

Pupil premium strategy statement 2024 to 2027 (September 2025 edition)



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 outcomes for disadvantaged pupils last academic year.

Beechwood Primary School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	36.7%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Lanforth
Pupil premium lead	Sarah Lanforth
Governor / Trustee lead	John Tudor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£262,980

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The key focus of our pupil premium strategy is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils and for all disadvantaged pupils in school to be given the chance to flourish.

We will consider the challenges faced by vulnerable pupils and those who continue to be the most affected by the ongoing impact of the pandemic and the changes that have come since then including the prevailing cost of living crisis. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our intention is that Pupil Premium pupils in all cohorts will make at least expected progress in English and Mathematics across the year, as a result of focused quality first teaching as well as the provision of high quality individual and small group support focussing on areas of identified need. We will also provide a range of wider measures to address the non-academic barriers our pupils face to ensure we are providing protective measures for our pupils and involving their families and other agencies where appropriate.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, whether in school or in their pre-school years, analysing where the need is and responding to it in the best ways possible for the needs of the pupils through research, collaboration, investment in staff development and the key initiatives that will support pupil outcomes.

We plan to maintain and increase engagement in learning as a result of participation in a range of motivational first-hand experiences, leading to increased pupil progress and attainment.

We aim to invest in our staff team through a series of coaching and mentoring initiatives including lesson studies and metacognition training that will in turn support pupil understanding of their own learning and progress and give them the vocabulary needed to develop.

We aim to increase communication and language skills as a result of: whole school communication and language strategies; early identification of pupils with speech, language and communication needs and the implementation of group or individual speech, language and communication plans.

- We intend to increase self-esteem, resilience and 'readiness for learning' as a result of a range of social and emotional learning training and support strategies.

We intend to support our pupils with attendance by diagnosing and addressing any barriers that they may face.

- We recognise and support the role of parents and carers in their children's wellbeing, attendance and academic progress so plan to work with families and support home learning. We aim to increase communication between parents/ carers and teachers through the promotion of our bespoke home school diaries, positive opportunities for home learning, newsletters, content on the website and a range of opportunities for parents to come into school and support the learning taking place.

We will continue to respond to common challenges as well as group and individual needs, carrying out robust diagnostic assessments and having regular pupil progress meetings with all staff to discuss the impact of disadvantage and the best solutions to meet needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged at the right level in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- continually review and refine our strategy being responsive to need.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate communication and language barriers, particularly in relation to vocabulary among many disadvantaged pupils. These are evident from

	nursery through to the end of KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the ongoing effects of Covid-19. These findings are supported by national studies. The result has been an increased number of pupils that have had difficulties in accessing age related material, significant challenges relating to learning behaviours (especially seen in learners from KS1 and EYFS) and significant knowledge gaps seen across the primary age range leading to pupils falling further behind age-related expectations.
3	Our assessments indicate that multiple disadvantages are affecting many of our pupils and demonstrating they have greater difficulties with a range of reading skills including phonics, reading fluency, vocabulary related to wider life experiences and higher order reading strategies and this can restrict access to age appropriate texts and so negatively impacts their development as readers.
4	Internal assessments indicate that multiple deprivation factors are also affecting pupils maths attainment. Maths fluency, maths vocabulary and reading skills to support access to reasoning and problem solving questions among disadvantaged pupils is demonstrably below that of non-disadvantaged pupils.
5	Attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our core group of children with persistent absenteeism continues to overrepresent this group. Case studies indicate parental mental health issues are also a factor.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Self-esteem, 'readiness for learning' and stamina for learning continue to be an area of focus. The pandemic coupled with rising prices (especially the cost of transport) mean that enrichment opportunities have been more limited for all pupils but are needed to support our disadvantaged pupils in particular. Referrals from teachers, parent/ carers and external agencies for inclusion and wellbeing support have markedly increased since the Covid-19 pandemic and the capacity of external agencies is continuing to be more limited and more widely stretched. Children's wellbeing has been greatly affected in recent years and families continue to face financial hardships.
7	Parents evening information, attendance for parent workshops and school visits continues to evidence that parental engagement is lower amongst pupil premium families compared to non-pupil premium families.

