

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 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	Beechwood Primary
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	75 (30%)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Louise Quinell
Pupil premium lead	Rachel Minter
Governor / Trustee lead	Richard Skegg

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
Pupil premium funding carried forward from previous years	£0
Service Children Pupil Premium allocation	£700
<b>Total budget for this academic year</b>	<b>£114,325</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that our pupils are not disadvantaged irrespective of background or the challenges they face. We believe that with the correct support all pupils can make good progress and attain highly in all subject areas, through well-matched provision and targeted support.

Objectives:

- Remove barriers to learning created by poverty, family circumstance and background
- Diminish the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts
- Provide a strong foundation for EYFS children
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in the ability to communicate effectively in a wide range of contexts
- Empower pupils to look after their social and emotional wellbeing and to develop resilience
- Provide access to a wide range of opportunities to deepen knowledge and understanding of the world.

To achieve this, we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Provide teaching staff with high quality CPD to ensure that pupils access effective quality first teaching
- Ensure early identification in EYFS
- Provide targeted intervention and support to swiftly address identified gaps in learning (tracking grids), including the use of small group and 1:1 work
- Prioritise disadvantaged children for pastoral and SEMH support so that they are ready to learn
- Provide resources and training for parents to support learning at home
- Ensure robust monitoring is in place so that provision for disadvantaged children can be continuously improved.

This is not an exhaustive list and strategies will change and develop based on the needs of individual pupils.

### Key Principles:

We will ensure that quality first teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data, pupil outcomes in books, learning walks and pupil voice. Class teachers will identify specific intervention and support for individual pupils through pupil progress meetings which will be reviewed at least termly. Alongside academic support, we will ensure that disadvantaged pupils who have social, emotional and mental health needs will have access to high quality provision from appropriately trained adults. At Beechwood Primary we are committed to developing the whole child, ensuring that children have access to a range of opportunities and experiences to enable them to develop talents, interests and cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	Our monitoring shows that attendance of disadvantaged children is lower than that of their peers.
2	Assessments show that attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils in Reading, Writing and Maths at age-related expectation.
3	Some disadvantaged pupils also have SEND and additional barriers to learning.
4	Monitoring has indicated that social and emotional difficulties are a barrier to learning for some disadvantaged children.
5	Monitoring has also indicated that many disadvantaged pupils are further impacted by their circumstances at home, including parenting, housing and lack of extra-curricular opportunities.

## 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
Gaps in learning will be closed and disadvantaged children will make	Disadvantaged children will make greater than expected progress (more than 6 steps) as indicated by

accelerated progress in Reading, Writing and Maths	progress data, outcomes in books and observations in lessons.
Attainment rises in Reading, Writing and Maths for disadvantaged children at age-related expectation	More disadvantaged children will reach age-related expectation compared with July 2025 outcomes, and this will be closer to their non-disadvantaged peers.
Attendance of disadvantaged children is in line with their peers	Attendance for disadvantaged pupils will continue to close and will be in line with their peers.
Phonics outcomes improve for disadvantaged children	Phonics outcomes improve overall, and outcomes for disadvantaged pupils are in line with their peers.
Disadvantaged children make accelerated progress as they are emotionally ready to learn.	Pupil voice indicates that disadvantaged pupils feel happy and safe and are ready to learn. Parent and pupil voice indicates that home circumstances are having less impact on pupil progress and children are able to make progress due to positive environments at home.

## 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

Budgeted cost: £ 57,162

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Education Endowment Foundation – Five a day approach</p> <ul style="list-style-type: none"> <li>• Explicit instruction: clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice.</li> <li>• Managing cognitive load so that new content is transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor, and evaluate their own learning.</li> <li>• Scaffolding: When pupils are working on a written task, provision of supportive tools or</li> </ul>	1,2,3 and 4

