

Pupil premium strategy statement – Beechwood Primary 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

Detail	Data
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -2027
Date this statement was published	1 st December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Paul Arnold
Pupil premium lead	Clair McCarthy
Governor / Trustee lead	Sarah Catlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,440
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
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>	£ 189,440

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, children who are looked after by the local authority, and the children of service personnel. The funding is intended to enable schools to provide additional support to these pupils to ensure that they reach their full potential.

The amount of pupil premium funding that a school receives is based on the number of children who are eligible for it. Schools are free to decide how they use the pupil premium funding, as they are best placed to identify the specific needs of their pupils. However, they are expected to be able to demonstrate how the funding has been used to support the learning and progress of disadvantaged pupils.

We use Pupil Premium funding to close the achievement gap through providing rich experiences, day trips and experiences are provided free of charge so that all children can participate equally and staff can plan exciting trips and visits. We employ support staff to enable support for pastoral and social emotional needs as well as spending money on extra resources and materials where appropriate. We also use Pupil Premium funding to purchase resources such as membership to organisations that provide counselling and family support services.

Research has shown that the pupil premium can be effective in helping to narrow the attainment gap between disadvantaged pupils and their peers. A report by the Education Endowment Foundation found that, on average, the pupil premium has a positive impact on the progress and attainment of disadvantaged pupils. Our pupil premium is targeted on supporting educational achievement and focusing on the challenges for our disadvantaged children.

In conclusion, the pupil premium is a valuable resource for schools to support disadvantaged pupils and help them to achieve their full potential. It is up to schools to decide how to use the funding, but it is important that it is used in a targeted and effective way to make a difference to the learning and progress of these pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Close the gap between PP and other children through establishing small group interventions for disadvantaged pupils falling behind age-related expectations, with a focus on reading.</p> <p>Narrow the gap between PP and non-PP, especially reading and phonics in EYFS and KSI. Coaching provided by RWInc lead and RWInc</p>

	<p>moderator. One to one interventions and Fresh Start for pupils falling behind age related expectations. Last year in each year group this was around 50% of those needing intervention were PP children.</p> <p>Development of Insight tracker as well as RWInc portal trackers for individual and group tracking. Quality first teaching in all RWInc lessons developing from weekly coaching and training for all staff. Feedback and development points shared with staff and coaching provided.</p>
2	<p>Persistent absence children. Down as a whole school from previous year but up 11% for persistent absences. AHOS working on strategies to move this forward. Set up meetings to discuss these strategies and how they will work with PP children. Robust timetable for families of persistent absent children with more communication and follow up to the children being in school. New reward systems introduced to encourage children to attend school and want to be in school.</p> <p>Attendance support for low attenders. Year 6 rewards. Attendance cups Letters home termly for best improved attenders. Encourage staff to big up the next day so that children want to come in</p>
3	<p>Observations and discussions with pupils suggest that disadvantaged pupils have low expectations when it comes to sports and extra-curricular events. Encouraging and engaging children to take part in after school clubs, especially sports clubs where they can represent the school at different events. Support with paying for external clubs that are available to the school. Monitor how many attend and pay and how many would like to if they were subsidised. Low aspirations/low expectations of themselves in and out of school. All sports groups monitored to show inclusion of PP children. Strategies developed to inclu</p>
4	<p>Emotional wellbeing</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils including their attainments.</p> <p>Embedding Happy Minds programme and extending to include parents. Questionnaires used at the beginning of each unit. Pupil voice gathered of PP children and their understanding of why we use Happy Minds and why we are using it.</p> <p>Groups for parents to attend on different aspects of parenting – encourage in by meeting with their children.</p>

