



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	402
Proportion (%) of pupil premium eligible pupils	49%
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 2024
Date on which it will be reviewed	May 2025
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	£ 270,609
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 270, 609



Pupil premium strategy statement

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.



Pupil premium strategy statement

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	Assessments, observations, and discussions with pupils suggest an attainment gap between boys and girls, indicating girls are outperforming boys in all subjects in most year groups.
6	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 2026/27 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 2026/27 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 2026/27 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



Pupil premium strategy statement

	<p>and their non-disadvantaged peers being significantly reduced.</p> <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.
Improved attainment for boys in all subjects across all year groups.	Assessments, both formal and teacher, indicate an increase in the outcomes of boys in each class, making them more in line with the outcomes of girls.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing by 2026/27 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: £ 40,609

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)	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2



Pupil premium strategy statement

<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic Assessment EEF</p>	2, 3, 5
<p>Run phonics workshops for parents to support them with their own knowledge of phonics and therefore be able to support their children.</p>	<p>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)</p>	2
<p>Reading incentives are put in place to encourage children to read more regularly at home and at school.</p>	<p>There is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</p>	2, 5
<p>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.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools</p>	1,2,3,5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop Speech & Language interventions run by a TA with a specialism in speech and</p>	<p>Ofsted continues to place a strong emphasis on “communication and language as one of three prime areas considered to be crucial for igniting</p>	1



Pupil premium strategy statement

language development to support all children	children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.”	
TAs will run targeted interventions daily, including the Little Wandle Rapid Catch-up programme.	<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>	2, 3, 5
Purchase Clicker (3 year license) to support SEND children with their writing across their lessons, enabling higher engagement within those lessons.	<p>‘Pupils using Clicker saw the amount of words they could write in one writing session increase by 2.5 times, with almost three times the number of multi-syllabic words being used.’</p> <p>‘Clicker’s had a huge impact... it’s life-changing for some children. With Clicker’s help they can actively participate alongside their peers, they can record their ideas, and they can show what they know.’</p> <p>Quotes taken from Clicker website Success Stories</p>	2,3,5
Purchase Spelling Shed (online spelling scheme and games) to improve children’s spelling and word knowledge using a digital platform.	<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</p>	2, 5



Pupil premium strategy statement

	<p>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>	
--	---	--

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 2 x 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, 6
<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 a termly draw for scooters, prize draws for classes with highest attendance, etc were successful in improving attendance at BG.</p>	4
<p>Where a need has been identified, the welfare</p>	<p>For years at BG, the Welfare and SEND team has provided effective support for</p>	6




Pupil premium strategy statement

and SEND team will provide SEMH support for children with low self-esteem, poor emotional resilience and well-being.	<p>the children, putting SEMH 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>	
Develop social and communication skills as well as turn taking and patience and take calculated risks through involvement with Forest School.	<p>The study showed that children's academic attainment, social development, and emotional 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)</p>	1, 2, 3, 6
Subsidised school uniform purchase for identified children	<p>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)</p>	4, 6
Thrive Practitioner to work with identified children to provide emotional support.	<p>Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.</p> <p>(McGuire-Snieckus et al 2015)</p>	2,3,5,6
More children will access extended learning opportunities through the maintenance and use of the school minibus.	<p>More opportunities can be offered to all pupils for free, or at a much cheaper cost, through use of the minibus.</p>	2,3,4, 5, 6
School visits and trips will be subsidised for identified children.	<p>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.</p>	2,3,4,5,6



Pupil premium strategy statement

Total budgeted cost: £ 270, 609

	Pupil Premium Plan	
	Outcomes	Evaluation Against Success Criteria in Intended Outcomes Section
a.	Improved oral language skills and vocabulary among disadvantaged pupils	As a result of having a trained speech and language specialist in the Nursery, who works weekly with targeted children, the impact from the speech and language interventions on provision maps show consistent achievement of their targets and good progress being made. With regards to improving oral and language skills in KS2, the skill of oracy will be researched in greater depth by the English Lead next year and CPD will be given to staff on how to incorporate these skills in lessons.
b and c	Attainment in RWM	<p>End of Year (24/25) achievement for Y1 phonics demonstrated:</p> <ul style="list-style-type: none"> ● 88% disadvantaged pupils achieved the required threshold in phonics which is above the 2025 national figure for all pupils (80%). This is also compared to 90% of all Year 1 pupils at Beaver Green achieving the required threshold. Accelerated progress is a result of the implementation of a new phonics program (Little Wandle). <p>End of year (24/25) achievement data for all pupils in KS1 indicates:</p> <ul style="list-style-type: none"> ● In Maths, the % of disadvantaged pupils achieving EXS (73%) was above 2024/25 national for all pupils (72%). This is also compared to 80% of all Year 2 pupils at Beaver Green achieving the expected standard Maths. Regular CPD in the mastery approach and monitoring of lessons and children's books. ● In Reading, the % of disadvantaged pupils achieving EXS (67%) was just below the 2024/25 national for all pupils (75%). This is also compared to 79% of all Year 2 pupils at Beaver Green achieving the expected standard Reading. Targeted disadvantaged pupils were heard reading 1:1 on a daily basis. Furthermore, a whole class guided reading session has been introduced for those children who passed the Year 2 phonics screen. CDP has also been carried out by the English lead on teaching reading fluency, new vocabulary and teaching the core skills including retrieval, inference and author choice. Celebrations of reading across the school, including whole school reading rewards have made a positive impact of children's attitudes to their reading. ● In Writing, the % of disadvantaged pupils achieving EXS (50%) is lower than the 2024/25 national for all pupils (72%). This is also compared to 60% of all Year 2 pupils at Beaver Green achieving the expected standard Writing. The English lead, Phase lead and Year 2



