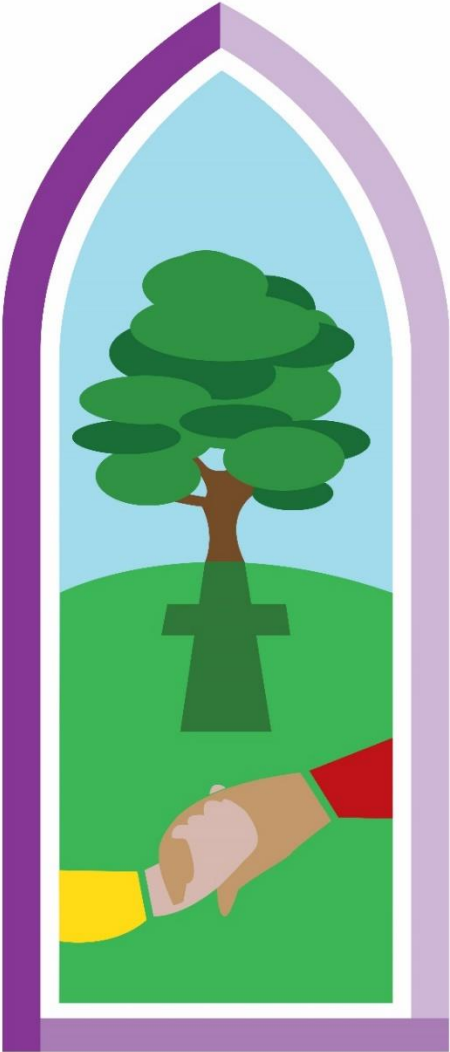


Pupil premium strategy statement - Beechcroft St Paul's CE Primary School



Written: September 2025
Review: September 2026

School overview

Detail	Data
Number of pupils in school	Beechcroft St Paul's Primary School
Proportion (%) of pupil premium eligible pupils	206
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)	48%
Date this statement was published	2025-2028
Date on which it will be reviewed	September 2025
Statement authorised by	Caroline Hawker
Pupil premium lead	Kendall Stuart-Smith
Governor / Trustee lead	Julia Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,161.47
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£161,161.47

Part A: Pupil premium strategy plan

Statement of intent

At Beechcroft St Paul's CE Primary School, we are committed to ensuring that all pupils, regardless of background or disadvantage, have the opportunity to succeed and thrive. Our Pupil Premium Strategy is fully aligned with our Academy Improvement Plan, ensuring a cohesive and strategic approach to raising attainment, removing barriers, and providing every child with the tools, experiences, and support they need to flourish academically, socially, and emotionally.

Objectives for Disadvantaged Pupils:

- Close the attainment and progress gaps between disadvantaged pupils and their peers.
- Improve attendance and engagement, ensuring consistent access to high-quality teaching.
- Develop strong literacy and language skills to unlock the full curriculum.
- Support mental health and wellbeing to build resilience and readiness to learn.
- Broaden horizons and raise aspirations through enriched experiences and opportunities.
- Ensure early intervention, particularly in the Early Years, to address gaps before they widen.

Key Principles of Our Strategy

Strategic Alignment: Our Pupil Premium Strategy is embedded within the Academy Improvement Plan, ensuring that actions to support disadvantaged pupils are central to our whole-school improvement journey.

Equity over equality: We provide what each pupil needs to succeed, not just the same for all.

Evidence-informed practice: Our actions are guided by research and impact evaluation.

Whole-school responsibility: Every member of staff is accountable for disadvantaged pupils' success.

Personalised and proactive: We respond to individual needs with timely, tailored support.

Sustainable improvement: We build capacity and embed long-term change.

In summary, our Pupil Premium Strategy is a central component of our Academy Improvement Plan, ensuring that the needs of disadvantaged pupils are at the heart of our school's vision and practice. Through a relentless focus on high-quality teaching, targeted support, and the enrichment of cultural capital, we are determined to break down barriers and unlock the potential of every child. By working collaboratively with staff, families, and the wider community, we will ensure that all pupils are equipped with the skills, knowledge, and aspirations they need to succeed—now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor Attendance Impact: Disadvantaged pupils often have lower attendance rates, which directly affects their access to consistent, high-quality teaching.</p> <p>Action: Early identification, personalised support, and strong home-school partnerships to improve attendance.</p>
2	<p>Low Literacy Levels Impact: Many disadvantaged pupils enter school with underdeveloped reading and language skills, making it harder to access the curriculum.</p> <p>Action: Prioritising early reading, phonics, and vocabulary development across all key stages.</p>
3	<p>Mental Health and Wellbeing Challenges Impact: Emotional and social difficulties can hinder concentration, engagement, and resilience in learning.</p> <p>Action: Providing targeted pastoral support, counselling, and a nurturing school environment.</p>
4	<p>Limited Cultural Capital Impact: Disadvantaged pupils may lack exposure to enriching experiences, vocabulary, and background knowledge that support academic success.</p> <p>Action: Offering a rich programme of enrichment, cultural visits, and extracurricular opportunities.</p>
5	<p>Lack of Early Intervention Impact: Gaps in communication and language in EYFS can persist without targeted support.</p> <p>Action: Investing in high-quality EYFS provision and targeted early language interventions.</p>

