Beaconhill Community Primary School
Pupil Premium Policy and Strategy Statement

School Vision: *Where Children Matter*

In order that pupils achieve their full potential, we provide a broad, rich and enjoyable curriculum tailored to meet individual needs.



Pupil Premium

It is for schools to decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils within their responsibility. Pupil premium is not an entitlement for individual pupils.

The targeted and strategic use of pupil premium will support us in achieving our stated aims. Our school aims and values are summarised in the image above.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of 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 identified as being socially disadvantaged.

Provision

Although the main aim of the pupil premium is to raise attainment, the range of provision the Governors may consider making for this group could include:

- Non-academic outcomes, such as improving pupils' mental health

- Wider strategies supporting readiness to learn
- Non-academic improvements, such as better attendance and attitude to learning
- Activities that will also benefit non-eligible pupils
- Reducing class sizes thus improving opportunities for effective teaching and learning and accelerating progress
- Enhancing the curriculum to ensure it is ambitious; providing a bespoke experience for our pupils
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- One to one or small group intervention/support provided through teachers, support staff or external agencies

All of our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Priority is given to Communication, Language, Literacy, English and Maths as 'enabling subjects'. Pupil premium resources may also be used to target children who may be considered Gifted and/or Talented who are in receipt of Free School Meals to achieve beyond age related expectations. Provision will not be aimed at those identified as having SEND as additional resources are made available to support these children.

Measuring the Impact of Pupil Premium Spending

The impact and effect of our spending of the pupil premium is primarily measured through statutory assessment data, as this is a summative measure of the impact of the work of the school over time. This includes End of Key Stage Assessments (Early Years, Year Two and Year Six), the Phonics Screening Check (Year One) and the Multiplication Tables Check (Year Four) Other measures include intervention data and reports from external agencies.

Reporting

It will be the responsibility of the Headteacher, together with the named governor to produce an annual report for the Governors' strategy committee on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- It will be the responsibility of the Chairperson of the strategy committee to ensure that this information is made known to the full governing body.

Appeal

Any appeals against this policy will be through the governor's complaints procedure.

Joel Routledge	Philip Watters
Headteacher	Chair of Governors

Pupil Premium Strategy Statement

School Overview

School Name	Beaconhill Community Primary School
Pupils in school Reception to Year Six	200
Proportion of disadvantaged pupils	47.5% (95)
Pupil premium allocation this academic year	FSM £1515 per pupil x95= £143,925 Services £350 per pupil x 4 = £1,400 LAC £2630 per pupil x 4 = £10,520 AFC £2630 per pupil x 3 = £7,890 Total - £163,735
Academic year or years covered by statement (three year plans are recommended)	2023-2024 to 2026-2027
Date this statement commences	December 2025
Review date	December 2026
Statement authorised by	Joel Routledge/Rachael Robinson
Pupil premium lead	Joel Routledge
Governor lead	Lucy Laidler

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,735
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Statement of Intent

Our intention is that all pupils make good progress and demonstrate high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a hidden disadvantage, a social worker or who are young carers. The objectives that we have outlined in this statement are also intended to support their needs, regardless of disadvantage.

Quality First 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. This is particularly evident in our commitment to being a Beach School as a vehicle for support. A significant element of our curriculum relates to learning experiences we provide our children at the beach. Many of our disadvantaged children would not have access to the outdoor learning opportunities that we provide, so we ensure that all children participate in outdoor learning at the beach every half-term.

Our strategy is also integral to wider school plans for education recovery post Covid. Notably, in its targeted support through in-house catch-up activity for pupils whose education has been worst affected, including non-disadvantaged pupils. This is achieved, in part, due to our large staff team and newly purchased assessment and intervention tools. We have also split our Year Six class into two, smaller groups to allow for better ratios of adults to pupils.

Our approach will be responsive to common challenges and individual 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 are set
- Act swiftly to intervene at the point a 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. 'Ambition' has been formally adopted as one of our core values and, as such, we want all stakeholders to have high expectations of progress and attainment.

Challenges

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

Challenge	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate **underdeveloped oral language skills** and **vocabulary gaps** among many disadvantaged pupils. These are evident from **Reception** through to **Year Six** and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest **disadvantaged pupils** generally have greater **difficulties** with the basic skills **in core curriculum subjects**. This negatively impacts their development as **readers**, **writers** and **mathematicians**.
3	Our assessments and observations indicate that the education and **wellbeing** of many of our **disadvantaged pupils** have been impacted by **partial school closures** to a greater extent than for other pupils. Furthermore, opportunities for children who were babies or toddlers during periods of lockdown were also limited. These findings are supported by national studies. This has resulted in **significant knowledge gaps** and global development leading to pupils falling further behind age-related expectations.