	<p>resources such as a writing frame or a partially completed example. The aim would be to provide less support of this nature throughout the course of the lesson, week, or term.</p> <ul style="list-style-type: none"> <li>• Allocate groups temporarily, based on current level of attainment</li> <li>• Technology can be used by a teacher to model worked examples: it can be used by a pupil to help them to learn, to practice, and to record their learning</li> <li>• Oracy techniques – conversing with children rather than talking to children, effective questioning, high quality explanations and use of aspirational vocabulary everywhere</li> </ul>	
Verbal feedback	<p>Providing verbal feedback is well evidenced and has a high impact on learning outcomes. Effective verbal feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Educational Endowment Foundation –</p> <ul style="list-style-type: none"> <li>• Deliver timely feedback that focuses on moving learning forward</li> <li>• Identifies gaps and informs planning</li> <li>• Leading to next step challenges and purple pen editing</li> </ul>	1,2,3 and 4
Effective in house CPD on principles of effective learning  Walk Thrus	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1,2,3 and 4
Effective coaching and mentoring of Teachers	<p>Mentoring and coaching of Teachers – national institute of teaching July 2023.</p> <ul style="list-style-type: none"> <li>• Research has shown that: Coaching and mentoring can lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment</li> </ul> <p>EEF states that effective coaching and mentoring:</p> <ul style="list-style-type: none"> <li>• Build knowledge</li> </ul>	1,2,3 and 4

	<ul style="list-style-type: none"> <li>• Motivates teachers</li> <li>• Develops teaching techniques</li> <li>• Embeds practice</li> </ul>	
Tilting	<p>Quality First Teaching Principles – DfE</p> <ul style="list-style-type: none"> <li>• Looking at PP books first</li> <li>• Team around the child approach</li> <li>• Effective targeted questions for PP children</li> <li>• PP children discussed as a priority in all meetings</li> <li>• Targeting PP children first through effective verbal feedback</li> <li>• Tilting curriculum for engagement</li> <li>• Provide effective scaffolding and resources</li> <li>• Set routines and structures</li> </ul>	1,2,3 and 4
Oracy	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Voice 21 Oracy Framework -</p> <ul style="list-style-type: none"> <li>• Scaffolding oracy and discussion</li> <li>• High quality explanations</li> <li>• Oracy framework helps staff to understand the physical, linguistic, cognitive and social and emotional skills that enable successful discussion, inspiring speech and effective communication</li> </ul>	1,3 and 4

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

Budgeted cost: £ 28,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant Deployment and Interventions</p> <p>Targeted interventions to support language development, literacy and numeracy</p>	<p>EEF guide to selecting interventions - common elements of interventions:</p> <ul style="list-style-type: none"> <li>• Timing</li> <li>• Assessment</li> <li>• Resourcing</li> <li>• Give it time</li> <li>• Expert delivery</li> </ul>	1,2,3 and 4

	<ul style="list-style-type: none"> <li>Teacher links</li> </ul> <p>Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.</p>	
RWI Catch up and Fresh Start Programmes	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 14 weeks.</p> <p>Phonics/Toolkit strand/Education Endowment Foundation/EEF</p>	1, 3 and 4

## Wider strategies

Budgeted cost: £ 28,581

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence –</p> <ul style="list-style-type: none"> <li>Embed principles of good practice set out in the DFE's Improving School Attendance Advice.</li> <li>One to one contact with families to support children getting into school</li> <li>EWO support</li> <li>Sensory circuits for regulating children on entry to school</li> <li>Nurture support for regulating and supporting children to engage with their learning</li> </ul> <p>EEF Strategies -</p> <ul style="list-style-type: none"> <li>Encouragement in attending Breakfast club so that children are ready for their learning</li> </ul>	3,4 and 5

	<ul style="list-style-type: none"> <li>• PP champions</li> </ul>	
<p>Extra-curricular activities, uniform, funding for trips and Year 6 residential</p> <p>Clubs ABC to read Choir</p>	<p>An Unequal Playing Field – Extra-Curricular Activities, Soft Skills and Social Mobility Report The Social Mobility Commission</p> <p>Learning is contextualised in concrete experiences and language rich environments</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils</p>	3,4 and 5
Supporting children's social, emotional and behavioural needs	<p>EEF – social and emotional learning key findings:</p> <ul style="list-style-type: none"> <li>• Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</li> <li>• Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores</li> <li>• Whole class SEL learning and targeted supported for pupils with particular social and emotional needs should be considered</li> <li>• There is particular promise for approaches that focus on improving social interaction between pupils</li> </ul>	1,2,3,4 and 5
Communicating with, and supporting parents	<p>EEF – parental engagement key findings:</p> <ul style="list-style-type: none"> <li>• Parental engagement has a positive impact on average of 4 months' additional progress.</li> <li>• Personalised messages linked to learning can promote positive interactions</li> <li>• Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how parental engagement can be maintained as children get older.</li> <li>• Consider what support can be given to parents to ensure home</li> </ul>	1,2,3,4 and 5