Intended outcomes

Intended outcome	Success criteria
<p>Priority 1: Improve Quality of Teaching and Learning to Close Disadvantage Gaps</p> <p>To ensure Pupil Premium Disadvantaged (PPD) children, of all abilities, are making accelerated progress with Phonics and spelling and narrowing the gap with non-PPD</p> <p>Linked SDP Priorities: 1 (Leadership & Management), 2 (Quality of Education)</p> <ul style="list-style-type: none"> • Pupils make accelerated progress and attain at least in line with national expectations. • Gaps in attainment and progress between disadvantaged and non-disadvantaged pupils narrow across core subjects. 	<p>Improved TLA expertise; PP pupils make accelerated progress; gaps narrow in core subjects</p> <p>PP attainment in maths, phonics, reading at least in line with national</p> <p>PP identified as a focus group; impact of curriculum adaptations visible</p>
<p>Priority 2: Targeted Academic and Pastoral Support for Disadvantaged Pupils</p> <p>Linked SDP Priorities: 2 (Quality of Education), 3 (Behaviour & Attitudes), 5 (EYFS)</p> <ul style="list-style-type: none"> • Disadvantaged pupils receive timely interventions to address barriers, including EAL, SEND, SEMH, and attendance. • Improved attendance of disadvantaged pupils to at least national average, with persistent absence reduced. • EYFS disadvantaged pupils achieve strong outcomes in communication, language, and overall GLD. 	<p>PP pupils make accelerated progress from starting points</p> <p>EYFS PP pupils make strong progress in communication and language, GLD improves</p> <p>Reduction in behaviour incidents; improved engagement and attendance</p> <p>PP attendance \geq national average; persistent absence reduces</p>

<p>Priority 3 Enhance Enrichment, Aspirations, and Cultural Capital for Disadvantaged Pupils</p> <ul style="list-style-type: none"> Disadvantaged pupils access and participate fully in enrichment, trips, clubs, and leadership opportunities. Pupils demonstrate increased confidence, resilience, and cultural capital. 	<p>High PP participation in extracurriculars; case studies show improved confidence</p> <p>PP pupils represented in leadership positions; confidence/resilience developed</p> <p>Raised aspirations and self-belief among PP pupils PP pupils articulate learning about character and diversity</p>
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Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 101,161.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1 Improve Quality of Teaching and Learning to Close Disadvantage Gaps</p> <p>Deliver evidence-informed CPD (EEF, Walkthrus, Steplab) to teachers and Learning Assistants with focus on scaffolding, modelling, and independence.</p> <p>Embed mastery in maths, systematic phonics, and structured reading approaches with targeted support for disadvantaged learners.</p>	<p>Ensuring staff use evidence-based whole-class teaching interventions</p> <p>Walkthrus for CPD by Tom Sherrington</p> <p>EEF reports of recommendations for effective approaches for improving Literacy</p> <p>The Reading Framework 2021</p>	<p>2, 5</p>

