

# BEECHFIELD SCHOOL

## PUPIL PREMIUM STRATEGY STATEMENT



2025-2028

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	442
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£143,925
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
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£143,925

### Part A Pupil Premium Strategy Plan

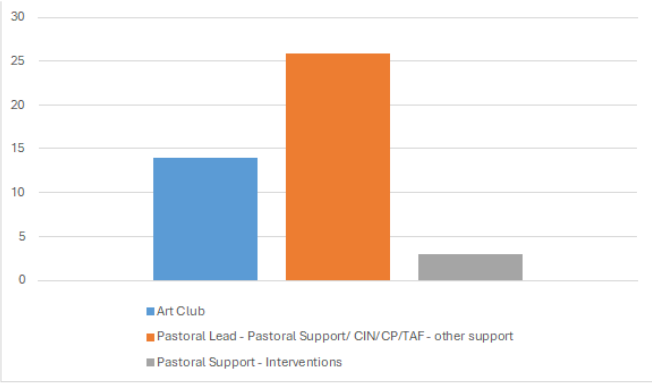
#### Statement of Intent

**At Beechfield School, we expect all staff to have uncompromisingly high expectations for every child, academically and socially.** Our vision is to unlock the potential of every pupil by fostering kindness, resilience and a lifelong love of learning. We are committed to developing confident individuals, successful learners and responsible citizens who are fully prepared for life beyond the classroom. Every member of staff takes collective responsibility for the progress, attainment and wellbeing of our disadvantaged pupils.

#### We are determined to:

- Eliminate gaps in attainment between disadvantaged pupils and their peers.
- Ensure all children meet or exceed national expectations.
- Secure excellent attendance so that every child is in school, every day, ready to learn.
- Enable all pupils to make strong or better progress from their individual starting points.
- Deliver consistently high-quality teaching, with a sharp focus on spoken language and vocabulary, to relentlessly close the disadvantage gap.
- Provide rich, purposeful enrichment experiences so that disadvantaged children access opportunities that broaden horizons, build cultural capital and strengthen social and emotional wellbeing.
- Offer targeted pastoral support to meet social and emotional needs, ensuring every child is ready to learn and flourish.
- Strengthen outreach with families to build trust, partnership and shared responsibility for children's success.

## Challenges

Challenge number	Detail of challenge								
1	Whole-school data highlights a persistent and unacceptable attainment gap between disadvantaged pupils and their non-disadvantaged peers. While Pupil Premium pupils outperformed non-Pupil Premium pupils at the end of Key Stage 2 in 2025, <b>our focus is resolute and urgent: to eradicate these gaps from the earliest years in Nursery through to Year 6, ensuring consistently high outcomes for all.</b>								
2	Last year's phonics screening data demonstrates the impact of targeted support, with disadvantaged pupils outperforming their peers (87% overall pass rate: 90.9% for Pupil Premium pupils compared with 86% for non-Pupil Premium). <b>Our challenge now is clear and urgent: to sustain and strengthen this success by continuing to prioritise high-quality phonics provision, ensuring disadvantaged pupils secure the foundations for fluent reading and long-term academic success.</b>								
3	Last year's MTC data shows disadvantaged pupils <b>performed below</b> their peers (64.7% vs 78.6%). The challenge is ensuring they master their times tables to secure future success in mathematics.								
4	<p>Pastoral data shows a proactive approach, with <b>94.4% of Pupil Premium pupils known to the team, 3.3% in interventions, 15.5% in a lunchtime art club, and 28.8% receiving multi-agency support.</b> Our challenge remains to strengthen support for disadvantaged pupils' social and emotional needs, removing barriers to learning and enabling every child to thrive.</p>  <table border="1" data-bbox="336 741 991 1122"> <caption>Pastoral Support Data for Pupil Premium Pupils</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Art Club</td> <td>15.5%</td> </tr> <tr> <td>Pastoral Lead - Pastoral Support/ CIN/CP/TAF - other support</td> <td>28.8%</td> </tr> <tr> <td>Pastoral Support - Interventions</td> <td>3.3%</td> </tr> </tbody> </table>	Category	Percentage	Art Club	15.5%	Pastoral Lead - Pastoral Support/ CIN/CP/TAF - other support	28.8%	Pastoral Support - Interventions	3.3%
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5	Observations, assessments, and pupil discussions show that some disadvantaged pupils have limited 'real-world' experiences, affecting their understanding of vocabulary and abstract concepts. <b>Our challenge is to provide targeted enrichment that broadens their horizons and drives academic progress.</b>								
6	Attendance data shows <b>18.1% of Pupil Premium pupils are persistent absentees.</b> The challenge is to improve attendance and ensure all pupils are in school, ready to learn.								

