Premium Strategy
Beechcroft St Paul's CE Primary School

Published: September 2025/ 2026

Review: September 2027

School overview

Detail	Data
Number of pupils in school	181
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)**	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Caroline Hawker
Pupil premium lead	Kendall Stuart-Smith
Governor / Trustee lead	Sue Biles and Lynne Phillips

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,930.46
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£131,930.46

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, belong 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.

The strategy is explicitly aligned to the Academy Improvement Plan priorities for teaching and learning, attendance, Early Years, inclusion, personal development and family engagement. Disadvantaged pupils are identified as a priority group within all school monitoring, coaching, intervention and enrichment systems.

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, language and mathematical 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.

Attendance remains the single greatest barrier to achievement for disadvantaged pupils and therefore receives the largest proportion of strategic monitoring and pastoral intervention.

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	**Poor Attendance** Disadvantaged pupils often have lower attendance rates, which directly affects their access to consistent, high-quality teaching. Attendance is significantly below national averages and disproportionately affects disadvantaged pupils. Persistent absence, including pupils experiencing EBSA and complex family circumstances, resulting in reduced access to high-quality teaching. Attendance remains the most significant barrier to improved outcomes.
2	**Low Starting points – Literacy and Numeracy Levels** Many disadvantaged pupils enter school with underdeveloped reading, language and mathematical skills, limiting their ability to access the curriculum and make strong progress across subjects.
3	**Mental Health and Wellbeing Challenges** Emotional and social difficulties can hinder concentration, engagement, and resilience in learning.
4	**Limited Cultural Capital** Disadvantaged pupils may lack exposure to enriching experiences, vocabulary, and background knowledge that support academic success.
5	**Communication and Interaction – Early Identification** Gaps in communication and language in EYFS can persist without targeted support.

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
Improve Attendance Targeted attendance plans, EBSA support, family liaison and multi-agency working will be prioritised for disadvantaged pupils whose attendance presents a barrier to achievement.	PP attendance ≥ national average; persistent absence reduces Raised profile – Attendance is everybody's business

Attendance monitoring will identify disadvantaged pupils requiring graduated intervention and bespoke support to improve engagement and outcomes.	Family Liaison Officer delivers Emotionally Based School Avoidance (EBSA) support and works closely with families to improve attendance and engagement. Robust attendance systems, weekly review and monitoring by Headteacher and FLO to ensure early identification of concerns, patterns and personalised family support are used to reduce persistent absence among disadvantaged pupils.
Improve Quality of Teaching and Learning to Close Disadvantage Gaps 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	Improved TLA expertise; PP pupils make accelerated progress; gaps narrow in core subjects PP attainment in maths, phonics, reading at least is above national PP identified as a focus group; impact of curriculum adaptations visible
Targeted Academic and Pastoral Support for Disadvantaged Pupils Disadvantaged pupils receive timely interventions to address barriers, including EAL, SEND and SEMH 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.	PP pupils make accelerated progress from starting points EYFS PP pupils make strong progress in communication and language, GLD improves Reduction in behaviour incidents; improved engagement and attendance
Enhance Enrichment, Aspirations, and Cultural Capital for Disadvantaged Pupils Disadvantaged pupils access and participate fully in enrichment, trips, clubs, and leadership opportunities. Pupils demonstrate increased confidence, resilience, and cultural capital.	High PP participation in extracurriculars; case studies show improved confidence PP pupils represented in leadership positions; confidence/resilience developed Raised aspirations and self-belief among PP pupils PP pupils articulate learning about character and diversity