<p>Subject leaders monitor and report on disadvantaged pupil outcomes in all curriculum areas.</p> <p>Ensure all staff new to Sounds Write have received paid-for training to deliver the Sounds Write phonics effectively and spelling throughout KS2.</p> <p>EYFS provide opportunities for children to talk and model alongside in the enhanced continuous provision to expand vocabulary and ensure children talk in full sentences. This is also achieved across the whole school. Phonics, pre writing and early writers, achieving GLD. Ensure that EYFS children are Year 1 ready by end of the year.</p> <p>By the end of Reception, children have secure knowledge and skills in words/simple sentences. Pupils achieving ARE and those with lower starting points are rapidly catching up.</p> <p>Sounds Write interventions in place led by teachers and Learning Assistants to close the gap. Rigorous monitoring by SLT team.</p> <p>Learning Assistants in all classes add value to the learning within the classroom and target key children directed by Teacher.</p> <p>Ambitious targets for educational outcomes – every child in our school is a fluent reader by the time they leave Year 6.</p> <p>Working collaboratively across DSAT schools – Subject leaders, training and observing good practice.</p>	<p>Research shows that when LAs are deployed effectively, with appropriate training and support, they can make a significant contribution to pupils' learning.</p> <p>EEF research – Making the best use of TAs- 7 recommendations A systematic review by Burroughs et al. (2019) found that teacher experience, professional knowledge, and opportunity to learn are consistently associated with improved student outcomes.</p> <p>The Education Endowment Foundation (EEF) has rigorously tested interventions and published impact estimates in its Teaching and Learning Toolkit.</p> <p>A systematic review and meta-analysis by Sims et al. (2021) found that teacher professional development is most effective when it includes sustained support, active learning, and alignment with school priorities.</p>	
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<p>By the end of EYFS, all children are KS1 ready. Relationships with parents are established and the importance of attendance shown to patterns as a priority through clear communication.</p> <p>Learning Assistants deliver high quality 1:1 and small group interventions.</p> <p>Bespoke intensive phonics programmes are put in place for pupils who are significantly behind and require 1:1 intervention.</p> <p>All teachers of reading have clarity on who their early readers are.</p> <p>Across the school misconceptions are picked up on and children given opportunities to respond correctly to ensure the gap doesn't widen. This is achieved through questioning and live marking. Teachers can confidently explain gaps and steps taken to remedy.</p> <p>All learning has an emphasis on oracy and vocabulary acquisition.</p> <p>SOARING inclusive Curriculum is planned in a progressive sequence with a small step approach ensuring high quality modelling, scaffolding and opportunities to revisit and overlearn to ensure retention. All children access and experience an intentional, innovative, exciting and diverse co-curricular.</p> <p>Effective teachers who consider cognitive load to ensure all children achieve and engage alongside scaffolding and adaptations.</p> <p>Weekly staff training and subject leaders attend DSAT CPL to ensure subject knowledge is secure.</p>	<p>Collaborate across schools: EEF research shows that collaboration can reduce gaps by up to 38% in primary schools</p>	
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<p>Moderate with Trust colleagues to ensure standards are in line with National expectations; link to experienced staff in Trust schools to mentor expectations</p> <p>Release time for subject leaders and SLT to monitor impact of training in the classroom and book looks to ensure consistency and CPL has been implemented and impact evident.</p>		
<p>Priority 2: Targeted Academic and Pastoral Support for Disadvantaged Pupils</p> <p>Disadvantaged pupils receive timely interventions to address barriers, including EAL, SEND, SEMH, and attendance.</p> <p>Improved attendance of disadvantaged pupils to at least national average, with persistent absence reduced.</p> <p>EYFS disadvantaged pupils achieve strong outcomes in communication, language, and overall GLD.</p> <p>EBSA sessions to be run by Family Liaison Officer.</p> <p>SOARING Curriculum and exposing children to high quality texts that provide appropriate challenging vocabulary</p> <p>Reduce the word gap using high-quality texts and a vocabulary rich curriculum to close the word gap</p> <p>All children to be confident with Tier 2 language and then be exposed to Tier 3.</p>	<p>Key Stage 1 scores – strong links with scores and poor attendance.</p> <p>EEF Recommendation 5 – ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.’</p> <p>EEF Recommendation 7 – ‘Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions’</p> <p>The Education Endowment Foundation (EEF) highlights that high-quality one-to-one and small group tuition can significantly boost progress for</p>	<p>1,2,3,5</p>

<p>Formative assessment used across the school to identify what children know and provide information about gaps and misconceptions.</p> <p>Teachers ensure children are building knowledge through assessment focusing on subject-specific content and concepts.</p> <p>Learning assistants or teachers to attend all Speech And Language Sessions so explicit connections are made between classroom learning and interventions.</p> <p>Clear baseline assessment undertaken using WELCOMM and Engagement profile, taking into account schemas in areas of play.</p> <p>Implement Wellcomm and ShREC approaches in EYFS to accelerate language development.</p> <p>High quality intervention support from key workers and tracking of targets, progress and work alongside Speech and language therapists to support chn falling significantly below.</p> <p>Termly speech and language meetings for SENCO to discuss those who need support from therapists.</p> <p>Speech and language therapist drop ins available for parents and staff termly.</p> <p>Adults to use the SHREC approach within provision to ensure high quality interactions to ensure high quality modelling of speaking & listening.</p>	<p>disadvantaged pupils, especially when linked to classroom teaching and delivered by trained staff.</p> <p>EEF's Teaching and Learning Toolkit shows that:</p> <p>One-to-one tuition can lead to +5 months of progress.</p> <p>Small group tuition can lead to +4 months of progress.</p> <p>These interventions are most effective when targeted using assessment data and monitored for impact</p> <p>A case study by Demie (2021) in the European Journal of Educational Management showed that schools using pastoral care, peer tutoring, and enrichment programmes alongside academic interventions successfully closed the achievement gap</p> <p>Advance HE's 2024 review highlighted that pastoral support contributes to:</p> <p>Retention, performance, and wellbeing.</p>	
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<p>High quality provision will be set up taking into account schemas of play and children’s passions to support the development of the key vocabulary.</p> <p>Using the CUSP curriculum children will be exposed to high quality vocabulary and be able to use it in context</p> <p>Using the CUSP curriculum high quality planning will be implemented and then the impact assessed in the 3 key practice areas of foundational knowledge, structured Story time and opportunities and experiences.</p> <p>Early identification will take place and SALT referrals made where appropriate to ensure early identification and the aim for most children to be signed off of their programmes by the end of EYFS.</p>	<p>Effective support is relational, contextual, and authentic, especially for diverse and disadvantaged learners</p>	
<p>Priority 3: Enhance Enrichment, Aspirations, and Cultural Capital for Disadvantaged Pupils</p> <p>Prioritise and subsidise disadvantaged pupils for extracurricular clubs, trips, and enrichment experiences.</p> <p>Promote disadvantaged pupils into leadership roles (Digital Leaders, Peer Mediators, Worship Leaders).</p> <p>Celebrate disadvantaged pupils’ successes through assemblies, newsletters, and displays.</p>	<p>The Valuing Enrichment Project (Association of Colleges, 2023) found that enrichment activities—such as sports, arts, volunteering, and trips—are vital for developing social and cultural capital, self-confidence, and essential life skills. The report highlights that enrichment is especially important for disadvantaged pupils who may lack access to such experiences outside school, and recommends greater investment to ensure equity</p>	<p>3, 4</p>