	Open door policy -ethos of staff greeting children. Soft starts for some and coming in main entrance to support parents and their emotional needs.
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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
<p>Disadvantaged pupils to continue to make progress to maintain that made in previous year/key stage.</p> <p>Pupils who have fallen behind, will make accelerated progress to close the gap through high quality teaching.</p> <p>Children with IEPs and PP are supported with high quality first teaching and appropriate interventions.</p> <p>Children will be assessed effectively for their phonics levels and allocated the correct teaching level for their needs in small groups for RWInc. One to one tutoring will target the lowest 10% of achieving children.</p> <p>Intervention and one to one sessions will be provided for children to keep up with their age related expectations where there are gaps.</p> <p>Professional Development for all staff through training to ensure high quality teaching of reading/RWI to develop key reading skills and a love of reading from EYFS to Year 6. Fresh start to be developed and embedded for KS2 children who require the support.</p>	<p>Assessment data from End of each year shows that the gap between PP and non PP children has narrowed and is less than 10%.</p> <p>Assessment data from End of Year 2025, will show that 5 – 10% of disadvantaged children have made accelerated progress from previous summer data.</p> <p>Interventions provided for disadvantaged pupils to be monitored to demonstrate positive impact from starting point to accelerate progress.</p> <p>Accelerated reading programme to be used effectively from Year 2 – 6 to monitor progress and provide targeted academic support for identified children to close the attainment gap in reading.</p> <p>Assessment data 24 - 25 for Year 1 Phonics and Reading at end of KS1 and KS2 meets current targets.</p> <p>Assessment in Summer 2025 for all non-statutory year groups, will show that 90% of disadvantaged children will have made expected progress from the previous summer assessment point. 5% of these pupils will have made accelerated progress from this point.</p> <p>Pupil Premium pupils achieve the expected standard in wider curriculum subjects. Pupils are well prepared for their next phase of education.</p>
<p>SEMH staff support ensures that making access to learning and SEMH support available.</p>	<p>High quality teaching targets the needs of all children, including those with SEMH needs, utilising adults available throughout the</p>

<p>Happy Minds programme developed and embedded in all year groups and timetabled into the school day on Monday afternoons. A follow up assembly at the end of the day Monday will consolidate areas that have been introduced. Monitoring and pupil voice will be developed.</p> <p>Release of INCO (non teaching) to ensure that provision is mapped out, timely and effective and demonstrates impact on children from disadvantaged groups.</p> <p>Ensure that pastoral provision is targeted to improve children's interactions with others and a greater self-awareness of behaviour and emotions.</p>	<p>school day, both in classrooms and specialist areas.</p> <p>Children will be able to demonstrate their understanding of mental health issues. They will be able to use techniques taught to encourage self regulation. They will be able to use techniques to highlight their needs where available.</p> <p>Staff to identify and support families and children to alleviate the barriers to learning. BAE audit is used to monitor the SEMH/Attendance/Behaviour of all children to provide target support for identified children. PP children will be highlighted on BAE and cross referenced with other areas of the audit This will be targeted through Hut provision.</p> <p>HUT space is available to all children to support with SEMH needs and behaviour across both break and lunch playtimes. Additional targeted support for identified children provided in small groups and 1-1 sessions. Nurture breakfast will be available for children who require it.</p>
<p>Funds are directed to external services to provide avenues of external support for families or children to improve parenting, SEMH support or advice to improved educational outcomes.</p>	<p>MAST support and EP support purchased for additional hours. Speech therapist to support children who need extra support. TA trained to provide this intervention.</p>

<p>School will deliver an engaging broad and balanced curriculum from EYFS to KS2.</p> <p>Children will have access to a rich experience to enhance learning, through curriculum and wider-curricular experiences.</p> <p>Children starting with lower-than-average communication and language skills to close the gap with their peers.</p> <p>Children will develop oracy skills to communicate effectively and support with written communication.</p>	<p>The curriculum learning journey is explicit to ensure that learning connections and development and reinforced throughout the curriculum journey. High quality texts will be used to promote knowledge and depth within teaching and learning and broaden experiences. Books provided for each class and year group to enrich classroom curriculum. These are topic linked.</p> <p>Staff will provide a range of visits and rich experiences to enhance and inspire learning and make it memorable. Staff to use allocated funding to provide rich experiences and events to enthuse children and make connections across all areas of the curriculum.</p> <p>Additional Rocksteady places provided for free given to PP child/children.</p> <p>Children access activities and experiences which enhance cultural capital and this impacts positively on their aspirations and their potential to achieve.</p> <p>Staff in EYFS will ensure that 80% of children will make the expected progress in communication and language from their starting point. 5% of disadvantaged children will make accelerated progress from their starting point.</p> <p>High quality professional development provided to develop oracy throughout the curriculum. Ongoing training to staff regarding oracy development within the classroom.</p> <p>Teachers to continue to provide opportunities to develop and assess speaking and listening, through oracy across the curriculum and evaluate the impact within the assessment of writing and reading.</p>
<p>Disadvantaged pupils to meet national expectations for attendance.</p>	<p>Attendance of disadvantaged pupils to match the national average for non-disadvantaged pupils – 96%+</p> <p>An robust action plan will be implemented by AHOS regarding persistent absenteeism, focussing on PP children and families. Phone calls and visits home will be established for these children to engage them back into school.</p>

