



Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tina Oakley
Pupil premium lead	Kathy Bourne
Governor / Trustee lead	Brendan Chilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 281, 504
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 281, 504



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Part A: Pupil premium strategy plan

Statement of intent

At Beaver Green Primary, we are committed to raising achievement for pupils, irrespective of their background or the challenges they face, who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. Our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage.

Our Pupil Premium Plan aims to address the main barriers our children face and, through rigorous tracking, careful planning and targeted support and intervention, provide all children with equal access and opportunities to enjoy academic success.

High-quality 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.

Challenges

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

Challenge number	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 KS2 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 reading and writing than their peers.



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3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Because of the gap between attendance of PP and non-PP children, some children who are entitled to the PP grant are persistently late and/or persistently absent, thus missing key areas of learning.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

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 and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2025/26 show a significant improvement in the numbers of disadvantaged pupils meeting the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show a significant improvement in the numbers of disadvantaged pupils meeting the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> a significant decrease in the overall unauthorised absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced.



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	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent is significantly reduced and the figure among disadvantaged pupils is in line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in children struggling with friendship issues a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.(Little Wandle)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2
Purchase of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:	2, 3,



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Training for staff to ensure assessments are interpreted and administered correctly.	Diagnostic Assessment EEF	
Run phonics workshops for parents to support them with their own knowledge of phonics and therefore be able to support their children.	Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7 (Government for Education Guidance for Parents)	2
Reading incentives are put in place to encourage children to read more regularly at home and at school.	There is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	2
Appropriate CPD provided for teachers in Maths, English and Phonics (as identified through rigorous monitoring) to ensure the highest quality of education is being delivered and support quality first teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools	1,2,3

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

Budgeted cost: £ 41, 504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop Speech & Language interventions run by a TA with a specialism in speech and language development to support all children	Ofsted continues to place a strong emphasis on “communication and language as one of three prime areas considered to be crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.”	1



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<p>TAs will run targeted interventions daily, including the Little Wandle Rapid Catch-up programme.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	<p>2, 3</p>
<p>Purchase Spelling Shed (online spelling scheme and games) to improve children's spelling and word knowledge using a digital platform.</p>	<p>Catherine Snow et al. (2005) "Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading."</p> <p>Encoding (spelling) is a developmental process that impacts fluency, writing, pronunciation, and vocabulary. Fluency is best developed through a combination of mastering systematic phonics, practicing high frequency words, and repeated readings (Moats 1998; LeBerge & Samuels, (1974); Rasinski, 2009).</p> <p>As students begin to master phonics, it is advantageous to use those skills to practice the 300 high frequency words which make up 65% of all texts (Fry, 1999).</p> <p>When the relationship between spelling and reading is conveyed, students gain a better understanding of the code and demonstrate gains in reading comprehension (Moats, 2005), vocabulary (Moats, 2005), fluency (Snow et al., 2005), and spelling (Berninger, 2012).</p>	<p>2</p>



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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School will provide subsidised places at breakfast and after school clubs where a need has been identified to support attendance and well-being.</p> <p>This includes providing spaces for Wrap Around care.</p>	<p>The benefits of school food provision on children's health, cognitive performance, and academic attainment have been highlighted across research and policy (<i>The School Food Plan [Internet]</i> (2013))</p> <p>Benefits of Wrap Around Care for PP children GOV Part D: p36</p>	4, 5
<p>The Welfare team will have regular contact with persistently late and absent PP children and their families to offer support where necessary.</p>	<p>Developing and maintaining positive working relationships with children, parents/carers and the wider community have shown a positive impact on the attendance and persistent lateness at BG.</p>	4
<p>Incentives put in place for attendance.</p>	<p>Incentives such as weekly prizes for Attendance Monopoly for classes with highest attendance, etc prove successful in improving attendance at BG.</p>	4
<p>Where a need has been identified, the welfare and SEND team will provide SEMH support for children with low self-esteem, poor emotional resilience and well-being.</p>	<p>The Welfare and SEND team has provided effective support for the children, putting SEMH and Mental Health support plans in place for identified children.</p> <p>The SEND team run a 'soft start' to the day for identified pupils and a lunchtime club for vulnerable pupils who need SEMH support at lunchtimes. Both of these provisions have proved successful in helping identified children settle and participate in their lessons.</p>	5
<p>Develop social and communication skills as well as turn taking and</p>	<p>The study showed that children's academic attainment, social development, and emotional</p>	1, 2, 3, 5



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patience and take calculated risks through involvement with Forest School.	well-being increased as a result of Forest School, and did well in comparison to peers who didn't participate, whole school and national data. (1 Feb 2019) (forestschoollassociation.org)	
Subsidised school uniform purchase for identified children	There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour. It is important to remember that improved behaviour, on its own, does not necessarily lead to better learning, though it may be an important precondition. (EEF)	4, 5
Thrive Practitioner to work with identified children to provide emotional support.	Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)	2,3,5
More children will access extended learning opportunities through the maintenance and use of the school minibus.	More opportunities can be offered to all pupils for free, or at a much cheaper cost, through use of the minibus.	2,3,4,5
School visits and trips will be subsidised for identified children.	School visits and trips offer children real-world experiences, making them more enjoyable and, therefore, the learning more memorable. Through real-life connections and hands on experience of lessons, students are more likely to understand the subject better.	2,3,4,5

Total budgeted cost: £ 281, 504