	<p>The Duke of Edinburgh’s Award and Centre for Young Lives (2025) report that enrichment activities not only improve engagement and attendance but also support mental health, social skills, and future life chances. Their research shows that pupils from disadvantaged backgrounds benefit most from enrichment, which can act as a “great leveller” by providing experiences and networks otherwise unavailable to them</p> <p>The Ofsted School Inspection Handbook (2019) requires schools to show how they are building pupils’ cultural capital, defined as “the essential knowledge that pupils need to be educated citizens.” This is based on research showing that cultural capital—exposure to arts, literature, and wider experiences—helps disadvantaged pupils access the curriculum and succeed in later life</p> <p>A Department for Education research report (2018) found that high-performing schools serving disadvantaged communities consistently set high aspirations, provide role models, and</p>	
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	<p>broaden pupils' horizons through enrichment and exposure to new experiences. These practices are linked to improved attainment and life chances</p> <p>The Sutton Trust and EEF Teaching and Learning Toolkit notes that while "aspiration interventions" alone have limited impact, combining them with meaningful enrichment and academic support is more effective for raising attainment among disadvantaged pupils</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1: Improve Quality of Teaching and Learning to Close Disadvantage Gaps</p> <p>Attainment Gap</p> <p>To ensure Pupil Premium Disadvantaged (PPD) children, of all abilities, are making accelerated progress with</p>	<p>EYFS curriculum in line whole school curriculum- to ensure foundation are built before entry to KS1.</p> <p>Vocabulary considered throughout primary school journey.</p> <p>Spiral approach used in EYFS so vocabulary is revisited</p> <p>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit finds that systematic phonics</p>	2,5

<p>Phonics and spelling and narrowing the gap with non-PPD</p> <p><u>Attainment Gap EYFS Phonics</u></p> <p>Within FS2 children will be able to write words that are in line with their phonics learning at specific points at the year.</p> <p>At least 67% to be on track in word reading at the end of FS2. The children will be able to read words consistent with their phonic knowledge by sound-blending, read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>In FS1 most school starters (over 70%) will orally blend some simple cvc words. They will talk about their favourite stories, recognise their name and the beginning sounds in some words. Those not on track will be on monitoring and discussions with SENCO on other options for early intervention will have been had. See Insight tracking</p> <p>All chn to have progressed significantly through our EYFS curriculum and increased parental support. Any additional needs flagged ready for transition into FS2/year 1.</p>	<p>teaching leads to an average of +5 months' progress over a year, with the impact being especially strong for disadvantaged pupils. The EEF highlights that explicit, systematic phonics is "an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The Department for Education (DfE) and Ofsted both require schools to use validated, systematic synthetic phonics programmes and to monitor the progress of disadvantaged pupils closely. DfE guidance and statutory phonics screening checks are designed to ensure that all children, including PPD, achieve age-appropriate standards in decoding and spelling.</p> <p>EEF implementation case studies show that schools achieving accelerated progress for PPD children in phonics and spelling have:</p> <p>Consistent, high-quality daily phonics teaching for all.</p> <p>Immediate, targeted same-day catch-up for those falling behind.</p> <p>Parental engagement and workshops to support reading at home.</p> <p>Rigorous tracking and provision mapping for PPD pupils</p>	
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Action