	<p>Weekly attendance cup to be presented to winning KS1 and KS2 classes. Weekly tokens will be given to children to add to their house points. At the end of each term, the winning house will win a prize.</p> <p>Attendance to be monitored by Head of School, Family Support Worker, EWO and Pastoral Team to increase attendance and persistent absenteeism and lateness for disadvantaged pupils.</p> <p>Increased engagement with parents through regular meetings to provide support and promote attendance and punctuality of disadvantaged children. Parent forums will continue to engage with these families and parents.</p>
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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 cost: £ 47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to engage in high quality CPD to deliver Quality First Teaching and Learning delivered by Trust CPD Lead -</p> <ul style="list-style-type: none"> - Staff INSETs - Subject leader release time and monitoring - MAT-wide curriculum development for subject leaders - MAT-wide year group development for teachers - Teaching top ten established in classes to 	<p>Teachers and teaching assistants with good and outstanding levels of subject ad pedagogical knowledge secure the best possible outcomes for pupils.</p> <p>Provision of interventions and challenge teaching for children identified as needing to catch-up – see The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p> <p>Mary Myatt Learning - learning, leadership and the curriculum</p>	1, 2, 3, 4

ensure children are ready to learn.	EEF launches updated Teaching and Learning Toolkit EEF	
<p>RWI Training for all staff and RWInc lead and school head teacher</p> <p>Coaching sessions provided by RWInc lead</p> <p>Making a strong start training for Reception staff</p> <p>RWInc development days for staff INSET days</p>		1, 3
Rich Experiences	Equal access to curriculum related trips and experiences to provide a wide range of opportunities for both social and emotional as well as curriculum learning. Each class provided with money to cover trips and visits. Sporting events to encourage participation by PP children to provide those experiences.	4, 5
Additional support staff employed to support with groups of children for catch up and pre teach in specified year groups.	<p>Staff will identify children within year groups, especially years 1 and 2 where there are mixed year groups. Children will be grouped according to their specific needs.</p> <p>Targeted support by TA and HLTA's where need is most.</p>	1, 3
<p>Read, Write Inc Program to be embedded across Nursey, EYFS, KS1 and lower Key stage 2 to improve the % of those pupils achieving ARE in reading and writing at the end of KS1 and ultimately KS2</p> <p>Reading fluency introduced for year 2 children who are assessed off the RWInc programme. This will impact children still accessing RWInc due to the smaller groups that will be available to them.</p> <p>This program will bring a consistency of approach to how the school teaches</p>	<p>Reading Framework.</p> <p>The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p> <p>RWInc lead to attend coaching training and feed into staff at assembly time each week.</p> <p>EEF toolkit</p> <p>Coaching available weekly and support programme delivery on a consistent basis with all staff who are delivery RWInc.</p> <p>Support and training on non-pupil days for all staff.</p> <p>Portal access for staff to include resources, monitoring and tracking</p>	1,2

<p>phonics, spelling, reading and writing.</p> <p>Coaching and training will be supplied weekly for all staff delivering RWInc.</p> <p>Making a fresh start training and implementation for reception staff. Focus on enabling a high percentage of children to be reading and blending by end of term 2.</p> <p>Monitoring and mentoring from RWInc trainer a day per term. Staff will have access to further training and updates on teaching strategies and resources.</p>	<p>process. Video teaching to be used with staff in weekly coaching sessions to develop consistency of teaching.</p> <p>Reading fluency support, training and coaching for staff.</p> <p>Making a strong start training notes available for all staff who access reception children reading. Monitoring and mentoring from school RWInc trainer.</p>	
<p>Leading effective disadvantaged provision for primary schools network meeting attended by PP lead in January 2025</p>	<p>Networking with other PP leads from the MAT</p> <p>Development meetings with school development lead SR</p> <p>Links to networks/support</p> <p>EEF</p>	1,2

