

Pupil premium strategy statement – Beenham Primary School

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	45 – Oct 24 census
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	September 2024-July 2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sophie McBean
Pupil premium lead	Sophie McBean
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,680.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,969.67
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28,649.67

Part A: Pupil premium strategy plan

Statement of intent

Pupils at Beenham Primary School who are disadvantaged, will have access to quality first teaching and increased reinforcement of learning at home. We aim for all our children to make expected progress in reading, writing and maths.

Children who are disadvantaged will have access to a wide range of interventions to meet their learning needs, where required. We will provide pastoral support for those children identified by the school as vulnerable or in need. We aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils.

We will facilitate pupils accessing a wide range of enrichment activities and experiences both in and out of school, which will positively impact their academic achievement and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge within core subject areas including reading, writing and maths.
2	Mental health and wellbeing challenges including anxiety and emotional regulation.
3	Children spending time between homes because of co-parenting.
4	Cost of living rises leading to a reduction of extra-curricular activities being provided at home.
5	Weak vocabulary and communication skills.

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
Pupils make at least expected progress in reading, writing and maths. Pupils are achieving age related expectations. Pupil outcomes in core subjects are in line with national outcomes.	Pupils are achieving age related expectations. Pupil outcomes in core subjects are in line with national outcomes.
Pupils access a wide range of interventions to meet any vocabulary or communication needs.	Support has been provided so pupils can communicate effectively and express feelings through the appropriate use of language.
Pupils wellbeing and mental health needs are met through our pastoral support offer.	Support has been provided to raise self-esteem and develop skills to reduce anxiety and regulate emotions.
The home school link for co parents is improved.	Access has continued to be provided for all parents to become engaged in their child's learning. ClassDojo to facilitate this.
Pupils access a wide range of enrichment experiences in and out of school.	Pupils take part in a wide variety of extra-curricular activities.

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: £3,630.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL teaching package to support high quality first teaching within the classroom.	The EEF guide to Pupil Premium states that: <i>'Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment and progress is the first step to developing an effective Pupil Premium strategy.'</i>	1 and 5

National College Training package for all staff and governors to meet ongoing CPD needs.	The EEF guide to Pupil Premium states that: <i>'Supporting continuous and sustained professional development is crucial to developing teacher practice.'</i>	
Weekly staff meetings focus on the development of Quality First Teaching (QFT) through the curriculum and all sessions are tailored to support teachers to provide the best quality lessons consistently.	The EEF guide to Pupil Premium states that: <i>'making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development and training.'</i> Therefore, a key priority for the school is to identify specific staff and specific subject areas which require the most immediate CPD to ensure good teaching and careful planning.	
Resources to support high quality teaching of maths, reading, spelling and writing.	The EEF guide to Pupil Premium states that: <i>'An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.'</i> Therefore, specific resources to enable this is required.	1
Support staff have access to a wide range of training opportunities with sessions tailored to staff need.	The EEF guide to Pupil Premium states that: <i>'Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention.'</i> Therefore, training both internally and externally will be deployed.	

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

Budgeted cost: £ 18,093.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading mentors for vulnerable children across the school twice a week.	Effective intervention follows assessment, which can ensure that support is well targeted and to monitor pupil progress. There is extensive evidence supporting the impact of high quality, one to one and small group tuition as a catch-up strategy.	1 and 5
Use of a Teaching Assistant trained in our Phonics programme to deliver 1:1 Phonics tutoring – Phonics lead teacher to oversee and monitor delivery and standards.	Through developing teacher's phonics skills and monitoring consistency across the school will ensure pupils' gaps are identified early and additional boosters can be implemented by the Teaching Assistant.	1 and 5
Use of a Teaching Assistant to deliver SaLT interventions	The EEF states that: <i>'Intensive support – either one to one or as part of a small group – can support pupil learning'</i>	1 and 5
Use of a Teaching Assistant trained in a language programme to deliver small group intervention.	The EEF states that: <i>'Targeted academic support can support pupil progress and can be employed to boost language development, literacy, or numeracy as well as other subject areas.'</i>	1 and 5

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

Budgeted cost: £6,490.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions to be completed by trained ELSA who receives regular supervision sessions and has suitable resources available to run a successful programme of support.	<p>This provides support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, parental separation, temporary housing, attendance etc.</p> <p>Appropriately trained staff can achieve successful results in supporting children that have experienced trauma.</p> <p>The EEF states that: <i>'Social and emotional skills support effective learning and are linked to positive outcomes later in life.'</i></p>	2 and 3
CPOMS is a recording tool to record safeguarding concerns and to track vulnerable children throughout their time at school.	<p>Identification of issues which may be hindering or stopping access to learning can occur earlier.</p> <p>All staff are trained and using the tool.</p> <p>Vulnerable child meetings are held weekly with DSLs and all children are discussed along with new concerns.</p>	2
Providing opportunities for children to attend trips and have experiences beyond that of curriculum-based trips.	<p>The EEF states that: <i>'Extracurricular activities are an important part of education.'</i></p> <p>Pupils will be invited to take part in clubs.</p>	4

Total budgeted cost: £28,214.34

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils who did not meet the required pass mark, made significant progress in Phonics.

All disadvantaged children have accessed online learning platforms.

We have seen an improvement in language and communication in our children.

The majority of disadvantaged pupils received support from our trained ELSA to support their emotional wellbeing and emotional regulation. This in turn led to an improvement in learning engagement. We plan to continue this offer next academic year and provide more disadvantaged pupils with this opportunity.

All disadvantaged children in KS2 worked with a reading mentor during the academic year.

All disadvantaged pupils had opportunities to attend extracurricular activities and were able to participate in residential visits where appropriate.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Reading Mentor	ABC to Read