



Pupil Premium Three-Year Strategy Plan 2021 – 2024

Beckmead Park Academy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Beckmead Park Academy
Number of pupils in school	111

Proportion (%) of pupil premium eligible pupils	70.1 (80)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	February 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Dean Monfries Headteacher
Pupil premium lead	Dean Monfries Headteacher
Governor / Trustee lead	Lauren Crawford

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,656

Recovery premium funding allocation this academic year	£12,719.40
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84,375.4

Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all students regardless of their background make good progress during their time at Beckmead Park Academy and attain well in all areas of our high challenge curriculum. This will provide all students with not only a good set of academic results but also with the skills that they need to integrate effectively into society.

Our strategy is based around highly effective teaching and learning and a loving, caring, nurturing and therapeutic environment. The strategy will focus on equipping the highly effective teachers at Beckmead Park Academy with the tools they need to design high challenge, knowledge rich and accessible curriculums across all subjects and giving these teachers the tools to implement a creative and enriched curriculum. Highly effective assessments will be used to judge the impact of the curriculum and then to target interventions towards all students (but in particular the disadvantaged students) that are not making the desired progress. The feedback produced by the assessments will ensure that.

- The curriculum across Beckmead Park Academy is maintained at high level of challenge*
- The curriculum meets the needs of the pupils both academically and socially and emotionally*
- The data produced is analysed quickly to ensure appropriate interventions are swiftly put in place to close the gap and to meet their targeted needs.*
- The progress data is swiftly shared with appropriate members of staff to ensure that the quality of education the disadvantaged students receive is maintained at a high level*

This cyclical process will be maintained throughout the entire academic year.

The strategy will also aim to enrich the lives of our more disadvantaged students as they might not have access to the same opportunities as their peers. The enrichment programme at the school will aim to develop the character of all students by exposing them to experiences they may not have access to within their community.

The pupil premium strategy has also been integrated into the wider educational recovery plan or 'catch up' plan. We intend to utilise highly effective interventions to catch up our disadvantaged pupils to their peers. The strategy will also include highly effective literacy and numeracy interventions as many of our disadvantaged pupils arrive at Beckmead Park Academy significantly below the national average for these measures.

Challenges

Challenge number	Detail of challenge
1	<p>Reading and literacy levels of the students coming in from their previous settings are lower than the national average.</p> <p>In class baseline assessment identifies disadvantaged students who are behind the national average.</p> <p>Students will have access to SALT, online tuition, intervention lessons, 1:1 support. This in turn will aid students to develop their confidence in reading and understanding in literacy.</p>
2	<p>Writing levels of the pupils coming in from their previous settings are below national expectations</p> <p>In class baseline assessment identifies disadvantaged students who are behind the national average.</p> <p>Students will have access to online tutor, intervention lessons, 1:1 support. This in turn will aid students to develop their confidence and fluency in writing.</p>

3	<p>The progress of disadvantaged pupils declined due to the disruptions of the Covid pandemic the past 2 years.</p> <p>This was evident within the end of year assessment data.</p> <p>Online booster sessions were provided, which many of the students struggled to engage in due to the lack of consistent engagement during the lockdown period. The students also had many significant gaps in their knowledge which had a negative impact on their confidence.</p>
4	<p>Motivation and engagement of disadvantaged pupils in relation to their learning resulting in poor behaviour within lessons.</p> <p>Behaviour incidents increased, when students returned to school after the lockdown period. A Large number of students struggled to manage their behaviour during lessons and transition periods</p> <p>Internal data states 73% of behavioural incidents were low level, mainly disruptive behaviour during lessons. A high percentage of students struggled to manage their behaviour due to the lockdown period and not following a consistent academic routine.</p>
5	<p>The wellbeing of all pupils during the lockdown's was monitored rigorously. All pupils were affected emotionally and socially during this period. Many families reported anxiety issues within their child upon returning to school. This has certainly affected the attendance of some disadvantaged pupils which stands at 85% for AT1. This is below the national average for disadvantaged pupils at 92%.</p> <p>Students have also missed many opportunities to enrich their lives due to the lockdowns and the restrictions that have been put in place since. This must be rectified using the enrichment curriculum during this academic year.</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
<p><i>Improve the attainment and progress of disadvantaged pupils year on year</i></p>	<p>By the end of our current plan the attainment and progress scores of disadvantaged students throughout Beckmead Park Academy, will have improved and the gap between disadvantaged students and their peers will have significantly reduced.</p> <p>In 2024/2025 the following measures will be aimed for relating to disadvantaged pupils: Improve attainment scores in English and Maths to more than 90%. They will be assessed using the following methods Continuum of Skills development - all pupils KS4 progress tracker – KS4 Phonic screening – KS1 Reading age – KS1-3 GCSE/ FS/ BTEC outcomes - KS3 - 4</p>
<p><i>Improve the quality of education across all year groups within Beckmead Park Academy</i></p>	<p>A curriculum that is knowledge rich, accessible to all but challenging will be put in place by the end of the academic year.</p> <p>The enrichment curriculum will be revised, with more off-site educational trips taking place.</p> <p>The rigorous quality assurance process across Beckmead Park Academy will identify strong teaching across the school. All staff are effectively using the teaching and learning strategies that they have been taught during highly effective CPD sessions.</p> <p>Improvements as measured through lesson observations + learning walks. Measures undertaken every half term.</p> <p>Staff and student council constantly provide useful feedback that Senior leaders use to adapt the teaching and learning CPD in place at Beckmead Park Academy. Alongside reviewing the marking/feedback policy to ensure students are receiving appropriate feedback, having clear understanding of their levels/target grades.</p> <p>A culture of peer coaching is effectively implemented resulting in all teachers feeling comfortable being observed and receiving feedback. This creates a cycle of constant improvement regarding teaching and learning.</p>
<p><i>Improve reading, comprehension and numeracy skills across all year groups but in particular at KS3</i></p>	<p>Beckmead Park Academy provides reading interventions for KS1-3 students to develop their comprehension skills in preparation for assessments. Teachers ensure and adopt a cross curricular and thematic approach to develop pupils' understanding in all subjects.</p>