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

Budgeted cost: £ 65,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to complete BAE audit to assess SEMH needs of all children.	Evaluation Reports – ELSA Network	2, 4
Staff to us audits to support the SEMH needs of	Impact and Evidence The Thrive Approach	1,2, 4

children through targeted class support. Hut provision daily.		
Counsellor service for specific children	Overview Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges Guidance NICE Ali A, Hall I, Blickwedel J, Hassiotis A. Behavioural and cognitive-behavioural interventions for outwardly-directed aggressive behaviour in people with intellectual disabilities. Cochrane Database of Systematic Reviews 2015, Issue 4. Art. No.: CD003406. DOI: 10.1002/14651858.CD003406.pub4	3
Wider outside agencies including specific speech, EP	SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)	3
TA to support specific group of children with EHCP social and emotional needs in years 1 and 2	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1
RWINc Staff allocated to support year groups where reading is lowest attainment. Reading leads to work with children from pivotal groups	Data points Following pupil progress reading lead targeting support in the year group EEF toolkit +5 months. PP pupils in particular not spending as much time reading at home than non PP pupils	1, 2

from year 2 and 3.		
Staff (teaching and support) to deliver to consistent and targeted support in KS1, focussing on reading specifically who are pivotal and PP, supporting them in the classroom.	<p>Evidence from data points and pupil progress meetings – focus on specific PP children</p> <p>Target in specific classrooms where need is greatest</p> <p>Small group tuition EEF + 4 months</p> <p>One to one tuition EEF</p> <p>https://maximisingtas.co.uk/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1

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

Budgeted cost: £ 76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture Provision to support SEMH needs, specifically in years 1 and 2.</p> <p>Nurture breakfast scheme established within</p>	<p>Research & Evidence – NurtureUK</p> <p>Daily groups developed with children tackling specific social and emotional needs.</p> <p>Nurture breakfast offered to all children to ensure they have the resources at home to eat breakfast before they start the school day.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=nurture%20breakf</p>	2, 3, 4, 5

<p>HUT provision.</p> <p>Families to be financially supported so that all pupils can access and have the opportunity to enjoy rich experiences linked to their learning.</p>	<p>All school trips are provided for free so that all children have access to rich learning experiences. Each class is provided with a budget to cover these costs and provide rich experiences and visits to enhance their curriculum learning and understanding. Extra paid trips can be accessed, and payment plans developed to help.</p>	
<p>Play Leader to support positive playtimes and develop positive relationships.</p> <p>Play leader to run groups within the school day to support with Lego and play therapy.</p>	<p>The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</p>	<p>1, 2, 4</p>
<p>Staff with Family support responsibilities to set up groups and provide training and support</p>	<p>Groups are advertised and are free for parents to take part in. There are a mixture of advice and support for all parents. Opportunities for parents to engage with their children available for some groups.</p> <p>Tea with Theresa once a week for parents/carers to attend with an established and known member of staff.</p>	<p>3, 5</p>

for parents both in and out of school time.		
Parents able gain greater access the school, engage in their children's work and receive training and support from so they know how to assess their children at home.	<p>Parent engagement through planned time in school – parent forums, beginning of school year meet the staff, storytelling sessions, RWInc modelling lessons.</p> <p>Effective communication through emails, weekly newsletters, phone calls.</p> <p>EEF +3 months</p>	

Total budgeted cost: £ 189,440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GLD scores in Reception

	2023 - 2024	2024 - 2025
GLD PP	53%	60%
GLD non PP	75%	67%

This shows a significant rise in PP children gaining GLD at the end of the school year. This was due to many factors. The first would be the building stronger start in RWInc that was introduced in the beginning of the school year. This tracked children with their sound knowledge and were targeted with the sounds that they did not know. Maths planning also included a combination of White Rose maths as well as mastering number. This incorporated all aspects of the curriculum. English and mainly writing followed Ready Steady write and gave the children more structure with their English lessons. These structures are followed for each term so the children are familiar with the way they are expected to write.

PSC for year 1 children

	2023 - 2024	2024 - 2025
PP	59%	63%

Children who were not attaining the pass mark were given 121 tuition three times a week. They were supported by a TA who has been provided by PP funding to support these children and fill the gaps in their phonics knowledge. They were regularly assessed and moved on in their learning and independence of their reading.

