



Pupil Premium Strategy Statement 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 | |
|---|---------------------------------------|
| School name | Beaconside Primary and Nursery School |
| Number of pupils in school | 232 (including Nursery & Autism Base) |
| Proportion (%) of pupil premium eligible pupils | 15% (including PP+) 34 pupils |
| Academic year that pupil premium strategy plan covers | 2024/2025 – 2026/2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Lorraine Hadley |
| Pupil Premium lead | Lorraine Hadley |
| Governor lead | Jack Shepherd |

| Current Context | |
|--|--------------------------------------|
| 29% of PP pupils are also SEN pupils | 6% of PP – autism base |
| 62% of PP pupils are boys | 50% of autism base – PP |
| 70% of PP pupils and SEN pupils are boys | 35% of PP – EYFS/KS1 65% of PP – KS2 |
| Excluding PLAC, all PP pupils are FSM | 15% of PP - PLAC |

Funding Overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £ 50,240 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £ 50,240 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

We believe in maximising the use of the pupil premium grant (PPG) by creating a strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring quality first teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most.



Challenges

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

| Challenge number | Detail of Challenge |
|------------------|--|
| 1 | A third of PP pupils have a diagnosed special need that is impacting upon learning – ASD, ADHD, FAS, attachment disorder. |
| 2 | Poor learning behaviours, related to an identified need. |
| 3 | Lack of focus and confidence due to poor mental health and wellbeing. |
| 4 | Lack of school readiness and working below the expected level at Baseline. |
| 5 | The needs of PP pupils are increasingly specific and require personalised 1:1 provision rather than small group support. This has an impact on capacity to meet such a broad range of needs. |
| 6 | Overall attendance rates and persistent absence rates for PP pupils are below rates for other pupils and the school target of 96%. |
| 7 | Challenging family circumstances that prevent or restrict full parental engagement with learning, often linked to poor attendance. |

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our strategy plan**, and how we will measure whether they have been achieved.

| Intended Outcome | Success Criteria |
|---|---|
| <ul style="list-style-type: none"> A whole school approach will be embedded that supports the development of pupils' personal, social and emotional well-being. Pupils will experience a range of experiences that can support their well-being. Pupils and parents will have an increased understanding of well-being and strategies to support it. Staff knowledge regarding well-being will increase with sustainable impact on future provision including the curriculum. | <ul style="list-style-type: none"> Learning walks, book trawls, pupil voice and data evidences the wider impact of My Happy Mind and interventions on pupil well-being. Governor meeting minutes evidences progress against actions and impact. |
| <ul style="list-style-type: none"> Provision for identified needs will be personalised (CPD available for staff) and will take into account SEN needs. | <ul style="list-style-type: none"> Rates of progress for identified pupils will increase and evidence increased engagement with learning. |
| <ul style="list-style-type: none"> PP pupils will continue to make progress and achieve levels of attainment at least in-line with non-PP pupils through this provision. | <ul style="list-style-type: none"> Increased engagement with learning will be evident during learning walks pupil voice and book trawls. Governor meeting minutes' evidences progress against actions and impact. |
| <ul style="list-style-type: none"> Attendance of identified pupils will increase and be in-line with all other pupils and in-line with school target of 96%. | <ul style="list-style-type: none"> Attendance data will evidence the progress in this area and attainment data will evidence the impact of improved attendance on learning. |
| <ul style="list-style-type: none"> Parents have access to a range of support and increase levels of engagement with school. | <ul style="list-style-type: none"> Data, feedback and anecdotal observations will reflect the increase in parental engagement and impact of this to learning, attendance, behaviour and well-being. |



