Residential and enrichment opportunities |
| What was the impact of that spending on service pupil premium eligible pupils? | Children attended all trips and residential experiences enhancing our curriculum offer. |