Deliver evidence-informed CPD for teachers and Learning Assistants, with a focus on scaffolding, clarity, and independence

Prioritise mastery approaches in maths, systematic phonics, and structured reading interventions

Subject leaders track PP attainment and progress in all monitoring reports

Monitoring and Evaluation

Lesson visits, work scrutiny, PP pupil progress tracking

NTS outcomes, PSC results, reading ages

SLT link meetings, governor reports

Priority 2: Targeted Academic and Pastoral Support for Disadvantaged Pupils

Linked SDP Priorities: 2 (Quality of Education), 3 (Behaviour & Attitudes), 5 (EYFS)

Speech and Language EYFS

By the end of FS1 most children will be able to correctly pronounce the sounds p, b, m, w, t, d, g, k, communicate what they want by speaking in a short sentence, use

Research (EEF, Walkthrus, Steplab) shows that high-quality teaching has the biggest impact on disadvantaged pupils. The Education Endowment Foundation (EEF) reports that oral language interventions can lead to an average of +6 months' progress, with greater impact for pupils from lower socioeconomic backgrounds. These interventions include structured activities focusing on vocabulary, narrative, and listening skills, often delivered one-to-one or in small groups

2,3,5

<p>connectives in speech and, or because, can use the pronoun I when talking about themselves, have back & forth interactions & stay on topic for 2/3 exchanges, ask and answer simple 'why' questions & describe familiar people, places and objects in sentences</p> <p>By the end of FS2 most children will be able to Hold conversation when engaged in back-and-forth exchanges with their teacher and peer, Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><u>Actions</u></p> <p>Implement small-group and 1:1 interventions in reading, writing, maths (including for EAL and SEND PP)</p> <p>Use Wellcomm, ShREC, and oral language development in EYFS</p> <p>Provide mentoring, counselling, and nurture support for PP pupils with SEMH needs</p> <p>Attendance strategy targets PP persistent absentees with early intervention and parental engagement</p>	<p>The EEF's Early Years Toolkit shows that communication and language approaches in early years settings can lead to +7 months' progress, especially when delivered by trained professionals using interactive reading and modelling strategies</p> <p>Elkan – Support for children and young people with speech, language and communication needs (SLCN). Gives a comprehensive overview of strategies to support children to close the gap – supporting children whole class to develop strategies around vocabulary and expressive</p> <p>Wellcomm – Assessment Speech and Language – WellComm toolkits enable quick and easy identification of children needing speech and language support, making a crucial difference to confidence and attainment. The WellComm Early Years toolkit enables you to quickly and easily identify children aged 6 months to 6 years who may benefit from speech and language support and then the 'Big Book of Ideas' details play-based activities to support children's speech, language and communication development. (Wellcomm website).</p> <p>According to Speech and Language UK, 1.9 million children in the UK struggle with speech and language. Their 2024 research found that:</p> <p>75% of affected children find school and learning difficult.</p>	
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Monitoring and Evaluation

Intervention impact reports; pupil progress meetings
EYFS data tracking; pupil observations
Behaviour logs; attendance tracking
Weekly attendance reviews; case studies

80% of families report negative consequences due to speech and language challenges.

These children are six to eleven times more likely to fall behind in key subjects if not supported early.

The Speech and Language Link report highlights that 25% of children starting school have poor speech or language skills, rising sharply among those growing up in poverty. These delays affect literacy, behaviour, mental health, and long-term outcomes

A joint report by the EEF and Public Health England (Law et al., 2017) found that early language development is a key predictor of later academic success, and that targeted interventions in preschool years can significantly reduce inequalities in outcomes.

The EEF recommends combining academic interventions (like structured oral language programmes) with pastoral support, such as mentoring and wellbeing tracking, to address both learning and emotional needs

Priority 3: Enhance Enrichment, Aspirations, and Cultural Capital for PP Pupils

Linked SDP Priorities: 4 (Personal Development), 3 (Behaviour & Attitudes)

Disadvantaged pupils often have fewer opportunities to access enrichment, leadership, and cultural experiences, which can impact engagement and long-term outcomes

Some PP pupils require structured interventions and pastoral support to thrive academically and socially.

