

# Pupil premium strategy statement – Beechwood Junior 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  | 350                            |
| Proportion (%) of pupil premium eligible pupils   | 31% (110 pupils)               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024-2027                      |
| Date this statement was published   | December 2025                  |
| Date on which it will be reviewed   | October 2026                   |
| Statement authorised by   | Lucy Phillips<br>(Headteacher) |
| Pupil premium lead  | Alexander Massey               |
| Governor / Trustee lead   | Tom Petrilli                   |

## Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £ 173 264 |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0        |
| <b>Total budget for this academic year</b><br><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> | £ 173 264 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children make good progress and achieve high attainment across all subjects, irrespective of their background or the challenges they face. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve this goal.

Our School Improvement Plan highlights three areas which will have a direct impact on disadvantaged pupils. The first is leadership. By empowering middle and subject leaders to coach and mentor colleagues, as well as using precise data analysis, we will ensure that all children receive the bespoke support that they need to thrive at Beechwood. The second area is pedagogy. At Beechwood, skilled teachers understand which approach will work best with a particular child. We will be working further on peer feedback and improving outcomes through a collaborative lesson study. The third area of focus is oracy. Research has shown that oracy skills are a key part of success at school. We are aiming for the children to develop a rich vocabulary, the confidence to speak out clearly and the empathy to listen to others.

Quality First Teaching (QFT) 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, while at the same time benefitting all pupils in our school. QFT will include, but is not limited to: engaging, carefully sequenced units of work; regular spaced retrieval of previously taught material; scaffolds and reasonable adjustments so that all learners can access the learning; and the use of both formative and summative assessment to ascertain learners' next steps both within and between lessons. Our milestones document – used for CPD across the school - highlights the different areas we are focusing on. These are: behaviour for learning, retrieval, aiding memory and retention, questioning, modelling, reasonable adjustments, peer feedback, intentional talk and thinking aloud.

We will work closely with families to try to improve attendance. We now use a graduated approach to attendance. This means that for those children whose attendance falls below a certain level, a range of strategies will be used to help support them attend school on a regular basis. This will include phone calls home; regularly meeting with parents and carers; fully or partially funding breakfast club for some pupils; incentivising attendance through our reward system; ensuring that children feel successful in the classroom; analysing data (and meeting regularly to discuss this data and potential barriers); and creating a warm and stimulating environment for our pupils. Our Family Support Worker will form supportive professional relationships with families and will also work with children throughout the school day. They will also liaise with, and inform parents about, external agencies for further support. The children will also

have access to our ELSA should they need further pastoral support or therapeutic intervention.

Using the tiered approach recommended by the EEF, there will be a range of interventions targeting the needs of disadvantaged pupils. These may take the form of closing identified gaps or pre-teaching to increase pupils' confidence prior to new learning. Alongside this, the existing range of social and emotional support and intervention groups will continue to run to ensure that the children are settled and ready to learn. The Pupil Premium Lead will work with the Senior Leadership Team and Year Leaders to ensure that all children are supported.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Last year, 22% of disadvantaged children failed to secure the expected standard in Maths. Key barriers for pupils identified through assessment (after an analysis by the Year 6 Leader) and pupil conferencing are:</p> <ul style="list-style-type: none"><li>• Mathematical reasoning – solving word problems.</li><li>• Speed of recall of number bonds and times tables.</li></ul>  |
| 2                | <p>Last year, 22% of disadvantaged children failed to secure the expected standard in Writing. Key barriers for pupils identified through assessment (after analysis by the Year 6 leader) and pupil conferencing are:</p> <ul style="list-style-type: none"><li>• Technical aspects of composition – spelling, handwriting and grammar.</li><li>• A need for more high-quality feedback which moves on learning after writing tasks.</li></ul>                |
| 3                | <p>Last year, 25% of disadvantaged children failed to secure the expected standard in Reading. Key barriers for pupils identified through assessment (after analysis by the Reading leader) and pupil conferencing are:</p> <ul style="list-style-type: none"><li>• Reading fluently, at speed and for meaning.</li><li>• Building a mental model of the whole text.</li><li>• Writing coherent written responses.</li><li>• Developing GDS readers.</li></ul> |
| 4                | <p>Disadvantaged pupils are not attending school regularly enough. 16% of children in receipt of Pupil Premium funding were persistently absent last year</p>  |

