

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Beech Hill Community Primary School
Number of pupils in school	255 (exc nursery)
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	October 2027
Statement authorised by	M McCarthy
Pupil premium lead	A Saddington
Governor / Trustee lead	V Carr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176016
Recovery premium funding allocation this academic year	£0
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	£176016

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant (PPG) is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (CLA) the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services. Beech Hill Community Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps between groups.

Our strategic use of the PPG aims to close the disadvantage gap by addressing inequalities and raising the attainment of those students in low-income families through targeted additional support strategies which result in every student, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences.

Beech Hill Community Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a supportive learning community where all can succeed.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Challenges

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

Challenge number	Detail of challenge
1	High levels of SEMH need within the PPG group leading to significant behaviour challenges
2	Poor speech, language and communication skills on entry to EYFS – children not school ready
3	Lack of exposure to language in infancy leads to poor literacy skills resulting in poor reading, writing and oracy skills across the school.
4	Lack of greater depth understanding at end
5	Increasing levels of deprivation within the community
6	Children's lack of experience or engagement with wider world / locality
7	Sharp increase in the number of international new arrivals without English (parents and children).

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
1	Improved SEMH access to trained adults for all children	Fewer incidents of behaviour which deviates from school rules Children able to self-regulate Children able to articulate feelings / emotions
2	Improved speech, language and communication	Children meet age related expectations for Communication and Language at end of key stages.
3	Literacy and reading improves through consistent delivery of SSP in YR and throughout KS1	Further Sounds-Write training undertaken and additional reading books to support phonics purchased. Children secure at an age appropriate level
4	Improved outcomes for writing across at end KS2	Gap between reading and writing outcomes decreases
5	All children are successful independent readers / mathematicians at end of KS2	School outcomes in line with national and local Children have automaticity of maths facts
6	Children experience an enriched curriculum which incorporates a wide range of adventurous learning opportunities.	Children engage with and can talk about a wide range of experiences including visits to/from, opera, ballet, symphony orchestras, museums, galleries, scientific laboratories, places of worship, sporting opportunities, university outreach work, theatre. All children have the chance to participate a residential trip during Year 6.
7	Children have access to a high quality, ambitious curriculum with quality first teaching underpinning all educational experiences.	Children engage at high levels with curriculum (PASS survey) Children with SpLD referred quickly to EP Support from external agencies sought in a timely manner
8	Gaps in learning and knowledge and barriers to learning are identified and addressed through thorough analysis of	The school gap between PPG and non PPG is narrowed. PPG children attainment is higher than those

	available data. Barriers to learning are identified at the earliest opportunity and timely provision put in place	nationally. Gap between PPG children and non-PPG children narrowing.
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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 £65 540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective Diagnostic Assessment CPD	EEF – First step of tiered school improvement.	ALL
Teaching staff and identified support staff to be trained in delivering Sounds-Write and a 30-minute daily lesson to be dedicated to this to improve reading and spelling.	EEF indicates that quality phonics programmes can have a high impact– up to 5 months progress	3 4
CPD - Motional to accurately assess SEMH	Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1
CPD – All staff to ensure QFT and effective delivery of interventions. CPD through	EPI evidence review: The effects of high-quality professional development on teachers and students	3 4 5

STEM and NWLP		
CPD to support delivery of Talking Partners	Prioritising high quality interactions with children will help to develop their communication and language. A distinction is sometimes drawn between talking with children and simply talking to children; talking to children tends to be more passive, while talking with children is based on their immediate experiences and activities and is likely to be more effective.	3 4
Voice 21 – Oracy Project	At Beech Hill Primary School, we recognise the importance of oracy to foster confident communicators with the power to articulate their ideas and emotions, and to speak and listen in a variety of contexts, adapting talk for a range of purposes and audiences. We know effective spoken language skills are one of the strongest predictors of future life chances and we aim to give our pupils the foundation they need to fulfil their potential. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21	7