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
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Progress among disadvantaged pupils at least in line with school expectations and increased % of pupils reaching expected or above age-related standard in reading, writing and mathematics.	Analysis of in-school data as well as outcomes of standardised assessments showing that disadvantaged pupils are making progress at least in line with school expectations and a greater % of disadvantaged pupils are reaching the expected or above age-related standard in reading, writing and mathematics.
Increased engagement in learning and improvement in outcomes as a result of high quality provision and experiential learning opportunities.	High levels of participation in in school and wider curriculum experiences. Work scrutiny and pupil interviews will show direct impact of first hand experiences on quality of pupil outcomes.
Improved oral language skills and vocabulary among all pupils including disadvantaged pupils.	Assessments, observations and pupil interviews indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increased self-esteem, resilience and 'readiness for learning' as a result of specific teaching strategies as well as a range of social and emotional learning support.	Sustained improvements in wellbeing demonstrated by: classroom observations, behaviour records, pupil discussions, 'Place2Be' referrals, The Beck, cluster information and pastoral records, Pupil Progress meeting and Inclusion Meeting notes and audit information.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils allowing for increased access to teaching and learning.	Sustained high attendance from 2025/26 demonstrated by: the overall absence rate for all pupils being in line with national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
Increased parental support for home learning leading to improved pupil outcomes.	Increased parental engagement in school life with parent/ carers being able to support their pupils as demonstrated in parent/ carer attendance at events and feedback in surveys.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 79,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Reading Programme Daily reading programme Y2 to Y6 incorporating strategies from Leicester inference programme and using high quality, age appropriate texts. English Team will focus on strategies to ensure more of our disadvantaged pupils are able to access texts that will allow them to achieve the high level scores as well as to continue to develop inclusive reading units purchasing books to increase diversity offer. Support new teachers in model whilst maintaining, monitoring and developing existing structures.	Leicester inference programme 2013-14 data shows ratio gains in accuracy of 7.6 and comprehension of 11.0 (where gains of 4 and above demonstrate remarkable impact) <i>(What works for children and young people with literacy difficulties? Greg Brooks 2016)</i> Research demonstrates that following inference awareness training, an average improvement of 17 months on standardised measure of reading comprehension was reported for children who showed poor comprehender profile (<i>Clarke, Truelove, Hulme and Snowling 2014</i>) Reading comprehension strategies interventions rated +5: <i>(Education Endowment Foundation - Teaching and Learning Toolkit)</i>	2, 3.
Two whole school development days	Phonics approaches have a strong evidence base that indicates a	3

with English Team and Jerry Clay Hub on phonics as well as weekly staff tutoring and coaching support to improve implementation of strategies. Use of phonics hub, time for additional planning for all support staff. Purchase of additional Phonics resources for EYFS, KS1 and intervention phonics groups in KS2 to secure stronger phonics teaching for all pupils.	positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: (Phonics Toolkit Strand Education Endowment Foundation EEF)	
Strong focus on oracy strategies to support pupil progress. Elklan principles followed in all classes with supportive visuals, vocabulary support materials and focus on metatalk including key Kagan strategies.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Focus on improved maths teaching across school, CPA and vocabulary development. Monitoring of how we are continuing to embed LEPP maths document with common language models and visuals that support all pupils to explain their thinking and maximise progress.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 4
Continuing whole school focus on writing. Staff meeting time to support coaching model of support	EEF Preparing for Literacy EEF Improving Literacy in KS1.	2, 6.

across two year groups. Focus on handwriting, grammar and spelling that support all pupils to maximise progress. Internal and external moderation work with English subject leaders and SLT supporting ongoing CPD.	EEF Improving Literacy in KS2. EEF Writing Approaches in Years 3 to 13: Evidence Review. The EEF guidance is based on a range of the best available evidence.	
Implementing work from EEF pilot to improve the quality of social and emotional (SEL) learning. Whole school staff training and ongoing mentoring support from EEF for SEL leaders with other members of LLA.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	6
Programme of visits and visitors Day visits Drama providers Subject based visitors (e.g. sound workshop)	Work scrutiny and pupil interviews shows direct impact of first-hand experience on quality of pupil outcomes, particularly in writing.	2, 6.

