

## Pupil premium strategy statement **EVALUATION FOR THIS YEAR IS [HERE](#)**

This statement details our school's use of pupil premium (and recovery premium) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Beamont Primary School Academy
Number of pupils in school	357 (375 inc. Nursery)
Proportion (%) of pupil premium eligible pupils	163 children 44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Chris Jones
Pupil premium lead	N. Badley
Governor / Trustee lead	J. Woodley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241240
Pupil funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£241240</b>

## Statement of intent

At Beamont Primary school, we have high expectations, aspirations and ambitions for all of our children, regardless of their background. Our intention is that all children make good progress and achieve across all areas of the curriculum. We are determined to ensure that all children realise and reach their full potential.

Pupil premium is an allocation of additional funding provided to schools to improve educational outcomes for disadvantaged pupils. The central aim of our pupil premium strategy is to ensure that high quality teaching and learning is consistently evident across the school and for this to positively impact the progress made by our disadvantaged pupils.

Our strategy will be rooted in research and the latest research around the challenges that disadvantaged children face nationally, alongside challenges arising in the context of our school, will inform the decisions that we make around the spending of pupil premium funding. Challenges that pupils may face might include those of a non-academic nature that affect their progress, attainment and consistent access to high quality teaching. Evidence indicates that these approaches positively impact all children, not just those in receipt of pupil premium funding.

Our school's Pupil Premium Strategy will support our plan of education recovery. Plans for this will be based around thorough and robust assessment and will support children whose education has been most negatively impacted in recent years, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Delayed speech and language – poor oracy language skills. Families do not always seek help and support from other agencies to support the development of their children, for example Speech and Language, keeping appointments.
2	Social emotional needs
3	Disadvantaged pupils low on entry attainment compared to all pupils. All year groups PP groupings are consistently low attainers.
4	Challenging home circumstance; complex family circumstances / poor home environment
5	Attendance and poor punctuality can cause a significant loss of learning time for pupils

6	Disadvantaged more able - Aspiration, self-belief and confidence within the group of eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations
---	--

## 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
To increase the percentage of pupils achieving GD and ARE in all subjects.	Progress and attainment of PPG eligible pupils will be above the national at the end of Key Stage 2. The number of pupils achieving ARE and Greater Depth will increase.
To improve speech and language skills in EYFS and KS1 leading to accelerated learning across the curriculum.	Accelerated progress toward achieving GD and ARE throughout their school lives
The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidenced in increased contributions within the classroom, and in pupil and parental feedback. Pupils are settled and ready to learn.	<p>Progress and attainment of PPG eligible pupils will be above the national at the end of Key Stage 2. The number of pupils achieving ARE and Greater Depth will improve.</p> <p>Pupils display increased motivation leading to raised levels of self-expectation and achievement. Throughout the pupils will demonstrate increased initiative, self-reliance, responsibility, perseverance and commitment.</p>
To increase attendance and punctuality for disadvantaged pupils.	Reduction in the number of eligible pupils who are persistently absent. Improvement in overall attendance of PPG eligible pupils and these pupils attend school on time.

## 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: **£103,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and deepen CT subject knowledge in application of RWM teaching strategies and pedagogies, in order to be specific to individual cohort needs.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1, 3, 6
Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading and writing.	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a></p>	1, 3

<p>Embed the school's English curriculum ensuring that the most vulnerable pupils access high quality texts, thus impacting on their reading and writing outcomes.</p> <p>Continue to use the Mastery Learning within Mathematics to ensure that pupils are given targeted support when they are struggling with a particular topic.</p>	<p>The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach</p> <p>ARE and Greater Depth in writing.  <a href="https://literacycounts.co.uk/research-influences/">https://literacycounts.co.uk/research-influences/</a></p> <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 3, 6</p> <p>6</p>
--	--	-------------------------

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

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group pre and post teach for disadvantaged pupils falling behind age related expectations and to enable those to attain greater depth.</p>	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) and tutors are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>3, 6</p>
<p>Improve language and communication skills through bespoke speech and language programmes, and language rich environments</p>	<p>Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1</p>
<p>Tutor model to close gaps in learning and deepen understanding, knowledge, skills and concepts in maths, reading and writing for disadvantaged pupils.</p>	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>3, 6</p>

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

Budgeted cost: **£43,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to support pupil wellbeing, health and pastoral needs	<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 2, 4
Attendance Officer to support and improve children's attendance and punctuality	<p>Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend</a></p>	5

**Total budgeted cost: £246,250**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

#### Educational Outcomes for 2024 – 2025

Improved outcomes in reading and writing - Summer term data shows results were consistent with previous year. This target will be kept within the Teaching priority to further develop and ensure long term consistency and allow progress to be built on.

Bespoke planning for individual PP pupils and groups - Effective Individual Education Plans in place and regularly reviewed, monitored and evaluated by SLT, including PP lead.

Interventions were more targeted, effective & consistent through the use of in-school and external agency diagnostic tools and reports. This target will be kept to further develop the strategies used.

Support and improve children's attendance, punctuality and access to learning - Improved levels of attendance for individuals. Our blended offer continues to be implemented to allow those unable to attend to participate in lessons. This target will be kept to maintain consistency in our approach and to continue to support those with emerging medical needs.

#### Summary:

Evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have been partially successful across the school overall. There is still much to do but we are relentless in our pursuit to continue to improve outcomes for pupil premium pupils across school.

2024 – 2025 outcomes	Pupil Premium Pupils	Non Pupil Premium Pupils	All Pupils
EYFS (GLD)	63%	82%	74%
Phonics	85%	83%	84%
KS2 (RWM) TBC	72%	72%	78%

## Externally provided programmes

Programme	Provider
Jan Owens (Literacy) Hayley Wynne (EYFS)	EY2P
Maths	First 4 Maths
Literacy (Reading and writing)	Literacy Company
Phonics	Read, Write, inc

## Service premium funding

Measure	Detail
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A