	<p>The gap in the above measure between disadvantaged students and their peers will have reduced to 0 by the time students reach KS4 enabling them to fully access the GCSE curriculum. The same pattern will also be evident in the data produced by numeracy assessments.</p>
<p><i>Improve and maintain the attitudes to learning of all students within Beckmead Park Academy</i></p>	<p>High expectation and standards within lessons and continual behavioural and emotional support will result in the following by the 2024/2025 academic year;</p> <ul style="list-style-type: none"> • Ensuring each class team has a SALT champion. • Reducing the number of behaviour incidents per academic year • Reducing the FTE rate • Develop the Mental Health First Aiders to train other staff and develop termly MH programs. • Students are working towards their behaviour targets, staff logging behaviour points via Arbor. • Beckmead Park Academy maintains education reward trips. • Student council to play an integral role for Senior Leaders to support student voices. • Positive feedback through the parent and pupil feedback survey. • Numbers of students attending after school revision clubs and sports activities. • Behaviour data - reduction in overall behaviour incidents.
<p><i>Improve the attendance of disadvantaged pupils to be in line with the national average</i></p>	<p>Sustained high attendance of disadvantaged pupils resulting in attendance measures in the 2024/2025 academic year being at.</p> <ul style="list-style-type: none"> • Overall attendance = 90% • Disadvantaged students' attendance = 93% • The gap in attendance between disadvantaged students and their peers is reducing. • Blended learning offer to support non-attenders to ensure they are engaging with their learning
<p><i>Enrich the lives of the disadvantaged pupils within Beckmead Park Academy through a highly engaging enrichment programme</i></p>	<p>The enrichment programme will continue to grow providing students with greater access to activities that will help them develop character.</p> <p>The careers programme at Beckmead Park Academy will continue to achieve the Gatsby benchmarks.</p> <p>Students will have access to a greater variety of cultural experience such as the theatre, museums, local landmarks, university open days, university lectures and work experience.</p>

Activity in this Academic Year

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed (1 – 4
IT - Chromebook for every child	All children receive a Chromebook when they start school. Supports blended learning in the event of Covid closures + homework + online learning platforms, catch up learning sessions. More accessible keyboards purchased.	1,3,4
Offering a mentor service for students to receive ongoing support after school.	Mentoring service working with students after school supporting their Mental Health and emotional needs. Selected students from Beckmead Park Academy can access weekly 1 hour mentoring which will be easily accessible for disadvantaged children and young people, to help develop their character, raise aspirations and improve attainment.	1 -4
Ingredients for food technology purchased.	All ingredients for food tech lessons purchased – equality of access.	5
Supporting students with their learning outside of school	KS3 and KS4 have access to face to face or online tuition supporting them in maths or english. Students can attend tuition onsite or at home.	3
Design and implement a high challenge curriculum that can be accessed by all including the use of homework for self regulated study.	All subjects will have in place highly effective long term plans resulting in a knowledge rich curriculum, Within the LTPs <ul style="list-style-type: none"> • Core knowledge has been identified from specifications • Key skills have been identified and planned for 	3