## 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
<p>The attainment gap is closed in reading, writing and maths between disadvantaged and non-disadvantaged children.</p>	<ul style="list-style-type: none"> <li>- Quality first teaching supports good or better progress from starting points.</li> <li>- Carefully considered pre-teaching supports targeted children (provision maps).</li> <li>- Data drops show gaps closing, and targeted support in place where they are not (pupil progress meetings and provision maps).</li> <li>- Carefully considered adult deployment based on need.</li> <li>- Across the school, a greater number of pupils in receipt of the pupil premium grant achieve age-related expectations in reading, writing and maths.</li> <li>- There is a rigorous focus on times tables learning to support future automaticity.</li> <li>- Pupil premium children are heard to read regularly.</li> <li>- Introduction of an oracy framework across the school to support use and understanding of subject specific vocabulary.</li> </ul>
<p>The attainment gap in the year 1 phonics check remains closed between disadvantaged and non-disadvantaged pupils. Pupils who did not pass the year 1 phonics check will be supported to progress.</p>	<ul style="list-style-type: none"> <li>- The RWI scheme is implemented consistently across EYFS and KS1 to support progress.</li> <li>- Small group and 1:1 tutoring for targeted children.</li> <li>- Assessments show progression through the RWI scheme.</li> <li>- Fresh start is implemented consistently across KS2 for children who did not pass the year 1 check.</li> <li>- A greater number of pupils in receipt of the pupil premium grant pass the phonics check.</li> <li>- Phonics begins in week one of reception.</li> </ul>
<p>Disadvantaged pupils and their families are supported through a nurture-based approach and pastoral outreach.</p>	<ul style="list-style-type: none"> <li>- All staff promote the use of zones of regulation and protective behaviours.</li> <li>- The Boxall profile is used to identify children who may require additional pastoral support, either as part of classroom routine or in a small group/1:1.</li> <li>- Interventions run by the pastoral team show impact.</li> <li>- Children supported at lunch times have a smoother transition into afternoon lessons.</li> <li>- Children identify how they are feeling and which strategies they can use to enter the 'green' zone.</li> <li>- Identified families take part in relevant workshops.</li> <li>- Parent consultation evenings provide strategies for parents to support their children at home.</li> <li>- Families requiring additional support (e.g. Empower, Youth Link, Acorn, Food Bank, Salvation Army) are referred via the pastoral team.</li> <li>- Phone calls/home visits/regular emails to support attendance.</li> <li>- All staff take time to build positive relationships with families.</li> </ul>
<p>High quality teaching, including enrichment opportunities will support children to gain life experience which positively impacts attainment.</p>	<ul style="list-style-type: none"> <li>- School trips and visitors are planned sequentially with learning.</li> <li>- High quality teaching includes a range of adaptive approaches (e.g. visuals, word banks, sentence stems, real items, video clips).</li> <li>- Planning includes key vocabulary for children to learn and use.</li> <li>- The 'talk for writing' approach supports children in developing their understanding and use of new vocabulary through retelling, actions and drama.</li> <li>- Subjects offer opportunities to develop life skills e.g. money in maths, scientific experiments, puppet making in DT.</li> <li>- Introduction of an oracy framework across the school to support use and understanding of subject specific vocabulary.</li> </ul>
<p>The number of disadvantaged pupils who are persistently absent decreases.</p>	<ul style="list-style-type: none"> <li>- Attendance is monitored regularly across the leadership team, admin team and pastoral team who work together with families</li> <li>- Positive emails are sent weekly to families where attendance improves</li> </ul>

