

Pupil premium strategy statement 2024 to 2027 (September 2024 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	44%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£306,110
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>	£306,110

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 most affected by the ongoing impact of the pandemic and the continued 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 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 and metacognition training that will also 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 personal, social and emotional 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 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 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 in relation to the youngest learners and significant knowledge gaps 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 more limited. 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
Progress among disadvantaged pupils at least in line with school expectations and increased % of pupils reaching expected	Analysis of in-school data as well as outcomes of standardised assessments showing that disadvantaged pupils are

age-related standard in reading, writing and mathematics.	making progress at least in line with school expectations and a greater % of disadvantaged pupils are reaching the expected 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 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 personal, social and emotional support.	Sustained improvements in wellbeing demonstrated by: 'Place to Be' records, The Beck, cluster information and pastoral records, Pupil progress meeting information 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 2024/25 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: £ 89,100

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. Working party focus to continue to develop new reading units following audit and subsequent purchase of new 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 training days and two whole school development days on phonics as well as reading leader training and weekly tutoring and coaching support to improve	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <i>(Phonics Toolkit Strand Education Endowment Foundation EEF)</i>	3

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.		
Strong focus on communication and language strategies to support pupil progress. Elklan principles followed in all classes with supportive visuals, vocabulary support materials and interactive strategies 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, CPA and vocabulary development. Monitoring of how we are embedding 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 across two year groups. Focus on handwriting, grammar and spelling that	EEF Preparing for Literacy EEF Improving Literacy in KS1. EEF Improving Literacy in KS2.	2, 6.

support all pupils to maximise progress. LEPP moderation work and English subject leader work to support ongoing CPD.	EEF Writing Approaches in Years 3 to 13: Evidence Review. The EEF guidance is based on a range of the best available evidence.	
Taking part in EEF pilot to improve the quality of social and emotional (SEL) learning. Professional development training for staff from EEF alongside 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: £ 152,650

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 pronunciation for disadvantaged pupils who need this support.	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

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 needs in mathematics. Provide intensive small group intervention from Y3 to Y6 to meet	EEF Improving Mathematics in the Early Years and Key Stage One summary of recommendations. EEF Small group tuition. Success@Arithmetic programme data indicates gains of 14.5 months in mathematical development following 4	4

assessed needs in mathematics.	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: £ 64,360

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 Improving School Attendance advice. Develop strategies for improving attendance including staff training, parental support,	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

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: £306,110

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 2023/ 24 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 2024 published in December 2024 demonstrates the percentage achieving at least the expected standard in all three subjects (Reading, Writing & Maths) (72%) was 11%pts above national (61%).

The SPS pupil group data does not include any information relating to Disadvantaged children. However, our 'Early Analysis' Report September 2024 shows that the attainment of Disadvantaged children in this cohort matched the attainment of 'Other' children nationally on this measure.

66% of Beechwood disadvantaged pupils met the expected standard in reading, writing and maths which was only 1% lower than the non-disadvantaged national percentage of 67%. 11% of Beechwood disadvantaged pupils achieved the higher standard in reading, writing and maths which was actually 1% higher than non-disadvantaged pupils nationally.

In the absence of progress figures this year it is even more important than ever to consider the context of the school and its pupils. The impressive outcomes at KS2 this year have been achieved despite the fact that a third of the cohort had SEN, well over half of the cohort were officially 'Disadvantaged' and that nearly all of the children (irrespective of official classifications) experience extremely high levels of deprivation because of where they live. The much-better than average results achieved by the SEN children and the Disadvantaged children have been key to delivering the excellent cohort-level figures. Considering the consistently low starting points and the challenging backgrounds of most children at this school, if there had been progress figures this year, they would have almost certainly been exceptionally high.

In Year One 86% of our disadvantaged pupils achieved the expected standard in phonics compared to 68% of disadvantaged pupils nationally and 80% of all pupils nationally. This represents excellent progress over the last year and shows the impact of the additional phonics teaching put in place.

Across the school our internal data also demonstrates that pupils have benefited from high quality targeted class teaching, where units of work have been carefully adapted to ensure key skills and knowledge have been taught alongside improved metacognitive approaches and key vocabulary. A range of targeted interventions planned across the school at group and individual levels have supported children with gaps in their learning and have supported children to make progress both academically and emotionally.

Pupil progress meetings continue to enable teaching staff to discuss strategies at wave one, two and three and ensure that effective plans can be put in place. Subject leaders

have reviewed curriculum plans and analysed any prior learning gaps to ensure that threshold concepts are assessed and reviewed throughout the child's school journey. Strong foundations are laid from EYFS and then continually built upon with flashbacks and retrieval tasks that reinforce the learning. Staff training has continued to include coaching and targeted lesson observations to ensure that all staff collaborate and share best practice and consequently have the skills to cater for pupil needs.

The attainment of our disadvantaged pupils, especially the youngest pupils, continues to indicate a need to continue to plan an increasingly sophisticated raft of strategies to support them academically and socially if we are to mitigate the worst effects of Covid-19. The lack of prior learning, the academic and emotional challenges they faced during the lockdowns, the changes in social interaction and pressures on additional services and the subsequent cost of living crisis and its impact are all clear to see so our plans will continue to be responsive to need and support progress and wellbeing.

We continue to support pupils to understand their mental health and teach explicit strategies and language to support their understanding and promote wellbeing. We do this whole class and as an enhancement as well as through targeted support plans. All staff and pupils use and apply the language of resilience and strengths-based learning to sustain their concentration. Pupils are taught that struggle and making mistakes is part of learning and that challenge is part of the journey to mastery. Staff training on retrieval and metacognition alongside self-regulation strategies in school and across the Trust supports pupils to have time to reflect on the process of their learning journey.

Absence among disadvantaged pupils was higher than their peers in 2023/24 and persistent absence was also higher. We recognise the complexity of this proxy issue and ensure that attendance support is a key part of our current plan.

Wellbeing and mental health needs remain significantly higher than pre-pandemic levels both for pupils and their families. The impact on disadvantaged pupils and their families has been particularly acute so again we continue to review our offer and use current research to build on our offer and further support children and their families.