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|   | <p>(compared to 8% across the whole school or 13% nationally in the Autumn and Spring Terms). Key barriers to regular attendance are:</p> <ul style="list-style-type: none"> <li>• Difficulties getting to and from school.</li> <li>• Absence due to sickness.</li> <li>• Inconsistent attendance.</li> </ul> <p>Pupils who are persistently absent develop gaps in their learning.</p>   |
| 5 | <p>Ongoing dialogue and discussion with families – and CPOMS data - shows that a significant number of families benefit from pastoral intervention, including social, emotional and mental health support.</p> <p>In 23-24 there were:</p> <ul style="list-style-type: none"> <li>-18 MHST referrals</li> <li>-5 No Limits Referrals</li> <li>-15 CAMHS referrals</li> </ul> <p>In 24-25 there were:</p> <ul style="list-style-type: none"> <li>-24 MHST referrals</li> <li>-5 No Limits referrals</li> <li>-11 CAMHS referrals</li> </ul> |

## 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  |
|--|---|
| <p>Ongoing QFT and targeted interventions leads to the number of pupils in receipt of PP funding achieving the expected standard in Reading, Writing or Maths at the end of KS2 being in line with or above the national average at the end of 2026, 2027 and 2028.</p> <p>For reference, the 2025 national end of KS2 results were:</p> <p>Reading: 75%<br/> Writing: 72%<br/> Maths: 74%<br/> SPaG: 73%<br/> Combined: 72%</p> | <p>At the end of 2025-2026, the number of pupils in receipt of PP funding achieving the expected standard in Reading, Writing and Maths will be in line with or above the national average.</p> <p>At the end of 2026-2027, the number of pupils in receipt of PP funding achieving the expected standard in Reading, Writing and Maths will be in line with or above the national average.</p> <p>At the end of 2027-2028, the number of pupils in receipt of PP funding achieving the expected standard in Reading, Writing and Maths will be in line with or above the national average.</p> |

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| In 2025-2026, the number of disadvantaged pupils achieving the expected standard in Writing and Maths in Year 5 will increase. | <p>In Year 5, the percentage of pupils in receipt of PP funding achieving the expected standard in Writing will increase from 38% to at least 60%.</p> <p>In Year 5, the percentage of pupils achieving the expected standard in Maths will increase from 58% to at least 75%.</p>   |
| Attendance will improve for disadvantaged pupils.  | <p>PA will fall to 10% or below among PP pupils.</p> <p>This target will be reviewed termly. In July a new target will be set for the next academic year.</p>  |
| Engagement with families will increase; more children will take up enrichment opportunities.                                   | <p>The Family Support Worker and PP Lead will engage more parents of persistent absentees through meetings, phone calls and positive messages home. Families will be made aware of support that they can access outside of school. 100% of disadvantaged children will be offered an enrichment opportunity. The PP Lead will work with the Assistant Head to improve the enrichment offer.</p> <p>All PP children will be conferenced about enrichment opportunities and what they would like to see at Beechwood.</p> <p>For reference, in the year 2024-2025, 48 out of 117 PP children did not take part in an enrichment opportunity.</p> |

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £86,600 (50%)

| Activity                         | Evidence that supports this approach  | Challenge number(s) addressed |
|----------------------------------|---|-------------------------------|
| Carefully planned teacher/TA CPD | There is a strong evidence base to suggest that QFT is the best strategy to improve pupil attainment. | 1, 2, 3                       |

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|--|--|---------|
| developing questioning, scaffolding using reasonable adjustments, modelling and AfL                                    | <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a><br><br>And that supporting this with effective professional development is pivotal in improving children's outcomes. Below is the link to the most recent large review of the research on professional development:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a><br><br>And below is an update:<br><a href="#">EEF blog: A Balanced Approach to Professional Development   EEF</a> |         |
| SLT & PP lead monitoring and evaluation of approaches to QFT   | Supports approaches to QFT by building knowledge, motivating teachers, developing teaching techniques and embedding practice. (Page 29)<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a><br><br>CPD through lesson observations by SLT and Year Leaders and coaching using our Milestones document will have a direct impact on PP pupils.<br><a href="#">UK Standards for Teachers' Professional Development</a>  | 1, 2, 3 |
| Coaching (Cog C of EEF PP plan) based on Quality First Teaching strategies: Questioning, modelling, scaffolding & AfL. | Under the EEF's Effective Professional Development guidance, instructional coaching is an effective part of PD that encourages teachers to rehearse skills. The PP Lead will observe and coach teachers using the Milestones document as a benchmark.<br><br>Feedback, particularly in Writing.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>   | 1, 2, 3 |

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

Budgeted cost: £43,300 (25%)

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Interventions based on our pedagogical approach. | All of the learning interventions in this section are based on our pedagogical approach we have developed over the past two years and more. This approach is based on evidence-based principles such as: |                               |