Staff directed time during CPD cycle has been dedicated to curriculum development	<ul style="list-style-type: none"> Misconceptions have been identified and planned for within lessons Assessments have been planned for using specific criteria Ambition for all questions have been created based on the LTP (If a student can answer these questions they have been successful in this unit of learning) <p>From the LTP's the following have been developed</p> <ul style="list-style-type: none"> Highly quality assessments that assess core knowledge and skills A knowledge organiser to support learning Homework activities based on retrieving information from the LTP. <p>The curriculum model has been based on the OFSTED curriculum framework and webinars</p>	
Talk for Writing	Purchase of more diverse range of children books to match the TFW approach.	1,4
Phonics Bug	Pearson, gov recommended scheme	1, 4
PSHE Association	Purchased new PSHE scheme for teachers incorporating study skills. After school study/ booster sessions for KS4.	1, 4
Students engaging in specialist PE activities	Targeted students attending - BMX, wall climbing, swimming, forest schools, nature walks, orienteering, geo caching.	2,3,4

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bug Club/Education City	Curriculum resources	1,2,3,4
Dongle/ Wifi access	Children in Wi-Fi poor areas provided with dongles + data access.	1-5

Active Learn	Pearson Active learn subscription -	1,2,3,4
GCSE Revision guides	Maths, English + Science	4,5
Y11 intervention during and after school. <ul style="list-style-type: none"> Specified lessons during the day Targeted afterschool catch up sessions 	From the RAG meetings discussed in the previous section students are selected for interventions based on the knowledge gaps that they have. Disadvantaged students are given priority when students are selected for interventions. All interventions are based on the small group targeted intervention model explained in the EEF toolkit.	3
Implementing an adapted curriculum to meet the needs of all the pupils identified as being behind their peers <ul style="list-style-type: none"> Curriculum development time for subject experts Training and use of classroom assistants 	The data produced from the assessments identified a group of students that could not access the normal school curriculum. Their current skills in English and maths are far to low to engage effectively in lessons. These students have been taken out of 10 lessons a week to focus on the key basic skills in English and maths they need to reintegrate back into the normal curriculum	1, 2 & 3
Homework catch up sessions for disadvantaged pupils <ul style="list-style-type: none"> Teaching assistant to run sessions 2 days a week 	A large proportion of the student in afterschool homework clubs are from disadvantaged background. One of the main reasons for a lack of homework from these students is a lack of space at home. The homework club provides this space.	3 & 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance interventions based on weekly data analysis	Disadvantage students current attendance and PA is higher than their peers at the academy. Attendance monitoring and interventions are required	4

<ul style="list-style-type: none"> • Employment of family liaison worker to monitor and promote attendance 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Implement an effective behaviour mentoring programme to help student manage their behaviour</p> <ul style="list-style-type: none"> • Pastoral leads in charge or mentoring • Behaviour data analysis • Emotional logic training 	<p>Many disadvantaged at Beckmead Park Academy find it difficult to regulate their behaviour. In response to this Beckmead Park Academy has increased the capacity at a pastoral level by employing a non-teaching head of year who has been trained in behaviour mentoring.</p> <p>The EEF toolkit has researched how behaviour mentoring can positively impact not only student wellbeing but also progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3, 4 & 5
<p>Use of school therapist and newly trained Mental Health First Aiders to promote wellbeing in student that are struggling</p> <ul style="list-style-type: none"> • Employment of counsellors • Employment of staff and student mental health expert 	<p>Many students have reported struggling during and after lockdown. In response to this the school has employed more school counsellors and 2 Mental Health First Aiders per school site, who are expertly trained and ready to respond to student needs.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	5
<p>The development of the enrichment curriculum to develop character within disadvantaged students</p> <ul style="list-style-type: none"> • Teacher time developing enrichment • Funding for different enrichment programmes • Cost of the necessary equipment • Teacher time during the day • Afterschool activities • trips 	<p>At Beckmead Park Academy we strongly believe that disadvantaged students should have access to all the opportunities their peers experience. Each week as a minimum students have access to 2 hours of enrichment during the school week. Disadvantaged student have access to all of these opportunities</p> <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., Jack Petchy), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate</p>	4 & 5

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 2020 to 2021 academic year.

The last two years have witnessed unprecedented levels of challenge and change within our school. The impact of the pandemic on the experiences of learning, attendance and mental health of all our students and their families is significant and still being felt.

In September 2021 Beckmead Park Academy went through the process of de-amalgamation and became it's own separate school under the umbrella of the Beckmead Trust. As a new school this is therefore our first ever PPG strategy report and we look forward to reporting on its outcomes at the end of this academic year.

students have experienced over the past few years due to lockdown. Again this is why behaviour and wellbeing are a focus in this year's strategy.

Externally Provided Programmes

Programme	Provider
None currently	

Service pupil premium funding (where applicable)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

N/A