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Actions:

Ensure PP pupils are prioritised and subsidised for trips, clubs, and enrichment

Develop PP pupil leadership roles (e.g., Digital Leaders, Peer Mediators, Worship Leaders)

Embed character and diversity curriculum to build confidence, resilience, and respect

Monitoring and Evaluation

Enrichment logs, PP pupil voice

Pupil surveys, staff feedback

Pupil/parent feedback

Lesson visits, pupil voice

The Education Endowment Foundation (EEF) and the Department for Education (DfE) both recommend that Pupil Premium funding be used to ensure disadvantaged pupils have equitable access to enrichment activities, trips, and clubs. This is because such experiences build cultural capital, confidence, and engagement, which are crucial for closing attainment gaps

Research and guidance from the EEF and DfE stress that enrichment activities—such as educational visits, music, sports, and after-school clubs—are linked to improved wellbeing, attendance, and academic outcomes for PP pupils

National Foundation for Educational Research (NFER) case studies confirm that structured opportunities for pupil leadership and voice are particularly impactful for disadvantaged groups, supporting both confidence and attainment

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1: Improve Quality of Teaching and Learning to Close Disadvantage Gaps</p> <p>Linked SDP Priorities: 1 (Leadership & Management), 2 (Quality of Education)</p> <p>CPL to support teachers to embed Evidence-Informed Teaching Practices- Deliver CPD on strategies and how to integrate them into lesson planning and observation cycles</p> <p>Whole-School Culture of High Expectations. Staff to be able to articulate and Understand barriers specific to our context. Staff to create a culture of belief in every pupil’s potential through a nurturing approach. All staff and children to live out the school values and Implement inclusive routines and shared values through Regular staff briefings, pupil voice activities, and community engagement to reinforce shared purpose.</p>	<p>Research from the National Coalition for Parent Involvement in Education shares that “no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behaviour and adapt well to school.</p> <p>The Education Endowment Foundation (EEF) states that high-quality teaching is the most powerful lever for improving outcomes for disadvantaged pupils. Their Guide to the Pupil Premium recommends that schools prioritise investment in teaching quality before other interventions</p>	<p>2,5</p>

<p>Instructional Coaching and Collaborative Planning by Allocating release time for peer coaching and joint planning focused on disadvantaged learners.</p> <p>Curriculum Adaptation and Mastery Approaches ensuring all monitoring has a focus on PP pupil progress and ensure learning is adapted accordingly.</p>		
<p>Priority 2: Enhance Enrichment, Aspirations, and Cultural Capital for PP Pupils</p> <p>Linked SDP Priorities: 4 (Personal Development), 3 (Behaviour & Attitudes)</p> <p>Family Liaison Officer to improve parent support, attendance and engagement alongside Vulnerable Identified Pupils Leader.</p> <p>Regular open classrooms to share with parents what is being taught and to celebrate achievements to promote a working in partnership relationship between school and parents.</p> <p>Meet the teacher session to build relationship with parents. Workshops throughout the year delivered by teachers.</p> <p>MHST workshop/coffee morning delivered for parents – Sleep difficulties, supporting your child’s anxiety.</p>	<p>Children are not ready or in a place to learn without emotional well-being and the ability to self-regulate. EEF report states that social and emotional learning interventions provide +4 months impact and behaviour interventions +3</p> <p>EEF Recommendations 5 and 7.</p> <p>The DfE’s Pupil Premium Guidance encourages schools to use PP funding for wider strategies, including family engagement and pastoral support. FLOs are recognised as part of this approach, especially in schools with high levels of disadvantage.</p> <p>The EEF Guide to the Pupil Premium promotes a tiered approach: high-quality teaching, targeted academic support, and wider strategies—including family liaison and pastoral care</p>	<p>4</p>

<p>Handouts are provided to parents about local support in the community.</p> <p>Inviting parents in for events across the school year e.g. Sports Day, Reading, Mental Health Week, Class worships following trips.</p> <p>Dojo communication – Whole class/school story, portfolios. Staff to be seen to be approachable by being proactive.</p> <p>Shared consistent ZoR language used by staff and parents.</p> <p>Drop ins with Family Link Worker. This is to signpost support in the local area and identify is wider support is needed. Referrals to Early Help can be a result of these drop ins with parent agreement.</p> <p>Family Liaison Officer is a member of the Chesil Locality Local Alliance Group who meet regularly. Any relevant information is shared with parents on dojo, Arbor and passed on to parents who meet with the FLO.</p> <p>Member of staff is the local counsellor who supports parents within the school community and wider.</p> <p>Links and signposting is provided to parents about services and charities who are available to parents</p>		
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<p>who would like someone to talk to and listen such as Family Lives.</p>		
<p>Priority 3: Enhance Enrichment, Aspirations, and Cultural Capital for PP Pupils</p> <p>Linked SDP Priorities: 4 (Personal Development), 3 (Behaviour & Attitudes)</p> <p>Financial Support given for school trips, clubs, uniform and food to promote inclusion, raise self-esteem and develop a sense of belonging.</p> <p>Personal Development offer at Beechcroft</p> <p>Information is provided to parents about clubs available in the community. External providers provide clubs in school which children can continue out of school.</p> <p>Signposting to parents about Dorset Council holiday activities free of charge for children and young people who receive benefit- related free school meals – holidayactivities@dorsetcouncil.gov.uk</p> <p>Bagel Breakfast club available every morning for children to access before entering the classroom to learn.</p>	<p>The Education Endowment Foundation (EEF) Guide to the Pupil Premium recommends that schools use PP funding to subsidise trips, clubs, and enrichment activities for disadvantaged pupils, ensuring equitable access to experiences that build cultural capital and aspirations. The EEF highlights that these wider strategies are essential for closing attainment gaps and improving life chances.</p> <p>The Department for Education (DfE) Pupil Premium Guidance explicitly states that schools can use PP funding to support families with costs for enrichment, uniform, and other barriers to participation, and encourages schools to signpost families to local and national support services</p> <p>The Unity Research School and EEF highlight that signposting families to community resources—such as food banks, mental health support, and local enrichment programmes—can help address non-academic barriers that limit participation and aspiration for disadvantaged pupils. This approach is especially important for families facing financial hardship or social isolation.</p> <p>The National Foundation for Educational Research (NFER) and DfE both recommend that schools work in partnership with local agencies and charities to provide wraparound support, which is</p>	