Activity 2024-2025

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

Teaching

Budgeted cost: £11,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Use 'Walk Thrus' PD programme to support whole school and individual staff teaching and learning CPD. <ul style="list-style-type: none"> behaviour and relationships curriculum planning explaining and modelling questioning and feedback practice and retrieval | <ul style="list-style-type: none"> EEF Cognitive Science Approaches in the Classroom: A Review of The Evidence. EEF Improving Behaviour in Schools: Evidence Review. EEF Guide to the Pupil Premium EEF – 'The best available evidence indicates that great teaching is the most important lever 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.' | 2 & 3 |
| Purchase Read, Write Inc On-line Training Subscription. <ul style="list-style-type: none"> Refresher training - existing staff Full CPD – new staff On-going CPD (personalised) – all staff | <ul style="list-style-type: none"> EEF Early Literacy Approaches +4 months impact EEF Preparing for Literacy EEF Improving Literacy in Key Stage 1 EEF – 'The best available evidence indicates that great teaching is the most important lever 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.' | 2 & 4 |
| Purchase National College subscription to provide bespoke CPD for teachers. | <ul style="list-style-type: none"> EEF Cognitive Science Approaches in the Classroom: A Review of The Evidence. EEF Improving Behaviour in Schools: Evidence Review. EEF Guide to the Pupil Premium EEF – 'The best available evidence indicates that great teaching is the most important lever 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.' | 2 & 3 |
| Purchase and embed My Happy Mind - an effective school-based approach to both developing positive behaviours that strengthen pupil mental health, resilience, and wellbeing. | <ul style="list-style-type: none"> https://view.genially.com/66d6c7384c58e17b32e5ea00 University of Chester Real World Validation report EEF Improving Social and Emotional Learning in Primary Schools EEF – 'Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including: improved social and emotional skills; improved academic performance; improved attitudes, behaviour and relationships with peers; reduced emotional distress (student depression, anxiety, stress and social withdrawal); reduced conduct problems; and improved school connection.' | 3, 4, 5, 6 & 7 |



Targeted Academic Support

Budgeted cost: £42, 830

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Employ 3 x additional TAs (Reception/Year 1/Year 4) | <ul style="list-style-type: none"> EEF Small Group Tutoring +4 months impact EEF Teaching Assistant Interventions + 4 months impact EEF Improving Social and Emotional Learning in Primary Schools +4 months impact | 4 3, 4, 5, 6 & 7 |
| KS2 School Based Tutor/HLTA | <ul style="list-style-type: none"> EEF Small Group Tutoring +4 months impact EEF Teaching Assistant Interventions + 4 months impact EEF Reading Comprehension Strategies + 6 months | 1, 2 & 5 |
| Small group and 1:1 sessions with Learning/Well-being Mentor/HLTA | <ul style="list-style-type: none"> EEF Small Group Tutoring +4 months impact EEF Teaching Assistant Interventions + 4 months impact EEF Improving Social and Emotional Learning in Primary Schools +4 months impact | 1, 2, 3 & 5 3, 4, 5, 6 & 7 |
| WellComm Intervention (subscription, CPD & TA to implement) | <ul style="list-style-type: none"> EEF Small Group Tutoring +4 months impact EEF Teaching Assistant Interventions + 4 months impact EEF Communication and Language Approaches + 6 months impact | 1 & 4 |
| Read Write Inc' Phonics Fast Track Tutoring (CPD, resources & school-based tutor/TA to implement) | <ul style="list-style-type: none"> EEF Early Literacy Approaches +4 months impact EEF Preparing for Literacy EEF Improving Literacy in Key Stage 1 EEF Phonics + 5 months impact | 2, 4 & 5 |

Wider Strategies

Budgeted cost: £21,500+ 0.3 of Deputy Salary (covered by main school budget)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Speech and Language Therapist SLA | <ul style="list-style-type: none"> EEF Early Language Development: Needs, Provision and intervention for preschool children from socio-economically disadvantaged backgrounds. EEF Special Educational Needs in Mainstream Schools | 1, 4 & 5 |
| Educational Psychologist SLA | <ul style="list-style-type: none"> EEF Improving Social and Emotional Learning in Primary Schools + 4 months impact EEF Working with Parents to Support Children's Learning EEF Behaviour Interventions + 4 months impact EEF Parental Engagement + 4 months | 2, 3, 5 & 7 |
| Learning/Well-being Mentor to provide family support, signpost families towards early help and develop parental engagement and improve attendance through building positive relationships. | <ul style="list-style-type: none"> EEF Improving Social and Emotional Learning in Primary Schools + 4 months impact EEF Working with Parents to Support Children's Learning EEF Behaviour Interventions + 4 months impact EEF Parental Engagement + 4 months | 2, 3, 4, 5, 6 & 7 |