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

Budgeted cost: £40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended SLA for Ed Psych services	Levels of need on entry increasing – early identification of need supports in removing barriers to learning through specific and tailored support	1
Talking Partners	TESS supported intervention programme	3 4
Reading subscriptions	Studies show that acquisition of comprehension skills has been shown to significantly improve reading achievement through improved fluency, proficiency and the ability to master higher volumes of complex text with confidence.	3 4

Times Tables Rockstars	On average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.	5
1 st Class@Number / Success@arithmetic interventions before school x 3 weekly	EEF promising intervention showing accelerated progress	5
Screening assessments for Dyslexia, Dyscalculia, Hearing IRLANS	Diagnostic assessment / screening allows school to prioritise children for review by EP – early intervention to reduce gaps developing.	3 4 5

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

Budgeted cost: £70 476

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional learning through ELSA intervention	Social and Emotional Learning – (+4 months) interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	1
Think Equal SEMH Programme		2 3 4 5
Play Therapist	Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1

Use of Motional to accurately assess SEMH	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1
Trauma Informed Schools (UK)	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1
Pastoral team with full-time learning mentor (trained in therapeutic interventions) Dedicated allocation of time for attendance analysis / administration	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1 2
Support for wider opportunities including residential, trips and visits, music lessons	Social Mobility Commission – An Unequal Playing Field (2016)	7
Family Breakfast for all	Parent feedback repeatedly indicates the appreciation of breakfast provided by school.	6
Attendance at all LA attendance network events and full engagement with LA Attendance link.	Regular school attendance	2
Riding the Rapids NHS Autism and SEND training for pastoral team to deliver to parents.	For parents and carers of children who have a diagnosis of Autism, severe learning disabilities or other complex disabilities. The course aims to help parents to understand and support their child's behaviour, in the context of additional needs.	

Total budgeted cost: £ 176016

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes End KS2 2025

As a result of a thoughtful and carefully monitored PPG strategy, by the end of Key Stage 2, disadvantaged children at Beech Hill Community Primary School performed significantly better than disadvantaged children both locally and nationally in Reading, Writing and Maths at age related expectations. Whilst there remains an in-school gap in attainment between disadvantaged and other pupils, the percentage of disadvantaged children attaining ARE at Beech Hill was a minimum of 8 percentage points higher than those nationally.

School: Beech Hill Community Primary School DFE number: 2000		Section 8: Key Stage 2 Test: Reading						
Key stage 2: Test - Reading - Pupil Groups with Consortia, LA and National Comparators								
	No. in cohort	% achieving the expected standard (100-120)						
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap
All	34	82	79	4	76	6	75	7
Boys	19	84	80	4	74	10	72	12
Girls	15	80	77	3	78	2	78	2
Disadvantaged	19	74	67	7	65	9	63	11
Other Pupils	15	93	84	9	82	11	80	13

School: Beech Hill Community Primary School DFE number: 2000		Section 8: Key Stage 2 Teacher Assessment: Writing						
Key stage 2: Teacher Assessment - Writing - Pupil Groups with Consortia, LA and National Comparators								
	No. in cohort	% working at the expected standard						
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap
All	34	79	78	2	74	6	72	7
Boys	19	79	77	2	69	10	66	13
Girls	15	80	78	2	79	1	78	2
Disadvantaged	19	68	64	5	62	7	59	9
Other Pupils	15	93	84	9	81	13	78	15

School: Beech Hill Community Primary School DFE number: 2000		Section 8: Key Stage 2 Test: Maths						
Key stage 2: Test - Maths - Pupil Groups with Consortia, LA and National Comparators								
	No. in cohort	% achieving the expected standard						
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap
All	34	79	79	1	77	2	74	5
Boys	19	79	83	-4	78	1	75	4
Girls	15	80	75	5	75	5	73	7
Disadvantaged	19	68	63	6	63	5	60	8
Other Pupils	15	93	86	7	85	9	80	13

Performance at Greater Depth

As a result of consistent application of the school PPG strategy over a number of years, at the end of KS2, the percentage of children attaining greater depth in reading and maths has increased significantly. In reading, disadvantaged children outperformed their peers nationally by 16 percentage points and by 13 percentage points in comparison to the LA. There was a less emphatic gap in maths, however, Beech Hill pupils outperformed their peers by 6 percentage points and 3 percentage points nationally and locally respectively. The number of children attaining greater depth in writing has increased slightly, but remains a school improvement priority.

