Pupil Premium Strategy Statement – Beecholme Primary School 2024-2025

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 overview

Detail	Data
Number of pupils in school	147 (Exc Nursery)
Proportion (%) of pupil premium eligible pupils	61– 41%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025- 2026
Date this statement was published	November 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Hayley Lewis/Helen Gilroy
Pupil premium lead	Hayley Lewis/Helen Gilroy
Governor / Trustee lead	TBC

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£92,415
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£92,415

Part A: Pupil Premium Strategy Plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less supported at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. At Beecholme Primary school, we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

At Beecholme we have high aspirations for all of our children, and we are determined to ensure each pupil is given every chance to reach their full potential. Our intention is that all pupils make good progress. We believe in equal opportunities for all, and we strive to ensure that every child is able to access all areas of the curriculum and achieve their full potential through a tiered approach. We use pupil premium funding to provide targeted support to ensure that we are closing the gap between our disadvantaged children and their peers.

High quality teaching is at the heart of our approach, with a robust focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged gap and at the same time will benefit the non-disadvantaged pupils in our school.

<u>Key Principles of Strategy Plan</u>

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The Aims of the Pupil Premium Strategy

- The aims of our pupil premium strategy are to ensure that children in receipt of pupil premium funding are:
- Supported in recognising their own skills and abilities
- Supported in developing the skills to become successful and reflective learners
- Able to progress and develop educationally in line with their peers
- Able to access all aspects of our engaging and vibrant curriculum
- Able to thrive in a safe environment
- To prepare them for life in secondary school and adulthood
- To ensure that the children have access to the same enrichment activities as their peers

We work towards achieving these objectives by focusing on the individual child. At Beecholme we take a holistic approach supporting not only the child but the wider family, enabling them to develop educationally in a supportive and safe environment.

Challenges

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

Challenge number	Detail of challenge
Barriers to future attainment:	
1. Prior Attainment	Pupils enter Nursery and Reception below the expected standard, particularly in regards to speech and language acquisition, therefore need to make rapid progress to meet their peers
2. Multiple Barriers	Disadvantaged pupils often have multiple barriers to their learning which will affect the progress that the children make whilst at Beecholme. 22% of disadvantaged children have SEN (This is more prevalent in KS2) 90% of disadvantaged children are in an ethnic minority 57% of disadvantaged children have EAL
3. Language and Communication	Pupils entering the school (EYFS), as well as those transferring from other schools within and outside of the UK with communication and language skills below age related expectation.

	Pupils not passing the phonic screening check and not making the progress to leaving KS1 as fluent readers.
4. SEMH needs	Pupils have been identified as requiring additional social and emotional support to access learning at the same level as their peers.
5. Attendance	Although attendance in 24-25 is showing a positive picture for disadvantaged children – (94.9%) which is slightly higher than our non-pupil premium children (94.7%), this will need to be monitored closely to ensure the children's attendance remains good to make good progress. Early identification is key. A number of disadvantaged families live a distance away from the school and this has an impact on attendance due to general transport difficulties. A large percentage of learners across the school have family who live abroad; visits during term-time to see relatives can have a significant impact on attendance for some individuals.
6. Punctuality	Persistent lateness for some identified disadvantaged families. Lateness reduces teaching hours and concentration levels and has an impact on their learning. A number of disadvantaged families live a distance away from the school and this has an impact on attendance due to general transport difficulties. A large percentage of learners across the school have family who live abroad; visits during term-time to see relatives can have a significant impact on attendance for some individuals.
5. Housing	Disadvantaged pupils tend to experience higher levels of mobility, with families moved in and out of the immediate area due to housing needs and safeguarding situations. Some reside in accommodation that is overcrowded, unsuitable and/or shared with other families.
7. Parental Engagement and Support	Support at home for some disadvantaged pupils is limited. Often this is due to restricted access to learning resources, technology and suitable workspaces. Some parents/carers find it hard to support their child to complete home learning tasks.
8. Financial constraints	Inability to afford school trips, uniform, or resources.