| | | |
|--|---|----------------|
| Play Therapist Intervention | <ul style="list-style-type: none"> • EEF Improving Social and Emotional Learning in Primary Schools + 4 months impact • EEF Working with Parents to Support Children's Learning • EEF Behaviour Interventions + 4 months impact • EEF Parental Engagement + 4 months | 2, 3, 5 & 7 |
| Counsellor | <ul style="list-style-type: none"> • EEF Improving Social and Emotional Learning in Primary Schools + 4 months impact • EEF Parental Engagement + 4 months | 3, 4, 5, 6 & 7 |
| Additional office admin hours (x5 per week) to support Deputy Head (attendance officer) ensuring phone calls home on the first morning of absence and effective implementation of attendance and safeguarding policies. | <ul style="list-style-type: none"> • EEF Working with Parents to Support Children's Learning | 6 |
| Non-class based Deputy/SENCo/behaviour support/coaching and attendance to provide family support, signpost families towards early help and develop parental engagement and improve attendance through building positive relationships in addition to having a strategic overview of need and working with external agencies and where required commission support. | <ul style="list-style-type: none"> • EEF Special Educational Needs in Mainstream Schools • EEF Improving Behaviour in Schools • EEF Working with Parents to Support Children's Learning • EEF Making Best Use of Teaching Assistants • EEF Behaviour Interventions + 4 months impact • EEF Parental Engagement + 4 months | 1, 2, 5, 6 & 7 |
| My Happy Mind – Parent app and on-line support portal. | <ul style="list-style-type: none"> • EEF Improving Social and Emotional Learning in Primary Schools + 4 months impact • EEF Parental Engagement + 4 months | 3, 4, 5, 6 & 7 |
| Financial support for enrichment activities and wider learning support – residential trip, sports clubs, music lessons. | <ul style="list-style-type: none"> • EEF Working with Parents to Support Children's Learning • EEF Arts Participation + 3 months impact • EEF Physical Activity + 1 month impact | 5, 6 & 7 |

Total budgeted cost: £75330 (-£25,090 school to cover the gap)

Part B: Review of the Previous Academic Year

Outcomes for disadvantaged pupils

| Headlines | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------|----------------|---------------|---------------|-------------|---------------|------------------------------|--|--|--|--|--|--|--|------------|----------------|---------------|---------------|-------------|---------------|------------|------|------|-----------|-----------|-----------|-----------|----------|-----|-----|-----|-----|-----|-----|
| We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Please see headline data below: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="7">Pupil Premium Outcomes - ARE</th></tr> <tr> <th></th><th>EYFS - GLD</th><th>PHONICS – YR 1</th><th>READING – KS2</th><th>WRITING – KS2</th><th>MATHS – KS2</th><th>R, W, M – KS2</th></tr> </thead> <tbody> <tr> <td>BEACONSIDE</td><td>100%</td><td>100%</td><td>60% (3/5)</td><td>60% (3/5)</td><td>60% (3/5)</td><td>60% (3/5)</td></tr> <tr> <td>NATIONAL</td><td>52%</td><td>68%</td><td>62%</td><td>58%</td><td>59%</td><td>46%</td></tr> </tbody> </table> | | | | | | | Pupil Premium Outcomes - ARE | | | | | | | | EYFS - GLD | PHONICS – YR 1 | READING – KS2 | WRITING – KS2 | MATHS – KS2 | R, W, M – KS2 | BEACONSIDE | 100% | 100% | 60% (3/5) | 60% (3/5) | 60% (3/5) | 60% (3/5) | NATIONAL | 52% | 68% | 62% | 58% | 59% | 46% |
| Pupil Premium Outcomes - ARE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | EYFS - GLD | PHONICS – YR 1 | READING – KS2 | WRITING – KS2 | MATHS – KS2 | R, W, M – KS2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BEACONSIDE | 100% | 100% | 60% (3/5) | 60% (3/5) | 60% (3/5) | 60% (3/5) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NATIONAL | 52% | 68% | 62% | 58% | 59% | 46% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The data demonstrates that disadvantaged pupils at Beaconside exceed national comparative data (EYFS/Phonics) and in KS2 are in-line with disadvantaged pupils nationally. It must be noted that the two disadvantaged pupils | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



who did not meet ARE are SEND pupils and previous data shows that KS2 disadvantaged data exceeds national comparisons and is in-line/exceeds non-disadvantaged pupils nationally and in school.

Monitoring evidences quality first teaching; wave 2 and wave 3 interventions were designed to meet the needs of disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. This all evidences the positive impact of pastoral interventions and family support and highlights next steps and further support needed, particularly with attendance.

Based on all the information above, the performance of our disadvantaged pupils meets and in some cases exceeds expectations, and we are at present on course to achieve the outcomes we set out to achieve as stated in the 'Intended Outcomes' section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally Provided Programmes

| Programme | Provider |
|-----------|----------|
| N/A | |

Further Information

| Additional activity |
|--|
| <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"> • embedding more effective practice around feedback. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. • offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration; activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. |
| Planning, implementation, and evaluation |
| <p>In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.</p> <p>We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.</p> <p>We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.</p> <p>We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.</p> <p>We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.</p> |