

BEECHFIELD SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT



2024 - 2025

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Beechfield School
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Gillian Jackson
Pupil premium lead	Emily Fuller
Governor / Trustee lead	Lesly Adams

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,446.67
Recovery premium funding allocation this academic year	£0
School Tutoring Funding	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£133,446.67

Part A Pupil Premium Strategy Plan

Statement of Intent

At Beechfield School, we have high expectations for every child both academically and socially. Our school vision is that we will enable all of our pupils to be kind, work hard and love learning, so that they will grow up to be confident individuals, successful learners and responsible citizens. All staff take responsibility for the progress and attainment of disadvantaged pupils.

We aim for:

- Gaps in attainment between disadvantaged children and non-disadvantaged children to close.
- All of our children to meet national expectations.
- All of our children to make good or better progress from their starting points.
- High quality teaching (with a focus on spoken language and vocabulary) to close the disadvantage attainment gap.
- Enrichment opportunities within our curriculum to ensure disadvantaged children have experiences and

opportunities they may not otherwise have. This will in turn develop social and emotional wellbeing.

- Pastoral support to meet social and emotional needs so that children are ready to learn.
- Outreach support to reach families of disadvantaged children.

Challenges

Challenge number	Detail of challenge
1	Whole school data suggests that disadvantaged children do not attain as well as non-disadvantaged children. Although PPG children outperformed non-PPG children at the end of KS2 in 2024, the challenge is closing the gaps between Nursery and Year 6.
2	Last year's phonics check data shows that disadvantaged pupils performed less well than their peers (84.2% total passed: 64.3% pupil premium and 90.7% non-pupil premium). The challenge is supporting disadvantaged children with phonics for future reading success.
3	Pastoral data shows 55.7% of disadvantaged children receive additional lunchtime support and 41.3% of disadvantaged children receive specific pastoral support. The challenge is supporting the social and emotional wellbeing of disadvantaged pupils.
4	Observations, assessments and discussions with pupils suggest some of our disadvantaged pupils lack 'real world' understanding of concepts and ideas, which impacts on their understanding of vocabulary and abstract concepts. The challenge is providing enrichment which, in turn, supports academic progress.
5	Attendance data shows 19.8% of pupil premium recipients are persistent absentees. The challenge is improving attendance.
6	Last year's MTC data shows that disadvantaged pupils performed less well than their peers (61% 25/25: pupil premium 47.4% and non-pupil premium: 67.5%). The challenge is ensuring our disadvantaged children know their times tables securely for success in future mathematics.

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
The attainment gap is closed in reading, writing and maths between disadvantaged and non-disadvantaged children.	<ul style="list-style-type: none"> - Quality first teaching supports good or better progress from starting points. - Carefully considered interventions support targeted children (provision maps). - Data drops show gaps closing, and intervention in place where they are not (pupil progress meetings). - Across the school, a greater number of pupils in receipt of the pupil premium grant achieve age-related expectations in reading, writing and maths. - There is a rigorous focus on times tables learning to support future automaticity. - Pupil premium children are heard to read regularly.
The attainment gap is closed in the Year 1 phonics check between disadvantaged and non-disadvantaged pupils. Pupils who did not pass the year 1 phonics check will be supported to progress.	<ul style="list-style-type: none"> - The RWI scheme is implemented consistently across EYFS and KS1 to support progress. - Small group and 1:1 support targeted children. - Assessments show progression through the RWI scheme. - Fresh start is implemented consistently across KS2 for children who did not pass the Year 1 check. - A greater number of pupils in receipt of the pupil premium grant pass the phonics check.

	<p>Communication and language approaches</p> <p>Very high impact for very low cost based on moderate evidence.</p>	
Continued effective delivery of the school's chosen systematic synthetic phonics scheme (RWI) and catch up scheme (Fresh Start).	<p>EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence.</p> <p>EEF: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	1 and 2
Embedding a mastery approach for maths across the school.	<p>EEF: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	1, 4, 6
Introduction of a spoken language curriculum.	<p>EEF: Purposeful speaking and listening activities support pupils' language development. Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p>Pupils from more advantaged backgrounds arrive at school with a vocabulary twice the size of their less advantaged peers (Hart & Risley, 2003)</p> <p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence.</p>	1, 2, 4
Subject leader development time (monitoring, pupil voice, medium term planning, use of vocabulary, leading a staff meeting).	<p>EEF: Effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	1, 2, 4, 6