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: £ 101,161.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and embed evidence-informed CPD (EEF, Walkthrus, Steplab) for teachers and Learning Assistants with focus on scaffolding, modelling, and independence. Fund cover time for teachers and LAs to complete drop ins across the school (Steplab)	Collaborate across schools: EEF research shows that collaboration can reduce gaps by up to 38% in primary schools Research from the EEF and instructional coaching studies demonstrates that improving teaching quality is the most effective school-based approach for closing disadvantage gaps and improving outcomes for disadvantaged pupils.	2
Purchase Sounds Write programme and corresponding books. Release time for English lead to support interventions and QFT Release time and training for staff to deliver high quality Phonics sessions	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
Provide a Learning Assistant to all classes that add value to the learning within the classroom and target key children directed by Teacher.	Research shows that when LAs are deployed effectively, with appropriate training and support, they can make a significant contribution to pupils' learning. EEF research – Making the best use of TAs- 7 recommendations	1,2,3,4,5
Fund release time for teachers/ Subject Leaders to work collaboratively across DSAT schools and monitor the impact of CPL and consistency in book looks	Education Endowment Foundation (EEF), Guide to the Pupil Premium (2024): High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	2
Provide release time for EYFS staff to engage in Speech and Language	The EEF identifies oral language interventions as a high-impact approach, particularly for disadvantaged pupils who may have more limited opportunities for academic talk outside school. Oral language	5

training including SHREC, PEICD	interventions typically generate around +6 months' progress	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher and Subject Leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2

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

Budgeted cost: £12,307.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional, bespoke intensive phonics programmes for pupils who are significantly behind and require 1:1 or small group intervention.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	2
Fund release HLTA time to deliver targeted number sense intervention to targeted group	EEF evidence suggests that mastery learning and targeted small-group interventions can provide up to +4 to +5 months' additional progress, particularly for lower-attaining and disadvantaged pupils. Number Sense interventions develop fluency and number confidence, helping to close emerging attainment gaps for disadvantaged girls.	2
Purchase Flash Academy to support EAL learners and support given to engage in intervention daily	Research from the Bell Foundation shows that English language proficiency is one of the strongest predictors of attainment for EAL pupils, making targeted language support essential. Increased number of children joining with English as an additional language	2
Fund release time for staff to attend drop ins with	A joint report by the EEF and Public Health England (Law et al., 2017) found that early language	2,5

speech and language therapist Release time for SALT champion to support progress and impact of interventions	development is a key predictor of later academic success, and that targeted interventions in preschool years can significantly reduce inequalities in outcomes.	
Purchase WELCOMM and complete assessment for all children in EYFS to support Early identification	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	2,5
Fund Learning Assistants to deliver high quality 1:1 and small group interventions - Phonics, Reading, Maths and Speech and Language Provide release time for planning and resourcing to ensure high quality interventions.	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.'	2,3,5
Purchase of Black Sheep Press to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Teaching and Learning Toolkit | EEF	5

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

Budgeted cost: £18,461.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund full time Family Liaison Officer to raise the profile of attendance and work closely with families	The Department for Education's analysis consistently shows a strong relationship between attendance and attainment, with pupils who attend school regularly achieving significantly better outcomes at Key Stage 2 and GCSE than those who are persistently absent. Disadvantaged pupils are disproportionately represented amongst persistent absentees, making attendance improvement a key strategy for narrowing attainment gaps.	1,3
Embedding principles of good practice set out in the DfE's guidance on working together to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

improve school attendance. Training for staff to develop and implement new procedures.		
Fund training for staff to deliver; ELSA EBSA Draw and Talk Provide time for interventions to be delivered	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. Targeted Emotionally Based School Avoidance (EBSA) interventions support pupils whose attendance is affected by anxiety and emotional needs. By working closely with families and providing graduated support, schools can improve attendance, engagement and readiness to learn.	1,3
Fund release time to train children in leadership roles (Digital Leaders, Peer Mediators, Worship Leaders).	A Department for Education research report (2018) found that high-performing schools serving disadvantaged communities consistently set high aspirations, provide role models, and broaden pupils' horizons through enrichment and exposure to new experiences. These practices are linked to improved attainment and life chances	4
Subsidise disadvantaged pupils for extracurricular clubs, trips, uniform, food and enrichment experiences.	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 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	4
Fund additional sessions e.g Sports and Seedlings	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.	4
Fund resources and staffing to run nurture provision – The Nest	The EEF Teaching and Learning Toolkit reports that social and emotional learning approaches are associated with an average of +3 months' additional progress. These approaches help pupils develop self-awareness, self-management, social skills and resilience. Advance HE's 2024 review highlighted that effective pastoral support improves wellbeing, engagement and participation.	3