## Activity this Academic Year

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




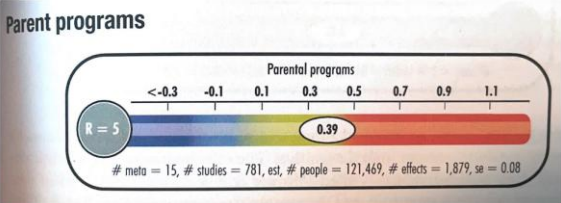
### High Quality Teaching Budgeted cost: £68,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
In house training (staff INSET) and development to ensure high quality teaching for all pupils.	<p>EEF: 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>John Hattie: Improving the quality of teaching is the single most important factor in improving outcomes especially those with disadvantaged backgrounds.</p> <p>Without explicit, fully guided instruction, pupils lacking in prior knowledge are prone to developing misconceptions (Kirschner et al., 2006).</p> <p>Explicit teaching of metacognitive strategies may improve pupils' learning and increase their independence (EEF, 2017)</p> <p>Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils (Using pupil premium: guidance for school leaders, DfE March 2022).</p>	1, 2, 3, 5
Specific 'talk for writing' and 'talk for reading' training sessions, including a focus on SEN provision.	<p>EEF: Teach writing composition strategies through modelling and supported practice. The SEND Code of Practice (2015) - teachers are responsible and accountable for the progress of pupils with SEND in their class.</p> <p><b>Reading comprehension strategies</b></p> <p>Very high impact for very low cost based on extensive evidence.   </p> <hr/> <p><b>Communication and language approaches</b></p> <p>Very high impact for very low cost based on moderate evidence.   </p>	1, 2, 5
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><b>Phonics</b></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, 3, 5
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 &amp; Risley, 2003)</p> <p><b>Oral language interventions</b></p> <p>Very high impact for very low cost based on extensive evidence.   </p>	1, 2, 5
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, 3, 5

**Targeted academic support**  
**Budgeted cost: £30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and 1:1 RWI and Fresh Start phonics tutoring. Continuous monitoring and assessment.</p>	<p>EEF:</p> <p><b>Phonics</b>  <small>High impact for very low cost based on very extensive evidence.</small>     £ £ £ £ £     🔒 🔒 🔒 🔒 🔒     <b>+5</b></p> <p><b>One to one tuition</b>  <small>High impact for moderate cost based on moderate evidence.</small>     £ £ £ £ £     🔒 🔒 🔒 🔒 🔒     <b>+5</b></p>	<p>1,2, 5</p>
<p>Reading fluency small group pre-teaching and assessment using YARC.</p>	<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> <p>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.</p>	<p>1, 2</p>
<p>1:1/small group work for Reading, Writing, Maths with a focus on pre-teaching</p>	<p>Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Mikel, 2015).</p> <p>EEF:</p> <p><b>Small group tuition</b>  <small>Moderate impact for low cost based on moderate evidence.</small>     £ £ £ £ £     🔒 🔒 🔒 🔒 🔒     <b>+4</b></p>	<p>1, 2, 3, 5</p>
<p>Booster sessions (class teachers and teaching assistants).</p>	<p>EEF:</p> <p><b>Teaching Assistant Interventions</b>  <small>Moderate impact for moderate cost based on moderate evidence.</small>     £ £ £ £ £     🔒 🔒 🔒 🔒 🔒     <b>+4</b></p>	<p>1, 2, 3, 5</p>