Targeted academic support
Budgeted cost: £33,361,67

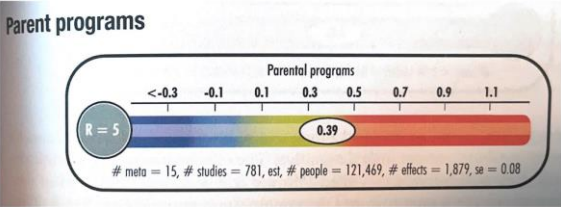
Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 RWI and Fresh Start phonics interventions. Continuous monitoring and assessment.	<p>EEF:</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence.</p> <p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence.</p>	1,2
Reading fluency small group intervention and	<p>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected to comprehending a text. EEF Literacy.</p>	1, 2, 4

assessment using YARC.	Tim Shanahan (2019) says we need to teach reading fluency because it helps pupils to understand how print works, how to develop and consolidate automatic decoding skills, and how to bring a text to life from print to prosody.	
1:1/small group work for Reading, Writing, Maths with a focus on pre-teaching	Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Mikel, 2015). EEF: Small group tuition <small>Moderate impact for low cost based on moderate evidence.</small> 	1, 2, 4, 6
Booster sessions (class teachers and teaching assistants).	EEF: Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence.</small> 	1, 4, 6

Wider Strategies

Budgeted cost: £33,361.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support across the leadership team, admin team and pastoral team together with families.	EEF - Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy, including attendance data. Attendance Toolkit: Be consistent in attendance communication and make sure everyone is aware of the attendance and punctuality expectations of pupils. Foster a sense of belonging, promoting wellbeing and high attendance with a strong and supportive pastoral presence. The EEF's review (2022) reports that the most promising interventions aimed at targeting cases of low attendance increased parental engagement through effective communication.	5 (increased attendance will in turn impact on 1, 2, 3 and 4)
Pupil premium allowance per pupil	Gov: Help disadvantaged pupils of all abilities achieve their full potential.	1, 2, 3, 4, 5
Regular analysis of data to identify gaps, plan interventions and monitor impact.	EEF: Collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify trends and target additional support.	1, 2, 4, 6
Pastoral support focused on wellbeing and behaviour (specific lunchtime support and 1:1 or small-group sessions). Monitoring impact.	EEF: Social and emotional learning <small>Moderate impact for very low cost based on very limited evidence.</small>  Metacognition and self-regulation <small>Very high impact for very low cost based on extensive evidence.</small> 	1, 3, 4
Completion of Boxall profiles to identify pastoral support needed. Feedback sessions and next steps agreed between	Boxall: Provides you with a precise picture of a pupil's strengths, as well as any difficulties which could affect their learning.	

<p>pastoral team and class teachers.</p>		
<p>Pastoral support for families.</p>	<p>EEF:</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>A range of parental workshops to support children's learning and access to curriculum (e.g. year 4 multiplication).</p>	<p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p>EEF: The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>  <p>Visible Learning: The Sequel Hattie 2023)</p> <p>Levin (2008): Nine essential practices for improved outcomes – ‘strong positive relationships with parents; and effective engagement with the broader community.’</p>	
<p>Reading cafes for parents and children to read together.</p>	<p>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £133,446.67

Part B Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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.

KS2 SATs Results 2024

	Combined	Reading	Writing	Maths
ALL	67.9%	73.2%	69.6%	87.5%
Pupil Premium	78%	100%	77.8%	88.9%
Non Pupil Premium	66%	68.1%	68.1%	87.2%

EYFS: GLD 50.9% Pupil Premium: 66.7% GLD Non-pupil premium: 49% GLD

Phonics screening check: 84.2% passed Pupil Premium: 64.3% Non-pupil premium: 90.7%

Year 4 Multiplication Check: 61% 25/25 Pupil Premium 47.4% Non-pupil premium: 67.5%

The data demonstrates that the gap was closed between our pupil premium and non-pupil premium children by year six in 2023-24. High quality teaching in year six, alongside tutoring, booster sessions and interventions has led to improved outcomes. The talk for writing approach in writing and mastery approach in maths have supported children in achieving success. We are pleased with the progress that our year 6 children made from their starting points, and feel that we have achieved the outcomes we set out to achieve by 2023-24.

The data from the Year 1 and Year 4 checks (phonics and times tables) reveals our pupil premium children did not perform as well as those who are non-pupil premium. Based on this, we have reviewed our strategy and made changes to how we intend to spend this year's budget so that we can close this gap and support future success.

We have also used internal data and observations to assess the impact of wider strategies including attendance.
2022/23 – 93.27% Unauthorised – 1.07%
2023/24 – 94% Unauthorised – 0.88%
Although there is improvement, improved attendance is a continued focus. We want all children in school every day.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Planning, implementation and evaluation

When creating the new pupil premium strategy, we drew on assessment, book looks, pupil voice, attendance data, pastoral data, observations, discussion with parents and teacher feedback to identify barriers for our pupil premium children.

We have drawn on a range of research to support the strategies we will implement, including the EEF's guidance.

The pupil premium lead will regularly evaluate the impact of the strategy on PPG children, considering which approaches are successful, which are not and why this may be the case.

We are aware of challenges with implementation, and will plan carefully to ensure any new approaches are introduced over time, with opportunity for teachers to ask questions and provide feedback. We will carefully monitor approaches, including looking at data and discussing progress/attainment through pupil progress meetings which lead to provision mapping.