Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Beechwood Primary
Number of pupils in school	416 (168)
Proportion (%) of pupil premium eligible pupils	40.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Sara Harper Headteacher
Pupil Premium Lead	Rachel Geary, Assistant Headteacher
Governor Lead	Lesley Ogden

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,520
School Led Tuition allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all children, regardless of background, achieve their full potential and attain well in all subjects. This pupil strategy is in place to ensure that all disadvantaged children are given the support to achieve highly in all aspects of their education.

All vulnerable children that face challenges, including high achievers, will be considered in this strategy.

The main focus of our strategy is on high-quality teaching in all subjects. We feel that this will benefit all of our children and have a high impact on closing the disadvantaged attainment gap.

Alongside high-quality teaching, this strategy will identify any areas of difficulty and ensure that a targeted approach is also in place to support specific difficulties and challenges our children may experience.

We recognise that many vulnerable and disadvantaged children may need support in other areas than academic attainment. We want pupils to have access to wider experiences that develop a range of skills and offer this throughout our curriculum.

Our intention is to also ensure support is given to promote wellbeing and all pupils are given the opportunity for social, emotional and mental health support if needed.

To ensure that we are implementing this strategy to its full potential, we will ensure diagnostic assessments are used where appropriate, to identify the challenges faced by disadvantaged pupils and that appropriate early support is put in place.

As part of this strategy, the school is implementing RADY (Raising the Attainment of Disadvantaged Youngsters) strategies to further strengthen outcomes for identified disadvantaged pupils. This includes targeted academic interventions for selected RADY pupils, increased access to enrichment opportunities, and enhanced use of assessment and gap analysis to precisely identify barriers to learning and inform timely support. These strategies work alongside existing whole-school approaches to ensure disadvantaged pupils are supported academically, socially and emotionally.

The strategy will be a whole school approach where all staff have ownership and the responsibility for children's outcomes.

Challenges

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

Challenge Number	Detail of Challenge
1	*Assessments and observations indicate that children enter school with low oral language and vocabulary, especially disadvantaged children. 57% of disadvantaged*

	pupils were well below age related expectation when carrying out baseline assessments.
2	*Our disadvantaged pupils are assessed as having greater difficulties with phonics which highly impacts their reading attainment.*
3	*Writing assessments across the school indicate that disadvantaged children are attaining well below age-related expectation.*
4	*Observations and discussions with children and their families indicate a high level of social and emotional difficulties in disadvantaged children. Referrals from school staff and social care have increased.*
5	*Attendance data for disadvantaged pupils indicates that our children's attendance is below the national average.*

Intended Outcomes

These intended outcomes explain 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 oracy skills based on structured and exploratory talk particularly among disadvantaged pupils.	*Children demonstrate improved oracy skills and use of vocabulary. This is evidenced though pupil voice, book looks and formative assessments. Summative assessments are being used with the support of outside agencies where appropriate.*
Improved reading and phonics attainment for all pupils including disadvantaged children.	*Annual statutory reading assessments including those conducted in 2026/2027 indicate an increased number of disadvantaged pupils attaining Age Related Expectations and Greater Depth at the end of KS2. Annual statutory assessments in phonics screening indicate a higher number of disadvantaged children meet the expected pass rate.*
Improved writing attainment for disadvantaged pupils by the end of KS2.	*Annual statutory writing assessment including those conducted in 2026/2027 indicate that an increased number of disadvantaged pupils attain Age Related Expectations and Greater Depth at the end of KS2.*
Achieve and sustain improved wellbeing for all children including disadvantaged.	*Qualitative assessments demonstrate high levels of wellbeing in all pupils. This is evidenced through pupil voice, questionnaires where appropriate and discussion with staff and parents.*

Achieve and sustain improved attendance for all children including disadvantaged.	*Attendance for all pupils is in line with the national average and the gap between disadvantaged pupils and non-disadvantaged is reduced.*
Improved identification and closing of attainment gaps for disadvantaged pupils through robust assessment and gap analysis.	*Teachers and leaders use detailed assessment and gap analysis to identify learning gaps for disadvantaged pupils, resulting in timely targeted interventions and improved progress over time.*

Activity in this Academic Year

These activities detail how we intend to spend our pupil premium (and school led tuition grant) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£179,000**

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Deliver CPD to ensure correct administration of diagnostic assessments.	Standardised tests give information on specific areas of strengths and weaknesses to ensure the correct support.	1, 2, 3, 4
Focus on oracy and vocabulary throughout the curriculum. *Fund staff CPD and resources to ensure high quality oracy skills are being developed throughout the school.*	Oral language approaches have a high impact on pupil outcomes. Training can support adults to ensure they model and develop pupils' oral language and vocabulary development. Oral language interventions | EEF	1
Ensure high quality phonics and reading teaching is being delivered to all pupils. *Deliver high-quality staff CPD and provide release time for training and monitoring.*	A systematic approach to teaching phonics has a positive impact overall and in the development of early reading skills, particularly for the children with disadvantaged backgrounds. Reading comprehension strategies are high impact for children when taught explicitly and consistently. Phonics | EEF Reading comprehension strategies | EEF	2