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
A greater percentage of disadvantaged learners will achieve expected national levels in all core subjects, regardless of their barriers (Challenge 1 and 2)	Attainment in core subjects for disadvantaged, and disadvantaged children with multiple barriers is in line or better than other pupils. Gaps in Reading, Writing and Maths narrowed between disadvantaged learners and other pupils. (Including those with multiple barriers)

Outcomes for a greater percentage of disadvantaged learners at the end of EYFS to be in line with others. With a robust focus on language and communication (Challenge 1, 2 and 3)	A greater percentage of Disadvantaged pupils achieve the expected standard in Communication and Language, which will also improve overall GLD. Disadvantaged learners join Reception from our Nursery with baseline assessments in line with other pupils.
Pupils entitled to PP funding and personal, social and emotional needs receive interventions to support emotional; wellbeing and are given strategies to enable them to overcome barriers. (Challenge 4)	Emotional wellbeing is supported, and pupils have tools enabling them to manage feelings and behaviour in school and beyond.
To sustain improved attendance for all pupils, particularly our disadvantaged pupils. (Challenge 5 and 6)	Improved attendance rates for Disadvantaged learners, including a much lower % of persistent absence amongst this group when compared to current data. Case studies demonstrate the positive impact of attendance initiatives on individual/groups of disadvantaged learners.
Disadvantaged children entitled to PP funding arrive to school on time, ready to learn and are set up for their day ahead. (Challenge 5 and 6)	Children arrive at school in time for the register and do not miss any valuable teaching input to learning from the teacher. Children are able to access early morning work and intervention to support a good rate of progress.
To raise the % of disadvantaged children achieving ARE in Reading through ensuring children meet the expected standard in the Phonics Screening Check (Challenge 1, 2 and 3)	Greater % of disadvantaged children will pass the Phonics Screening Check at the end of Year 1, although the PCS was extremely positive in 2025 this has to continue as a focus for the school. Greater % of disadvantaged children will pass the retake of the phonics check in year 2 Greater % of disadvantaged children achieving ARE in reading across KS1
Disadvantaged learners have equitable access to curricular and extracurricular activities and take part in visits/activities that will enrich their learning and life experiences. (Challenge 8)	Disadvantaged learners attend extracurricular activities in line with others. Positive pupil voice examples in relation to curricular and extra-curricular activities.
Children have access to materials and resources which support home learning (Challenge 8)	Disadvantaged children are able to access a greater range of home learning activities.

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: £ 24,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD programmes for Teachers and Support Staff An embedded culture based on a belief and approach that ALL children will succeed through high quality teaching and learning. Quality first teaching: improved through a system of individual coaching and support. Regular progress meetings to explicitly discuss the impact of interventions, target setting and closing the gap in attainment	A robust and effective approach to training/CPD ensuring staff can work effectively with pupils to ensure they make accelerated progress and achieve their full potential – showing good levels of progress. 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	1, 2 3, 4
Developing the role of ELKLAN and EAL intervention Lead Children are screened through either ELKLAN or the (Neli) Nuffield early language programme to	High quality interventions to support those disadvantaged who have additional barriers to their learning in terms of S&L and EAL. As a result, a teaching assistant is receiving high quality ELKLAN and EAL training to support in the role.	1,2,3,4,7

identify specific need and ensure early intervention Additional resource WellComm is being used to assess the children and then a targeted intervention completed. Vocabulary Rich Environment - supporting the specific interventions listed above.	Nuffield Early Language Intervention (NELI) - Reception | EEF (educationendowmentfoundation.org.uk) About Elklan | Elklan Training Ltd Posters (WellComm evidence) EEF | Communication and Language	
Little Wandle training for all staff	Little Wandle Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. The impact of Little Wandle is for our children to make accelerated progress in their phonics learning.	1,2,3
Training to ensure confident use of pupil progress tracking programs (PiXL and Arbor)	PiXL/Arbor provides staff with tailored programmes that are supported by a wealth of classroom strategies and resources. The PiXL Club - PiXL Primary PiXL/Arbor brings school leaders and specialists together at regular conferences to share ideas and support. The impact of PiXL is for our PP pupils to make accelerated progress in reading and maths including, being monitored and reviewed in pupil progress meetings.	1,2,3
Retention and training of highly skilled leadership staff to support all aspects of disadvantaged progress and attainment	Leadership staff support staff and pupils in identifying areas for development and maintaining programmes to support	1,2,3,4,5,6,7

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

Budgeted cost: £48,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group, booster sessions, interventions and 1:1 support based on analysis of gaps	Targeted interventions support pupils in making accelerated progress and an increased proportion of pupils are working at ARE. Teachers assess pupil knowledge based on core subject daily assessments. Staff then teach small groups of children, outside of lesson time, on the identified target areas of learning to enable pupils to make more rapid progress. Ensure all PP children receive verbal 1:1 time with an adult each day. Ensure the work of PP children is prioritised for marking and feedback. Small group tuition | EEF	1, 2, 3,4
Learning Support Assistants to focus significantly on supporting PP learners at risk of underachieving. Ensure all PP children receive verbal 1:1 time with an adult each day. Ensure the work of PP children is prioritised for marking and feedback.	EEF evidence suggests that small group work and interventions can both have an impact of +4months. Evidence for oral/language interventions increases to +6 months and +6 months for feedback Small group tuition | EEF	1, 2, 3, 4
Additional PP/SEND Teaching Assistant	Teachers and support staff working with small groups of pupils, during lessons, on target areas of learning to enable pupils to make more rapid progress.	1, 2, 3, 4
Deliver the NELI/ELKLAN and WellComm programme.	Early identification of barriers to learning contributes to improved development and progress. Evidence for oral/language interventions increases to +6 months	1, 2, 3, 4
Targeted small group interventions	Targeted interventions can be effective in supporting pupils to make	1, 2, 3, 4