**Wider Strategies**  
**Budgeted cost: £35,530**

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.	4, 6 (increased attendance will in turn impact on 1, 2, 3, 5)
Pupil premium allowance per pupil.	Gov: Help disadvantaged pupils of all abilities achieve their full potential.	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, 3, 4, 6
Pastoral support focused on wellbeing and behaviour (specific lunchtime support and 1:1 or small-group sessions). Monitoring impact. Completion of Boxall profiles to identify pastoral support needed. Feedback sessions and next steps agreed between pastoral team and class teachers.	<p>EEF:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Social and emotional learning</b></p> <p>Moderate impact for very low cost based on very limited evidence.</p> </div> <div style="width: 45%; text-align: right;">  </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <p><b>Metacognition and self-regulation</b></p> <p>Very high impact for very low cost based on extensive evidence.</p> </div> <div style="width: 45%; text-align: right;">  </div> </div> <p>Boxall: Provides you with a precise picture of a pupil's strengths, as well as any difficulties which could affect their learning.</p>	4, 6
Pastoral support for families.	EEF:	1, 2, 3, 4, 5, 6
A range of parental workshops to support children's learning and access to curriculum from EYFS to year 6 (e.g. year 4 multiplication, Y6 SATS, EYFS phonics, fine motor, emotional wellbeing, using Tapestry, reading with your child at home).	<p><b>Parental engagement</b></p> <p>Moderate impact for very low cost based on extensive evidence.</p> <div style="display: flex; justify-content: space-between; margin-top: 5px;">  </div> <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>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p>	1, 2, 3, 4, 5

**Total budgeted cost: £143,925**

## Part B Pupil premium strategy outcomes

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

	Combined	Reading	Writing	Maths
<b>ALL</b>	<b>69.4</b>	<b>79</b>	<b>74.2</b>	<b>87.1</b>
Boys	67.9	71.4	67.9	89.3
Girls	70.6	85.3	79.4	85.3
SEN	31.3	62.5	37.5	56.3
Non SEN	82.6	84.8	87	97.8
Pupils with EHCP	0	2/7 28.5%	0	2/7 28.5%
Pupil Premium	66.7	85.7	71.4	76.2
Non Pupil Premium	70.7	75.6	75.6	92.7

KS2 SATS data shows a gap of 4% between our pupil premium and non-pupil premium children achieving reading, writing and maths combined. Of the 7 children who did not achieve reading, writing and maths combined, 3 of these had an EHCP and a further 4 had SEN support. 3 children did not pass reading. 2 of these children had an EHCP. 5 did not pass maths. All of these children had SEN needs. 3 of these children had an EHCP. 6 of these children did not pass writing. 3 of these children had an EHCP and 2 additional children had SEN needs.

**EYFS:** GLD 51.7% Pupil Premium: 30% GLD Non-pupil premium: 56.3% GLD

EYFS data reveals our pupil premium children did not perform as well as those who are non-pupil premium. Having looked into this, of the 7 children who did not achieve GLD, 5 of them are either SEN or being monitored regarding SEN.

**Phonics screening check:** 87% passed Pupil Premium: 90.9% Non-pupil premium: 86%

The data from the year 1 phonics check reveals our pupil premium children performed better than those who are non-pupil premium. Regular assessment and the continued invested in the RWI scheme had good impact.

**Year 4 Multiplication Check:** 74.6% 25/25 Pupil Premium 64.7% Non-pupil premium: 78.6%

The data from the year 4 MTC (times tables) reveals our pupil premium children did not perform as well as those who are non-pupil premium. Having looked into this, from the 6 children who did not pass, 3 scored 24/25, 1 scored 21/25, 1 scored 20/25 and a pupil new to the school scored 13/25).

### Attendance:

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%

2024/25 – 94% Unauthorised – 0.9%

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.