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

Budgeted cost: £ 87,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional speech and language support from Chatterbug to diagnose, deliver and support staff to deliver programmes to develop listening, narrative, social skills, vocabulary skills and	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2

pronunciation for disadvantaged pupils who need this support. Talk Boost speech and language interventions. Dance and drama workshops teaching targeted vocabulary.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Reading Intervention - Highly targeted group based phonics teaching in EYFS and KS1 and KS2 where needed. - Additional reading intervention in KS1 to meet assessed needs in fluency and comprehension. Additional reading intervention in KS2 to meet assessed needs in fluency and comprehension.	Model of highly targeted group based phonic teaching has proven success within the school. Targeted small group teaching based on principles from Leicester inference model have supported reading improvements in recent past (see above for evidence base). EEF evidences small group tuition in reading supports greater pupil progress, EEF Small group tuition. EEF Reading comprehension strategies. EEF Improving literacy in KS2.	3
Maths Intervention Highly targeted small group intervention from R to Y2 to meet assessed	EEF Improving Mathematics in the Early Years and Key Stage One summary of recommendations.	4

needs in mathematics. Provide intensive small group intervention from Y3 to Y6 to meet assessed needs in mathematics.	EEF Small group tuition. Success@Arithmetic programme data indicates gains of 14.5 months in mathematical development following 4 month programme (13,000 pupils in 2,000 schools). 91% of pupils showed increased confidence in Mathematics.	
Writing Intervention Additional writing intervention in KS1 to meet assessed needs in writing inc grammar and spelling. Additional writing intervention in KS2 to meet assessed needs on grammar and spelling.	EEF Preparing for Literacy EEF Improving Literacy in KS1. EEF Improving Literacy in KS2. EEF Writing Approaches in Years 3 to 13: Evidence Review. EEF Small group tuition.	2, 6

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

Budgeted cost: £ 96,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Work of BPS inclusion team and support staff Work of external services inc. 'Place to Be' counselling service, Cluster Services and the Beck.	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning. (educationendowmentfoundation.org.uk)	6
Attendance Support Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Improving School Attendance advice. Develop strategies for improving attendance including staff training, parental support, attendance monitoring and rewards and liaison with cluster.		
Support for Home Learning Range of strategies to increase involvement of parents in their pupils' learning. Home learning IT programmes including Purple Mash, TTRS and Reading Eggs Use of Home Learning Diaries with our bespoke home learning grids and learning support pages. Incentives to encourage increased home learning. Continuing time for school staff to develop sections of school website to further encourage parental support.	The EEF evidences that parental engagement approaches have a positive impact on pupil progress. EEF Parental Engagement. EEF Working with Parents to Support Children's Learning Guidance Report.	7

Total budgeted cost: £262,980

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/ 25 academic year using the key stage 2 performance data, multiplication check data, phonics check results and our own internal assessments.

The DfE KS2 key stage 2 school performance data for 2025 published in December 2025 demonstrates the percentage achieving at least the expected standard in all three subjects (Reading, Writing & Maths) (65%) was 3%pts above national (62%) and 5%pts above the overall Leeds result (60%).

Although the percentage of disadvantaged pupils achieving the expected standard in reading and writing and maths was 52% this was five percentage points above this nationally where 47% of pupils achieved this. 3% of Beechwood disadvantaged pupils achieved the higher standard in reading, writing and maths which stands at 8% for disadvantaged pupils nationally. Our plan demonstrates that this is a particular area of focus in the coming year.