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|  | <ul style="list-style-type: none"> <li>-Rosenshine's principles of instruction.</li> <li>-Targeted retrieval practice</li> <li>-Dual coding</li> <li>-Modelling using an I Do, We Do, You Do approach</li> <li>-Reasonable adjustments</li> <li>-Use of worked examples</li> <li>-A no opt-out approach.</li> </ul>  |         |
| 1:1 daily reading session for all disadvantaged children who are not yet reading at the expected standard.                                     | <p>Research evidence shows that targeted individual reading accelerates pupil progress and supports pupils' composition. This will have an impact on Writing too. Daily readers are monitored by the Reading lead and the PP lead and will ensure that children have an appropriate book for their level.</p> <p>This is also evidenced in the EEF toolkit:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>   | 3, 2    |
| Speech and language programmes set and monitored by a qualified SALT who trains support staff to be able to deliver the intervention.          | <p>There is consistent evidence that reading to young children and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. Several studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>One of our main targets as a school is improving oracy skills. There is lots of evidence that improving children's oracy will have a huge impact on them:<br/> <a href="#">Oracy Across the Curriculum: The Evidence - Voice 21</a></p> | 3, 2    |
| Learning-based interventions which include: Pre-teach, Precision Teaching (Spelling and Maths), Phonics, Reading Comprehension and Arithmetic. | <p>Staff are trained to deliver evidence-based interventions as intended. Interventions are monitored through pre- and post- data to show impact. TAs have received training in, and will continue to lead, the interventions listed.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>   | 1, 2, 3 |
| PP Lead to work with Years 5 and 6 Leaders to identify children in receipt of pupil premium funding who are below expected in all three core   | <p>Targeted, tailored support will have the greatest impact. The PP Lead will work closely with the Year Leader to put in place targeted interventions that link to the Year 6 learning objectives and units of work. There will be a strong focus on Writing.<br/> <a href="https://educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>  | 1       |

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| areas, and then put in tailored support where possible. | <p>The updated writing framework provides strong guidance on improving writing. At Beechwood, we are introducing new handwriting support, as well as working further on editing and revising writing.</p> <p><a href="#">The writing framework</a></p> <p>See sections 3 and 5 particularly.</p> |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,364 (25%)

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Breakfast club & enrichment programmes free to all PP pupils.   | <p>Working with a school-based family support worker has led to increased engagement with our disadvantaged families and specifically working with parents to support children's learning by attending school. All PP pupils will be offered an enrichment opportunity. Office staff to phone and offer clubs where engagement is low.</p> <p>Below is the latest evidence relating to free breakfast clubs:<br/> <a href="#">Free school breakfast provision   EEF</a></p> <p>And below is the latest guidance from the DfE on setting up free breakfast clubs:<br/> <a href="#">Free breakfast clubs: guidance for schools and trusts - GOV.UK</a></p> | 4, 5                          |
| Regular and rigorous analysis of PA data to identify barriers to attending school, e.g. lateness, intermittent, holidays etc. | <p>The DfE's latest guidance states that:<br/> <i>Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.</i></p> <p>The full report can be read here:<br/> <a href="#">Working together to improve school attendance</a></p>                          | 4, 5                          |



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| PP lead to develop positive relationships with children who are persistently absent.  | <p>The DfE's latest guidance states that:<br/> <i>Good attendance starts with close and productive relationships with parents and pupils. Schools should treat all pupils and parents with dignity and staff should model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance.</i></p> <p>The rest of the guidance can be found on page 12 of the report:<br/> <a href="#">Working together to improve school attendance</a></p>                      | 4, 5 |
| <p>PP meetings biweekly to discuss attendance concerns with SLT, PP Lead, Family Support Worker &amp; Attendance Officer.</p> <p>Track attendance.</p> <p>Contact through letter/phone call &amp; uploaded to CPOMS.</p>  | <p>The EEF's latest report on supporting school attendance has as one of its key strands 'monitor the effectiveness of the approaches taken'. Regular dialogue between key practitioners in school is key to improving attendance.<br/> <a href="#">Supporting school attendance   EEF</a></p> <p>We also now use a graduated approach to attendance. When attendance falls below a certain level, certain actions will be triggered to ensure that we are doing all we can to support the pupils to attend school regularly.</p> | 4, 5 |
| <p>Support through role of Family Support Worker as part of attendance planning: Develop parent relationships to ascertain reasons for absence and address issues collaboratively</p> <ul style="list-style-type: none"> <li>• Regular contact with PA PP families</li> <li>• Home visits to support</li> </ul> | <p>The employment of a school-based family support worker has led to increased engagement with our disadvantaged families and specifically working with parents to support children's learning by attending school.<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>  | 4, 5 |
| Attendance officer (1 day a week) to meet with families to discuss and support with attendance issues as well as attend PP task group.  | <p>The EEF recognise in their increasing parental engagement report that having robust and dedicated communications with parents has a direct impact on attendance which has an indirect impact on attainment:<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>   | 4, 5 |
| PP pupils will be part of structured SEMH   | Some research has shown that these interventions can improve pupils' decision-making  |      |