Organise and fund staffing to run free breakfast club	Providing a free breakfast club can improve attendance, punctuality, concentration and readiness to learn, while EEF research found it can lead to two additional months' progress in reading, writing and maths, particularly benefiting disadvantaged pupils.	1
Provide whole school CPL for behaviour, Mental Health, Zones of Regulation and EBSA	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 EEF: Social and Emotional Learning (SEL) Guidance The EEF reports that approaches developing self-awareness, social skills, resilience and confidence have positive impacts on academic attainment as well as wellbeing.	1,3

Total budgeted cost: £131,930.46

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantages Pupil Performance overview for last academic year

	Score July 2025	Score July 2026
Meeting expected standard at	Reading 100% Writing 71% Maths 92% GPS 92%	Reading: 77% Writing: 60% Maths: 55% GPS:70%
Achieving high standard at KS2	Reading 14% Writing 14% Maths 14% Combined 7%	Reading 10% Writing 15% Maths 5% Combined 0%

Impact of PP strategy for academic year 2025-2026

During the previous academic year, the school's Pupil Premium Strategy had a positive impact on the attainment, progress and wider outcomes of disadvantaged pupils. Through a combination of high-quality teaching, targeted academic intervention, pastoral support and enrichment opportunities, disadvantaged pupils were able to make strong progress from their starting points.

Raising Attainment and Progress

Outcomes for disadvantaged pupils at Key Stage 2 improved significantly. In 2025, 100% of disadvantaged pupils achieved the expected standard in reading, compared to 88% in 2024. Mathematics attainment increased from 75% to 92%, whilst GPS outcomes improved from 69% to 92%. Writing attainment also increased from 69% to 71%. These outcomes demonstrate that the school's focus on high-quality teaching, structured reading approaches, targeted intervention and quality first classroom practice has enabled disadvantaged pupils to achieve outcomes that are above or in line with national expectations.

In 2026, 75% of disadvantaged pupils met the expected standard in reading. Although this was a dip, two of the pupils did not sit the tests as they were on role but not attending school. Two others joined the school at the start of year 6 and made accelerated progress but fell just short of 100 scaled score. In Maths, 55 % of disadvantaged pupils met the expected standard. Except for one non-attender, those who did not meet the expected standard were girls. This is a pattern we had seen three years ago but not the previous two years; therefore this will need to be focus this year. 60 % of disadvantaged pupils met the expected standard in writing. Although results were lower than the previous year, this cohort made accelerated

progress with 13 homegrown pupils moving from WTS to ARE or from ARE to GDS from the end of KS1 in reading and maths.

Reading continues to be a particular strength of the school. Disadvantaged pupils made excellent progress from their starting points and attainment remained significantly above national averages. The introduction of reading blocks, an increased focus on reading fluency and improved pedagogy have strengthened classroom practice and contributed to improved outcomes. Home reading engagement has also improved, although this remains an ongoing area for development.

In mathematics, disadvantaged pupils achieved outcomes above national averages. The school's emphasis on fluency, number sense, mathematical talk and targeted intervention for pupils requiring additional support has helped to accelerate progress and reduce attainment gaps. Evidence suggests that early intervention and focused support are having a positive impact on closing gaps more quickly from pupils' starting points.

Strengthening Early Reading and Phonics

In 2026, 92% of pupils met the expected standard in phonics. Disadvantaged pupils performed in line with their non-disadvantaged peers. Where pupils did not meet the expected standard, robust intervention programmes, rigorous tracking and early support ensured that pupils continued to make progress and receive the targeted assistance required to close gaps in learning. In 2026, we saw the impact of our work on Early Writing focus on phonics, sentence work and transcription with 75% of disadvantaged pupils working at ARE+ in writing.

Improving Teaching and Learning

Investment in professional development continued to enhance classroom practice across the school. Staff training focused on reading, writing, maths and curriculum development.

Teachers developed a stronger understanding of how to identify and address gaps in learning, whilst improvements in curriculum sequencing and writing instruction have strengthened provision for disadvantaged pupils. As a result, staff are increasingly confident in adapting teaching to meet the needs of disadvantaged learners and ensuring they access the full curriculum.