Children reaching the end of KS2 in 2025 were in Year 2 in 2020-2021 and were the second of two cohorts to have their KS1 statutory assessments cancelled due to COVID. Consequently, this is the second year for which we have had no progress measures at KS2, and it is therefore more important than ever to bear in mind the unique context of the school when comparing its raw attainment against national 'averages'. The percentages of pupils achieving the expected standards in Reading and Writing, and attainment against these measures remains above national. As maths has dipped below national this year we will ensure we revisit all strategies and make this a particular focus for coaching and mentoring as well as intervention. The 'combined expected standard' measure has also remained just above national. The pupil group data clearly shows how the very low attainment of a large number of children with SEN has impacted this year's results. They also show that these (mainly) above-national results have been achieved despite the fact that more than half of the children in the cohort are officially 'Disadvantaged'.

The proportion of children 'working at' the expected standard in Phonics by the end of Y1 has fallen this year to 75% compared to 80% nationally. However, a few children fell just short of the threshold so with more work on this for targeted pupils the 2025 school figure could quite easily have matched national performance. We need to consider this in plans for the coming year. This cohort had a much larger than 'average' proportion of children with SEN, and we can see from the pupil group figures that this has been a key factor in limiting the overall cohort level attainment figures. Only 58% disadvantaged pupils achieved the expected standard compared to 68% of disadvantaged pupils nationally. A relatively large proportion of the FSM group were also SEN but in order to work on this gap we plan to continue with the investment in the Ruth Miskin phonics training and access to the hub this year. We also aim to involve the parents in their pupils' progress by using the phonics newsletter and inviting parents into school for more phonics meetings and workshops.

Over the period for which we have data relating to the Multiplication Tables Check there has been a rapid improvement in attainment at Beechwood. Though the verified published results and group level analysis on the DFE still relates to 2024, our records show that Beechwood pupils achieved 21.1 while National Average attainment score was 21. The percentage of pupils achieving full marks at Beechwood was 36.6% close to the national percentage at 37%. We aim to focus on maths with our SIA visit this year and support the training of the new maths team, two of whom are doing the NPQLPM this year. This work and time for subject leadership and analysis with SLT should support longer term plans. We are also investing time in internal coaching and mentoring to support our support staff in their interventions and subject knowledge relating to maths.

Changes in the way SEND pupils are allocated and funded at authority level has had a big impact on the number and level of SEND need in school over the last few years and we have tried to respond to this impact without it having a detrimental effect on our strategy and resourcing overall. Data analysis indicates many of our SEND pupils have multiple vulnerabilities including disadvantage. We will continue to track this. Targeted year group SEND meetings now follow each pupil progress meeting so that there is enough time to discuss and review all pupil groups and strategies in place whilst allowing enough to support teaching staff to talk through and get advice about their most challenging individual pupils. SLT and governor meetings also look at what's in place and ensure that tweaks are made to adjust strategy plans and provide the right training in response to need. SLT, teacher and SENDCo time has had to prioritise time for paperwork and liaison with external services to move over from the FFI system to the EHCP system to ensure resources and expertise are in place to support the children.

Our Ofsted report in 2025 noted the need to further support all staff to understand pupils with the most complex needs, especially in the early years. We are working hard this year to refine and clarify the support these pupils receive to ensure that they learn and achieve well. The training and work to achieve this is likely to benefit all pupils.

In the last year the head and deputy head took part in a pilot Social and Emotional Learning (SEL) project with the Leeds Learning Alliance (LLA) and the Education Endowment Foundation (EEF). This year we are implementing the work across school with staff training and explicit teaching of SEL skills. This is a huge investment of time and resources as evidence indicates this will increase positive pupil behaviour, mental health and wellbeing, and academic performance. The EEF guidance report stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who on average have weaker SEL skills at all ages than their peers.

Overall absence among disadvantaged pupils continues to be higher than non with 55% of our persistent absence core group being disadvantaged. We recognise the complexity of this proxy issue so will focus our efforts on attendance measures alongside our raft of pastoral and mental health support for parents and children this year.