Ensure high-quality teaching is being delivered to all pupils in writing. *Fund resources, staff CPD and release time.*	Disadvantaged children are less than 20% likely to reach the expected standard in reading and writing by the end of primary school. Improving Literacy in Key Stage 1 | EEF EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	3
Promote positive wellbeing for children throughout the curriculum, including forest schools.	A whole school positive wellbeing approach is delivered through the school's RESPECT characteristics. These are consolidated through a forest school curriculum. https://cdn.forestresearch.gov.uk/	4
Purchase and implement Smartgrade assessment software to support detailed gap analysis for disadvantaged and RADY pupils.	High-quality assessment systems enable teachers to accurately identify gaps in knowledge and skills, adapt teaching, and provide targeted support. Effective use of assessment is a key driver in improving outcomes for disadvantaged pupils (EEF – Assessment and Feedback).	1, 2, 3, 6

Targeted Academic Support

Budgeted cost: **£103,000**

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Deliver high-quality Welcomm and Talk Boost interventions. Deliver specific SALT interventions where appropriate.	Oracy interventions can be used to provide additional support to pupils who are behind their peers in oral language development. The targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. Oral language interventions | EEF	1
Deliver phonics and reading support through a Reading Recovery programme.	There is strong evidence of Reading Recovery effectiveness for struggling readers in KS1 (lowest achieving 20%). https://www.evidence4impact.org.uk/interventions/979#	2

Provide targeted academic interventions for selected RADY pupils, in addition to universal and targeted provision already in place. Interventions are informed by assessment and gap analysis and delivered through small-group or 1:1 support.	Targeted interventions informed by accurate assessment can support disadvantaged pupils to make accelerated progress when delivered consistently and alongside high-quality teaching (EEF – Small Group Tuition).	*1, 2, 3*

Wider Strategies

Budgeted cost: **£30,000**

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Provide effective support pathways for disadvantaged children with social and emotional and mental health difficulties and their families.	There is substantial research evidence to suggest that social, emotional and mental health has significant impact on all aspects of life including progress in the curriculum, behaviour and attendance, employment and general life chances. We ensure that appropriate support in all areas of social, emotional and mental health is available. https://www.babcockldp.co.uk/babcock_l_d_p/Educational-Psychology/Downloads/Resources/SEMH-Toolkit-of-Evidence-Based-Interventions-to-Promote-the-Inclusion-of-CYP-with-SEMH-needs-contents.pdf	3
Embed principles of the DFE's Improving Attendance advice. Have a robust monitoring system for attendance in place. *Offer support to families to ensure high attendance.* *Fund staff release to implement procedures.*	The DFE guidance around improving school attendance has been informed by engagement with schools that have significantly reduced levels of absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4

Subsidise educational visits and school trips by 50% for pupils identified through RADY and pupil premium criteria to ensure equal access to enrichment opportunities.	Access to enrichment activities supports wider development, engagement with learning, and wellbeing. Removing financial barriers increases participation and supports disadvantaged pupils' cultural capital and engagement with school.	*4, 5*

Total budgeted cost: £312,000

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 2025 to 2026 academic year.

Intended Outcome- Improved oral language and vocabulary among all pupils including disadvantaged children.
Disadvantaged children took part in a range of language interventions and improved their oral language skills and vocabulary. 100% of children taking part in the Talk Boost intervention moved up in each category. In EYFS, 79% of children in receipt of pupil premium, attained age-related expectation for speaking, 14% higher than 2024-2025.

Intended Outcome- Improved reading and phonics attainment for all pupils including disadvantaged children.
Monitoring of phonics took place across EYFS and KS1 and the teaching was found to be good. Books and phonics resources were purchased.
62% of children in receipt of pupil premium passed the phonics screening. The gap between children in receipt of pupil premium and those not, was 13%. The national gap was 17%.

At the end of KS2, 62% of children in receipt of pupil premium attained age-related expectation in reading compared to 63% nationally and 57% of similar schools nationally. 31% of children in receipt of pupil premium achieved greater depth in reading compared to 31% of all pupils nationally. Reading progress for pupils in receipt of pupil premium in 2026 was 5.9 compared to -0.7 nationally meaning it was graded as 'significantly above' national data.

Intended Outcome- Improved maths attainment for disadvantaged pupils by the end of KS2.
74% of children in receipt of pupil premium attained age related expectation in mathematics compared to 62% of children in receipt of pupil premium nationally and 56% of similar schools nationally. 19% of children in receipt of pupil premium attained greater depth in maths.
The attainment gap between children in receipt of pupil premium and those not in receipt of pupil premium was 7% compared to the National gap of13%. Maths progress for pupils in receipt of pupil premium in 2026 was 5.3 compared to -0.9 nationally meaning it was graded as 'significantly above' national data.

Intended Outcome- Achieve and sustain improved wellbeing for all children including disadvantaged.
60 children in receipt of pupil premium throughout the school had support linked to their wellbeing. 25 children accessed 1:1 counselling sessions. Group work included, wellbeing and safety, resilience and Lego therapy. Impact was evidenced through feedback forms, observations, pupil questionnaires and outcomes scores.

Intended Outcome- Achieve and sustain improved attendance for all children including disadvantaged.

Children in receipt of pupil premium had an attendance of 93.5% in 2025-2026. Compared to National data for disadvantaged pupils, pupils at Beechwood in receipt of free school meals were 1% higher than those nationally.