(including PiXL) from support staff - based on analysis of gaps.	accelerated progress, resulting in an increased proportion of pupils are working at ARE EEF evidence suggests that small group work and interventions can both have an impact of +4months. Evidence for oral/language interventions increases to +6 months and +6 months for feedback.	

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

Budgeted cost: £20,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free emergency access to Breakfast Club and After School Club for individual PP children for specific periods of time	Providing early help and interventions for families in need often prevents situations from escalating. Improving attendance at school - GOV.UK	5,6,7
Emotional Literacy Support Assistant (ELSA) providing support for pupils and families, including EAL	EEF evidence shows that interventions to support social/emotional wellbeing can add +4 months and that strategies that develop metacognition and self-regulation can accelerate progress by +7 months. Recommendations 5 and 6: unpacking the evidence | EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Merton Attendance and Educational Welfare Officer involvement with disadvantaged learners who are regularly absent or late for school.	Education welfare officers aim to make sure that young people get the best possible education. They work with young people whose education is being affected by irregular attendance or absence from school. Assessing problems and possible solutions by working closely with schools, pupils, their parents and carers. Improving attendance at school - GOV.UK	5,6
Educational Psychology sessions will continue to provide support to targeted pupils	Early identification of additional needs/SEND ensures that pupils receive the support needed to make accelerated progress.	1,2,3,4
Access to additional enrichment opportunities that	Enrichment opportunities support pupils in their language development, confidence	1, 2, 3, 4

are led by teachers at reduced costs or free of charge	and enjoyment of reading, impacting on all areas of learning. These are organised by teaching staff either before school, at lunchtime or after school. They often support learning taking place in class and develop a greater depth of understanding for pupils.	
Specialist software resources – Timestable Rockstars, White Rose Hub Literacy Shed and Little Wandle	Targeted interventions can accelerate progress (+6 months for reading comprehension interventions). Other software resources listed here support pupils to access and consolidate learning at home. Using Digital Technology to Improve Learning | EEF	1, 2, 3, 7
Provision of subsidised/free school uniform for PP children	Helping families with uniform supports pupil wellbeing and attendance.	6,7
Use of translation services to support the needs of EAL families	Translation services help families to access the support and information needed	7

Total budgeted cost: £ 93,690

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-2025

The school's Pupil Premium strategy has contributed to measurable improvements across key areas of attainment and engagement. In the Early Years Foundation Stage (EYFS), the gap between all pupils and those eligible for Pupil Premium was 11%, with 71% of all children achieving a Good Level of Development compared to 60% of Pupil Premium pupils. Two out of five Pupil Premium pupils did not meet this benchmark due to additional barriers to learning.

Phonics outcomes demonstrated significant progress, with the attainment gap narrowing considerably. Overall, 94% of pupils passed the phonics screening check, while 84% of Pupil Premium pupils achieved the same standard. This represents one disadvantaged child in Year 1 not passing. Phonics will remain a priority for the coming academic year to sustain and build on these improvements.

At Key Stage 2, the gap in reading, writing, and mathematics continued to narrow, evidencing the positive impact of targeted interventions. Reading outcomes showed 76% of all pupils achieving the expected standard compared to 70% of Pupil Premium pupils. Writing outcomes were similar, with 72% of all pupils and 70% of Pupil Premium pupils meeting expectations. In mathematics, 84% of all pupils achieved the expected standard compared to 80% of Pupil Premium pupils.

Throughout the year, Pupil Premium pupils benefited from targeted support, including access to external learning opportunities and individualised intervention programmes. Attendance also improved, supported by the Education Welfare Officer. By the summer term of 2025, whole-school attendance was 94.7%, with Pupil Premium attendance slightly higher at 94.9%.

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
PiXL	Partners in Excellence
Arbor Assessments	Arbor
Edukey	Edukey
Little Wandle Letters and Sounds	Wandle English Hub
TALC	ELKLAN
NELI	Nutfield Early Language Intervention
WellComm	GL Assessment
Widget	Widget Software Ltd
Times tables Rockstars	Maths Circle
Nelson Handwriting Programme	Oxford Owl
Story Champs	Language Dynamics Group