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| groups led by trained TAs. These will include groups such as TalkAbout, Bucket group, Lego Therapy and Sensory Circuits. The ELSA will also run 'Hamish & Milo' groups, which is a programme to support the pupils' SEMH needs. | <p>skills, interaction with others and their self-management of emotions. Beechwood was involved in a large research project, led by our ELSA, which clearly showed the impact these types of groups are having on our pupils' wellbeing and resilience:</p> <p><a href="#">Individual School Report - Beechwood Junior School.pdf</a></p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> |  |
|---|---|--|

**Total budgeted cost: £173,264**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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|--|---|
| <p>QFT leads to the number of pupils in receipt of PP funding achieving the expected standard in Reading, Writing or Maths at the end of KS2 is within 10% of the national average at the end of 2025; within 5% of the national average at the end of 2026; and in line with the national average at the end of 2027.</p> | <p>Achieved:</p> <p>End of KS2 data 2025 for PP children:</p> <p>Reading: 75% (national all pupils 75%)<br/> Writing: 78% (national all pupils 72%)<br/> Maths: 78% (national all pupils 74%)<br/> Combined: 65% (national all pupils 62%)</p>  |
| <p>QFT and targeted academic support lead to an improvement in Reading attainment for pupils in receipt of PP funding in Years 3 and 4.</p>  | <p><i>For 2024-2025:</i></p> <p><i>In Year 3, the percentage of pupils in receipt of Pupil Premium funding achieving the expected standard in Reading will increase from 56% to 75%.</i></p> <p><i>In Year 4, the percentage of pupils in receipt of Pupil Premium funding achieving the expected standard in Reading will increase from 56% to 80%.</i></p> <p>Partially achieved:</p> <p>In Year 3, 71% of disadvantaged pupils achieved the expected standard in Reading.</p> <p>In Year 4, 65% of disadvantaged pupils achieved the expected standard in Reading.</p> |
| <p>QFT and targeted academic support will lead to an improvement in Writing attainment for PP pupils in Years 3-5.</p>   | <p><i>For 2024-25:</i></p> <p><i>In Year 3, the percentage of pupils in receipt of Pupil Premium funding achieving the expected standard in Writing will increase from 46% to 65%.</i></p> <p><i>In Year 4, the percentage of pupils in receipt of Pupil Premium funding achieving the expected standard in Writing will increase from 44% to 72%.</i></p> <p><i>In Year 5, the percentage of pupils in receipt of Pupil Premium funding achieving the</i></p>  |

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|   | <p><i>expected standard in Writing will increase from 33% to 70%.</i></p> <p>Partially achieved:</p> <p>In Year 3, 55% of disadvantaged pupils achieved the expected standard in Writing.</p> <p>In Year 4, 38% of disadvantaged pupils achieved the expected standard in Writing.</p> <p>In Year 5, 33% of disadvantaged pupils achieved the expected standard in Writing.</p>  |
| Attendance will improve for PP pupils.  | <p>Not achieved. Persistent absence for disadvantaged pupils was at 16% (target was 10% or lower).</p> <p>The reasons for this are various and complex, and there is no one size fits all approach that will improve attendance. See above for the strategies that we are continuing to use this year to improve attendance.</p>   |
| Engagement with families will increase. | <p>The school has been proactive in engaging with families over attendance and supporting pupils in coming to school.</p> <p>In the year 2023-2024, 11 attendance support plans were started. In 5 cases, attendance had increased at the end of the plan. Further action was taken in the other cases if there were no mitigating circumstances.</p> <p>In the year 2024-2025, 7 attendance support plans were started. In 4 cases, attendance had increased at the end of the plan. Further action was taken in the other cases if there were no mitigating circumstances.</p> <p>In the year 2023-2024, 51 out of 118 PP children did not take part in an enrichment opportunity.</p> <p>In the year 2024-2025, 48 out of 117 PP children did not take part in an enrichment opportunity.</p> |

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|  | See above for strategies being used to address this. |
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## Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
|           |          |

## Service pupil premium funding (optional)

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| <p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>       |
| <p>Service Pupil Premium funding supported:</p> <ul style="list-style-type: none"> <li>• Regular in class support</li> <li>• Fluency intervention group</li> <li>• Daily reader</li> </ul> |
| <p><b>The impact of that spending on service pupil premium eligible pupils</b></p>   |
|  |

**Further information (optional)**