Pupil premium strategy statement

		<p>teachers have been monitoring the teaching of Writing in KS1 and considerations are being given to how writing will be taught next year to increase the percentage of all children, including disadvantaged, achieving at least national standard by the end of the year.</p> <p>End-of-year (24/25) achievement data for all pupils in KS2 indicates:</p> <ul style="list-style-type: none"> ● In Maths, the % of disadvantaged pupils achieving EXS (74%) was in line with the 2024/25 national average for all pupils (74%). This is also compared to 75% of all Year 6 pupils at Beaver Green achieving the expected standard Maths. There has been increased CDP for teachers in the teaching of a mastery based approach to Maths. Monitoring of the teaching of Maths and book looks show a positive impact of the CPD on attainment and children's confidence. Further CDP on the teaching of reasoning will continue into next year. ● In Reading, the % of disadvantaged pupils achieving EXS (67%) was just below the 2024/25 national average for all pupils (75%). This is also compared to 72% of all Year 6 pupils at Beaver Green achieving the expected standard Reading. CDP on the teaching of reading fluency and the key skills including retrieval, inference and author choice has been carried out. Celebrations of reading across the school, including the introduction of whole school reading rewards have made a positive impact on children's attitudes to their reading. ● In Writing, the % of disadvantaged pupils achieving EXS (74%) was higher than the 2024/25 national average for all pupils (72%). This is also compared to 73% of all Year 6 pupils at Beaver Green achieving the expected standard Writing. The English lead and Year 6 teachers had been working with another school in the Trust to refine their teaching of Writing, raising expectations and how best to support children working below the age related standards. Efforts to improve the 'Editing and Improving' stage of writing will continue into next year, with more CPD given to teachers. ● The achievement for disadvantaged combined was 61% in 2024/25 (62% combined for the whole cohort). This means that the gap between the achievement of disadvantaged pupils in comparison with their non-disadvantaged peers has closed significantly.
d	Attendance	<ul style="list-style-type: none"> - Overall attendance for DA at the end of year 24/25 (92.8%) is just below national (2024/25 - 95%) - The gap between disadvantaged attendance (2024/25 - 92.8%) and non-DA (2024/25 - 94.6%) closed to 1.8%, from a gap of 2.3% from the year before.



Pupil premium strategy statement

		<ul style="list-style-type: none"> - Persistent absence for all pupils (2024/25 - 16%) is below national (2024/25 - 18.7%), however, the gap between DA (2024/25 - 23.7%) and all pupils (204/25 - 16%) is still significant. <p>Attendance rewards, both weekly and termly, have been put in place. Our attendance officer works closely with families with low attendance and persistent absence to offer support where needed. New attendance rewards will be put in place next year to give more pupils a chance to achieve a reward throughout the year, including more class based rewards.</p>
e	Improved attainment for boys in all subjects across all year groups.	<p>KS1 end-of-year results show:</p> <ul style="list-style-type: none"> • Reading: Girls - 71% Boys - 87% • Writing: Girls - 61% Boys - 60% • Maths: Girls - 78% Boys - 83% • Combined: Girls - 61% Boys - 60% <p>This shows that boys outperformed girls in both Reading and Maths, with only a 1% difference in Writing and the combined outcome.</p> <p>KS2 end-of-year results show:</p> <ul style="list-style-type: none"> • Reading: Girls - 78% Boys - 66% • Writing: Girls - 75% Boys - 72% • Maths: Girls - 75% Boys - 75% • Combined: Girls - 61% Boys - 63% <p>At the end of KS2, the gap between boys and girls has widened in Reading, but stays consistently close, or equal to, in Writing and Maths. Boys outperformed girls in the final combined outcome. The larger gap between boys and girls in reading at the end of KS2 needs to be studied a little closer, with more boy-friendly reading lessons incorporated and boy-friendly books ordered for the library.</p>
f	Wellbeing support	<ul style="list-style-type: none"> • Where a need has been identified, the welfare team has provided SEMH support for identified children with low self-esteem, poor emotional resilience and well-being on a regular, and oftentimes, a 'when needed' basis. • Through our whole school provision of forest school, children are developing social and communication skills, as well as turn taking and patience, and to take calculated risks. • Subsidised school uniform purchase for identified children • Thrive Practitioner works weekly with classes and targeted children to provide emotional support. • Through the maintenance and use of our school minibus, more children are able to access extended learning opportunities • School visits and trips were subsidised for identified children,



Pupil premium strategy statement

		<p>including our Year 6 residential.</p> <ul style="list-style-type: none">● OPAL play has played a significant part in reducing the amount of friendship issues at playtimes, keeping the children busy and encouraging creativity and engagement with one another.● Subsidised places are given for breakfast club, ensuring many DA children are having a healthy breakfast and have a happy, settled start to the morning. 35% of children who attend breakfast club are disadvantaged. 74 children in total attend breakfast club on a regular basis.● Out of the 121 club places taken up in terms 1 and 2 of 25/26, only 37 of these were disadvantaged. Many of the same children also do more than one club. Club spaces are offered free of charge to disadvantaged families to encourage as many DA children as possible to go. This will have to be looked at in the coming terms to see if we can increase the amount of DA children that uptake clubs.● Wraparound care spaces are also offered to disadvantaged children
--	--	--