	learning is of a high quality. Provide practical strategies with tips and resources.	
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**Total budgeted cost: £ 114,325**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome
<p>100% of PP children will achieve at least expected progress in Reading (6 steps from July 24 – July 25)</p>	<p>55% of PP children achieved expected progress in Reading (6 steps +) – increase from the year before</p> <p>24% of PP children achieved accelerated progress in Reading (7 steps +) – increase from the year before</p> <p>To put in context: 23% of PP children joined throughout the year so are missing from this data</p> <p>On average PP children made 6.0 points of progress for Reading from summer 24 – summer 25 throughout the whole school (excluding FS)</p>
<p>100% of PP children will achieve at least expected progress in Writing (6 steps from July 24 – July 25)</p>	<p>45% of PP children achieved expected progress in Writing (6 steps +) – same as the year before</p> <p>16% of PP children achieved accelerated progress in Writing (7 steps +) – decrease from the year before</p> <p>To put in context: 23% of PP children joined throughout the year so are missing from this data</p> <p>On average PP children made 5.3 points of progress for Writing from summer 24– summer 25 throughout the whole school (excluding FS)</p>
<p>100% of PP children will achieve at least expected progress in Maths (6 steps from July 24 – July 25)</p>	<p>55% of PP children achieved expected progress in Maths (6 steps +) – increase from year before</p> <p>27% of PP children achieved accelerated progress in Maths (7 steps +) – increase from year before</p> <p>To put in context: 23% of PP children joined throughout the year so are missing from this data</p>

	On average PP children made 6.0 points of progress for Maths from summer 24 – summer 25 throughout the whole school (excluding FS)
Phonics results Year 1	6/7 (86%) of PP children passed the phonics screening check in Year 1
Year 2	1/3 (33%) of PP children passed the phonics re-take in Year 2
Attendance to be in line with national average (92.4%)	Average Attendance for 2024 – 25 was 90% for PP children which is slightly down from the year before. This absence was made up of an average of 7.6% authorised absences and 2.78% unauthorised absences.
Children have a willingness to challenge themselves and have positive learning behaviours.	Through book looks, learning walks, progress meetings with teachers, weekly check-in meetings there was evidence to suggest that PP children in many classes had a willingness to challenge themselves and showed positive learning behaviours. They showed that they were engaged in the learning. In other classes, however, these were still developing.
Books, learning walks and assessments show that children have improved progress and attainment in language and literacy skills, particularly in writing.	Attainment is improving for most children however, there is still a gap between non PP and PP children. The EAL/PP percentage has continued to rise this last year meaning that children's language skills are developing at a slower rate. The percentage of children during the academic year 2023-2024 that were both PP and EAL was 9%. The percentage of children during the academic year 2024-25 that were both PP and EAL was 34% showing an increase.
PP children who are also SEND have a willingness to challenge themselves and use oracy techniques within the classroom. Seen through: Pupil voice, learning walks, verbal feedback and progress meetings.	Through pupil voice, learning walks, verbal feedback and progress meetings there was evidence to suggest that PP children who are also SEND in certain classes had a willingness to challenge themselves and use oracy techniques within the classroom. In other classes, however, these were still developing.

Books, pupil voice, learning walks, progress meetings show that children have a willingness to challenge themselves and have positive learning behaviours.	Through book looks, learning walks, progress meetings with teachers, there was evidence to suggest that PP children in certain classes had a willingness to challenge themselves and showed positive learning behaviours. In other classes, however, these were still developing.
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Read, Write, Inc. Phonics and Catch-Up	Oxford University Press
Read, Write, Inc. Fresh Start	Oxford University Press
Nessy Spelling Programme	Nessy Learning
TT Rockstars	Maths Circle LTD