	<p>linked to improved attendance, wellbeing, and engagement in enrichment activities.</p> <p>The EEF and Sutton Trust both report that schools using PP funding to remove financial barriers and connect families to community support see improved engagement, confidence, and aspirations among disadvantaged pupils.</p>	
<p>Priority 4: Targeted Academic and Pastoral Support for Disadvantaged Pupils</p> <p>Linked SDP Priorities: 2 (Quality of Education), 3 (Behaviour & Attitudes), 5 (EYFS)</p> <p>Train all staff in zones of regulation and sensory within the classroom to ensure children are ready to learn. Targeted interventions planned for and delivered.</p> <p>Full time Family liaison officer to support children when required with their emotions. Developments of a nurturing space ‘The Nest,’ developed.</p> <p>Emotional support provided by ELSA practitioners. Training another member of staff to deliver ELSA.</p> <p>Whole School approach to Zones of Regulation – updates for all staff.</p>	<p>A 2024 evaluation summary of ELSA in UK schools found that both ELSAs and Head teachers report positive impacts on pupils’ emotional wellbeing, confidence, and ability to manage emotions. Schools noted improvements in behaviour, relationships, and readiness to learn, especially for disadvantaged pupils.</p> <p>Case studies and qualitative research highlight that ELSA is often used as a targeted intervention for PP pupils with social, emotional, or mental health needs. ELSAs work one-to-one or in small groups, focusing on goals such as improving self-esteem, reducing anxiety, and building resilience.</p> <p>The Education Endowment Foundation (EEF) rates social and emotional learning (SEL) interventions as having a moderate positive impact (+3 months’ progress) for disadvantaged pupils, with ELSA cited as a widely used, evidence-informed approach in UK schools</p>	

Interventions delivered; Zones of regulation, Lego therapy, Talkabout, Language for Behaviour to support children with their emotional regulation.		
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Total budgeted cost: £ 161,161.47

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Disadvantages Pupil Performance overview for last academic year</u>		
Measure	Score July 2024	Score July 2025
Meeting expected standard at KS2	Reading 88%	Reading 100%
	Writing 69%	Writing 71%
	Maths 75%	Maths 92%
	GPS 69%	GPS 92%
Achieving high standard at KS2	Reading 19%	Reading 14%
	Writing 6%	Writing 14%
	Maths 19%	Maths 14%
	Combined 6%	Combined 7%

Progress in Reading and Writing

Children make excellent progress in reading from their starting points. Results at the end of KS2 were above National Average for the Second year in a row, having been in line for two consecutive years. Pupil Premium attainment was Significantly Above National Average. Engagement with home reading has improved but remains an area for development. Reading Blocks have been introduced to improve pedagogy and to improve oracy in classrooms. A strong emphasis has been placed on teaching reading fluency. Supporting

teachers with planning sequences of writing addressing need and gaps is main priority of CPL. Staff have a greater understanding of Early and Novice writers. Embedding support strategies for these pupils further up the school is a priority. Writing remains a priority for the school. End of KS2 results were again in line with National Average however they have remained static for the last 4 years. CPL has been delivered on the unit design and ensuring that writing skills are taught before building to a final piece of writing. Teachers understand how to support pupils who have fallen behind with their writing. Linking phonics with writing has ensured that pupils in KS1 are able to apply their phonics in their writing accurately. Transcription is a key area of focus moving forward. CPL around the Ethic Of Excellence and connected Walk Thrus are a focus to ensure that pupils final outcomes are in line with what they are capable of.

Progress in Mathematics

Mathematics outcomes were Significantly above National Average for the second consecutive year. Pupil Premium children attainment is above National Average in line with their peers.