4	Our assessments, observations and discussions with pupils and families have identified **social** and **emotional** issues for many pupils, notably due to **underdeveloped social skills**, and a lack of **enrichment opportunities** during partial school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our **attendance data** for 2024-25 demonstrated that attendance among disadvantaged pupils is lower than those that are not disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations 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.
Improved reading (inc phonics) attainment among disadvantaged pupils.	KS2 reading outcomes by 2026/27 show that a higher percentage of disadvantaged pupils met the expected standard. Year One PSC outcomes overall to be in line with the national average.
Improved writing (inc GPS) attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show an increased percentage of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations and a significant increase in participation in enrichment activities - particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: the overall absence rate for all pupils being no more than 4.8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%. The percentage of all pupils who are persistently absent being below 11% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.

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)

Activity	Evidence that supports this approach	Challenge(s) addressed
Purchase of new reading scheme to ensure fidelity to the Little Wandle Phonics Scheme. Guided reading books to be updated	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. EEF Toolkit Phonics	1, 2
Additional staffing to be directed to classes with the highest level of need. This will enable enhanced learning opportunities to be delivered and additional behavioral and social needs to be met. Year 6 will be split into two classes of 15 every morning and for some afternoons.	Smaller class sizes (generally fewer than 20 students) significantly improve educational outcomes by allowing for more individualized instruction, higher-quality feedback, and enhanced student engagement. Key advantages include better academic performance in reading and math, reduced behavioral issues, improved teacher morale, and a safer, less distracted, and more nurturing learning environment EEF Toolkit Reducing Class Size	1, 2,3,5
Training for staff will focus on the core areas. Nurturing Number and Maths Champions will be introduced in EYFS. Stem sentences in Maths will continue to be embedded and included in daily lessons. Writing CPD will take place across school and monitoring by the English lead will focus on this.	Maths and English Continued Professional Development (CPD) is vital in primary school to upgrade teaching methods, improve student outcomes in core subjects, and keep pace with evidence-based research. It boosts teacher confidence, aids in addressing special educational needs, and ensures mastery of curriculum shifts, directly impacting literacy and numeracy standards.	1, 2, 3

Budget allocation 50% (£81,867.50)

Targeted Academic Support (for example one-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge(s) addressed
Additional staff, booster sessions and intervention groups to provide a better ratio of adult to child support. A significant proportion of the pupils who receive support will be disadvantaged, including those who are high attainers. Support will be most heavily focussed in year groups with the highest level of deprivation.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in group situations	1, 2, 3, 4, 5
Additional staff in EYFS to help deliver language based interventions such as language steps. Additional Phase 1 phonics interventions. Additional support in EYFS to deliver personalised targets on Speech and Language Therapy plans.	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.	2, 3, 4
Additional phonics, reading comprehension, arithmetic and GPS sessions targeted at disadvantaged pupils who require further support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. EEF Toolkit Phonics	1, 2, 3, 4, 5

Budget Allocation-25% (£40,933.75)

Wider Strategies (for example, related to attendance, behaviour and wellbeing)

Activity	Evidence that support this approach	Challenge(s) Addressed
Improve the quality of social and emotional (SEL) learning via the new Jigsaw programme.SEL approaches (Jigsaw) will be embedded into routine educational practices and supported by professional development and training for staff. Delivery of ELSA sessions and continue with a counsellor to support the needs of some of our children)	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): EEF Toolkit Social and Emotional Learning	1,3,4,5
Enhance the extra- curricular offers made to the children. KS2 to be offered a fully funded visit to the glasshouse to experience classical music. Robinwood to be subsidised to allow access for all. Tiny Taster cooking club to be offered on a regular basis.	Activities such as team sports, music, and drama improve self-esteem, social awareness, and emotional intelligence. Structured activities help young people discover their passions and interests, fostering a strong sense of identity, purpose, and community. EEF Toolkit Physical Activity	3,4
To continue to offer enhanced experiences out of school and fulfil our school ethos of teaching at the beach. Each class will continue to be offered 5-6 visits per year to a range of different beach settings to explore and develop understanding of the wider world and apply their learning to real life settings.	Learning outside is crucial for children because it significantly improves mental and physical health, enhances cognitive development, fosters environmental awareness, and builds essential social skills. It provides space to run and play, reducing stress, while hands-on nature experiences boost creativity, independence, and academic engagement. Learning Through Landscapes - Benefits of Outdoor Learning	3,4
Welfare systems to support children struggling to come into school. Additional adults on the doors in a morning, adapted starts as needed.	This will lead to a positive impact on attendance figures and improved home/school routines	3,4,5

Budget allocation- 25% (£40,933.75)