PSC for year 2 children's intakes

	2023 - 2024	2024 - 2025
PP	7%	12%
Non PP	21%	15%

This data shows an increase in children who have passed their PSC in year 2 retakes. It also shows a big decrease in the gap between PP and non PP children. As with the year 2 children, these children were supported by a TA three times a week to plug the gaps of the children's sounds. They were also tracked and assessed every three week to support their development and show the progress they were making. PP children who did not pass still made considerable improvements throughout the summer term on their scores.

Reading in KS1

	2023 - 2024	2024 - 2025
Year 1 PP	35%	37%
Year 2 PP	43%	47%

Children are making a positive move in reading in key stage one. TA's are used to support RWInc sessions by having smaller groups and children are being taught at the level they are assessed at. This support has been consistent and shown development in children moving up the groups in RWInc.

Attendance

Group	% Attendance (EYFS-Y6) 2023-2024	% Attendance (Year 1-6) 2023-2024	% Persistent Absence (EYFS-Y6) 2023-2024	% Persistent Absence (Year 1-6) 2023-2024	% Attendance (EYFS-Y6) 2024-2025	% Attendance (Year 1-6) 2024-2025	% Persistent Absence (EYFS-Y6) 2024-2025	% Persistent Absence (Year 1-6) 2024-2025
Whole School	92.60	91.85	19.63	23.19	93.33	92.91	13.7	16.6
Pupil Premium	89.45	88.44	30.9	30.3	91.17	90.67	24.4	25.5
SEND	89.27	88.17	23.8	27.0	90.34	90.03	22.6	24.0
PP/FSM/SEN	88.0	87.7	35.7	37.0	88.0	87.8	33.3	34.3

Attendance for PP children has improved over the year compared to 2023-2024. The amount of persistent absences has decreased in all year groups, as well as those with PP and SEN. This is due to an everyone's responsibility approach. CPD has also been put in place to support this and enabling staff to encourage children into school. This has included teaching top ten where all staff are encourage to be supportive of all children and provide a friendly and safe environment. Staff being more accessible whether this is on the classroom doors or through parent meetings and direct email links. SLT have been more involved in supporting families with their attendance and providing solutions to the needs of certain families.

Jedi writers

	PP children	Non PP children
Reading	16%	8%
Writing	13%	0%
Maths	28%	23%

Children have been attending this group for three terms three times a week. The children have been following a programme in small groups with three different members of staff. The sessions are short so are not impacting on their lesson time. Impact for these children have been high and PP have particularly shown improvement due to the small groups available to them and being able to engage with an adult in a 1-2-2 environment.

Communication and interaction

	PP children	Non PP children
Reading	35%	20%
Writing	35%	20%
Maths	41%	33%

PP children are achieving well with communication and interaction input.

Support teams work with a wide range of Pupil Premium children and class teachers to develop the best possible education support, provision and development of social and emotional skills to enable lifelong learning. Monitoring, improved educational outcomes

and pupil progress meetings support. EHCP, EHAT and TAM meetings to support families and identify actions and improvements.

MAST support for outside agencies, access to services and better access to educational progress, measured and reviews through pupil progress, professional meetings, daily and weekly interactions and targeted support.

Specific, researched resources to ensure that support is targeted and beneficial for need and supports the progress towards age related expectations. Training and development delivered from specific members of staff.

EP time to meet the need of families and children who need support to access education.

External provisions required to support families and children who are finding access to education a barrier and identify support needs as well as develop staff resource and understanding around supporting these children to increase schooling provision.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Service funding was spent on a range of activities for service children, including running a regular group. Specific members of staff are partly funded with Pupil

Premium Funding to support service personnel and their activities in and outside of school. We take advantage of events that are open to service children and we are developing our in school offering for this group.

The impact of that spending on service pupil premium eligible pupils

Specific staff have worked with these children to develop a pastoral support, someone who can listen and offer advice and address concerns. The children take part in activities at certain times of the year, such as Remembrance Day and this allows them to connect with other children who have families who work in the services and share common activities together. The impact is that the children understand that there are other children who share their support networks and that they have someone in school that they can talk to about some of the potential issues that may arise with parents leaving or returning. Service activities support their understanding of belonging to a community in school and the service community that is a shared experience.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.