Supporting Wellbeing and Behaviour

Significant investment in pastoral and wellbeing support has strengthened provision for disadvantaged pupils facing social, emotional and mental health challenges. The appointment of a full-time Family Liaison Officer has improved relationships with families and increased the school's capacity to support attendance and engagement. Targeted Emotionally Based School Avoidance (EBSA) work has begun to support vulnerable families and pupils experiencing barriers to attendance.

The development of The Nest nurture provision, the expansion of Emotional Literacy Support Assistant (ELSA) capacity and access to play therapy have enhanced support for pupils requiring additional emotional

and behavioural intervention. These measures have increased the school's ability to respond proactively to pupil needs, improve emotional regulation and remove barriers to learning.

Attendance and Engagement

Attendance remains the most significant challenge for the school. Whilst overall attendance has not yet reached the desired level, early evidence suggests that targeted attendance work, improved family engagement and closer collaboration with external agencies are beginning to have a positive impact. The establishment of stronger relationships between home and school is providing a firmer foundation for future improvements in attendance and punctuality.

Enrichment, Aspiration and Cultural Capital

Pupil Premium funding has ensured that disadvantaged pupils have continued access to educational visits, residential experiences, extracurricular opportunities and wider enrichment activities. Financial support has reduced barriers to participation and enabled pupils to engage fully in the broader life of the school. These experiences have contributed positively to pupils' confidence, self-esteem, sense of belonging and aspirations for the future.

Overall Evaluation

The strategy has been effective in raising attainment and accelerating progress for disadvantaged pupils, particularly in reading and mathematics, where outcomes are now above national averages. Improved teaching, targeted intervention and strengthened pastoral provision have contributed significantly to these successes. While attendance remains an ongoing challenge, the foundations have been established through enhanced family support, attendance systems and wellbeing provision. The school will therefore continue to prioritise attendance, writing development, phonics attainment and early intervention whilst maintaining the high-quality teaching and pastoral support that have contributed to the strong outcomes achieved by disadvantaged pupils.

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)	ELSA Network/ Local Educational Psychology Services
Zones of Regulation	Educational Psychologists

Trips and residentials	PGL
Family Liaison Officer (FLO)	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
Draw and Talk	Drawing and Talking Ltd
Steplab	https://steplab.co/meet-the-team
Sounds-Write	Phonics Programme
WellComm Early Years	Speech and Language screening/intervention programme
ShREC	Approach for developing spoken language and vocabulary
WalkThrus	Professional Development Programme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information

Signposting parents and carers to services, charities and support organisations that can provide advice, a listening ear and emotional support. This includes guidance and support for families experiencing attendance difficulties, helping them to access appropriate services and overcome barriers to regular school attendance.

Financial Hardship and Cost of Living Support

The Westham Support Fund- Charity supporting families living in the parish or attending local schools who are experiencing hardship.
The Nest- Community social supermarket supporting families and individuals with limited disposable income.
Family Matters- Provides essential items for babies and pre-school children for families experiencing hardship.
Citizens Advice Central Dorset- Advice on debt, benefits, housing, employment and financial issues.
Dorset Community Foundation- Information on hardship funds, community grants and local financial support.

Food Security and Community Support

Weymouth Foodbank- Emergency food support and signposting.
Community Fridge Dorset- Access to surplus food and community support schemes.

Parenting and Family Support

Dorset Council Family Hub Network- Parenting courses, family support, early help and advice.
Home-Start Wessex- Practical and emotional support for families with young children.
Family Matters- Support for families facing financial hardship with young children.

Child and Parent Mental Health Support

Dorset Mind- Mental health support, wellbeing resources and advice.
YoungMinds- Guidance and support for parents concerned about children's mental health.

Attendance Guidance and Support

Department for Education: Working Together to Improve School Attendance- National guidance on attendance expectations and support.
Children's Commissioner: Attendance Guide for Parents- Parent-friendly attendance guidance.
NHS School Anxiety and Refusal Resources- Support for children whose attendance is affected by anxiety or emotional needs.
Education Endowment Foundation (EEF)- Research and evidence on parental engagement and attendance improvement.

Holiday Activities

Dorset Council HAF (Holiday Activities and Food Programme) - Free holiday activities and meals for eligible children receiving benefit-related free school meals.