The impact on fluency and number sense further down the school, is having an impact on closing the gap quicker from pupils starting points. Pupils who are working behind the peers, receive extra intervention with factual fluency from a class teacher. Developing Hard Thinking and Mathematical Talk, is having an impact on pupil participation and attainment. CPL will continue to focus on this.

Phonics

Phonics results improved last year from the previous academic year but remain below National Average at 67%. Two pupils were dis-applied: non-verbal and selective mutism. Another pupils was educated out of year group as he awaited specialist provision. In year entry pupils from Home Education and EAL made rapid progress but did not quite meet the check. Pupil Premium children passing the check improved on the previous year and was in line with non-Pupil Premium. Children who have not met Phonics Standard who are falling behind are given early intervention and their progress is tracked rigorously.

Other- Attendance

Attendance remains a barrier for the school. Last year, we appointed a full time FLO and we are beginning to see impact as relationships with the families become more secure. The Family Liaison Officer has undertaken EBSA training and has begun to use this with targeted families. Close links with the Local Authority have been formed and they attend Attendance Meetings with Parents however

they often don't attend and are held in their absence. The Nest has been moved into the heart of the school and an extra member of Staff has been appointed in order to add capacity.

Two members of Staff have undertaken ELSA training to improve our offer and increase the amount of children that we can offer this too. Play Therapy is also part of our offer. External Support has been sought to help provide a pathway back to school for those children with EBSA. Attendance remains a key focus.

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
ELSA (Emotional Literacy Support Assistant) Training and supervision for staff to support PP pupils with emotional regulation, anxiety, and trauma	ELSA Network/ Local Educational Psychology Services
Zones of Regulation SEL framework helping children identify and regulate emotions. Embedded in nurture provision for PP pupils	Educational Psychologists
Trips and residentials PP funding used to subsidise costs for educational visits and residentials to ensure equity of access	PGL

Family Liaison Officer (FLO) PP funding used to employ FLOs who work with families to improve attendance, engagement, and access to services	School Employed
Talkabout, Hidden Chimp, Take 10 Intervention	Implemented following advice and support from Specialist Teacher Dorset Council
Specialist Teacher programmes	Implemented following advice and support from Specialist Teacher Dorset Council
Learn to Move	Implemented following advice and support from OT NHS
Speech and Language support	Implemented following advice and support from Speech and Language Therapists NHS
EBSA (Emotionally Based School Avoidance)	Dorset Council Family Liaison Officer trained to deliver EBSA sessions to parents
Play Therapy	School sourced private Play Therapy to support children

Further information

Signposting to parents about services and charities who are available to parents who would like someone to talk to and listen.

The Westham Support Fund

The Westham Support Fund is a charity organised through St Paul's Church to support people living within the Parish or who go to school there who are in need. Families with children at Beechcroft St Paul's are regularly supported by it. We are pleased that one of our governors is a trustee- <https://www.stpaulsweymouth.org/help/westham-support-fund>

The Nest

The Nest is a community social supermarket based in Westham to support families and individuals with limited disposable income- <https://www.thenestweymouth.co.uk/>

Family Matters

Family Matters in Weymouth is a charity that supports families that are experiencing hardship and provide items for babies and pre-schoolers - <https://www.weymouthtowncouncil.gov.uk/wp-content/uploads/2019/11/Family-Matters-Flier.pdf>

Family Information Directory

Dorset Council's Family Information Service's 'Family Information Directory'. There are 89 organisations listed in Weymouth (from this link, under 'Narrow your results' and 'location', click 'Weymouth').

<https://familyinformationdirectory.dorsetcouncil.gov.uk/kb5/dorset/fsd/results.action?familychannel=400&term=&sorttype=field&sortfield=title>

Help and Kindness

The 'Help & Kindness' website. This shows helping community organisations in Dorset, but is mostly focused on those in Weymouth (where 208 organisations/services are listed). <https://www.helpandkindness.co.uk/search/dorset/weymouth>

Drop in Portland

The drop in Portland is an independent Youth Service supporting the young people on the island aged 8 - 21 years. The Drop In is a safe and inclusive environment for young people to build self confidence and compassionate relationships with peers. <https://www.thedropinportland.com/>

Youth clubs and groups

<https://dorsetyouth.com/projects/youth-clubs-groups/outofschool/grid/any/0/238/1/undefined/any/youngPeople/undefined/undefined/1?q=>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS1 and 2 reading	July 26
Progress in Writing	Achieve national average progress scores in KS1 and 2 writing	July 26
Progress in Mathematics	Achieve national average progress scores in KS1 and 2 maths	July 26
	Achieve national average expected standard in Multiplication Tables Check	June 26
Phonics	Achieve national average expected standard in Phonics Screening Check	June 26
Other	Improve attendance of disadvantaged pupils to national average	July 26

Other - EYFS	Achieve national average GLD learning goals	July 26	
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