School: Beech Hill Community Primary School
DFE number: 2000

Section 8: Key Stage 2
Test: Reading

Key stage 2: Test - Reading - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	% achieving the higher standard (110+)						
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap
All	34	38	32	6	33	5	33	5
Boys	19	42	33	9	31	11	31	11
Girls	15	33	31	2	35	-2	36	-2
Disadvantaged	19	37	19	18	24	13	21	16
Other Pupils	15	40	39	1	39	1	39	2

School: Beech Hill Community Primary School
DFE number: 2000

Section 8: Key Stage 2
Teacher Assessment: Writing

Key stage 2: Teacher Assessment - Writing - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	% working at greater depth						
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap
All	34	6	19	-13	16	-10	13	-7
Boys	19	5	16	-11	13	-7	10	-5
Girls	15	7	21	-15	19	-12	16	-9
Disadvantaged	19	0	7	-7	9	-9	7	-7
Other Pupils	15	13	24	-11	20	-6	16	-2

School: Beech Hill Community Primary School
DFE number: 2000

Section 8: Key Stage 2
Test: Maths

Key stage 2: Test - Maths - Pupil Groups with Consortia, LA and National Comparators

	No. in cohort	% achieving the higher standard						
		School	Consortia	School/ Consortia Gap	LA	School/ LA Gap	National	School/ National Gap
All	34	32	27	5	28	4	26	6
Boys	19	42	32	10	33	9	30	12
Girls	15	20	22	-2	23	-3	22	-2
Disadvantaged	19	21	13	8	18	3	15	6
Other Pupils	15	47	34	13	34	13	31	16

ATTENDANCE

The school continues to be robust in the application of its policies and procedures. The school rarely authorises absence and staff are relentless in their pursuit of good attendance, making first day absence phone calls and supporting parents in getting children to school every day. The role of the learning mentor in ensuring good attendance cannot be overstated. Family breakfast continues to be cited as instrumental in enabling families to ensure regular attendance. Information provided by the government shows the school disadvantaged cohort compares favourably to the local and national peer groups.

Local authority comparison

Compare your attendance and absence in the same phase of education (primary or secondary) in your local authority. Data is from schools sharing daily attendance data with DfE. It is updated every 2 weeks.

Results show data for compulsory school age pupils in the academic year-to-date.

[How we calculate your position.](#)

Filters ^①

Special educational needs (SEN) support

Results for whole school

Pupils with SEN support

Pupils with no or unknown SEN support

Free school meals (FSM)

Results for whole school

Pupils with FSM

Pupils with no or unknown FSM

Attendance measure	Percentage	Ranking ^①
Overall attendance	94.3%	You are ranked 15th out of 99 schools
Overall absence	5.7%	You are ranked 15th out of 99 schools
Authorised absence	3.9%	You are ranked 15th out of 99 schools

National comparison

Compare your attendance and absence in the same phase of education (primary or secondary) in England. Data is from schools sharing daily attendance data with DfE. It is updated every 2 weeks.

Results show data for compulsory school age pupils in the academic year-to-date.

[How we calculate your position and how to use your results.](#)

Filters ^①

Special educational needs (SEN) support

Results for whole school

Pupils with SEN support

Pupils with no or unknown SEN support

Free school meals (FSM)

Results for whole school

Pupils with FSM

Pupils with no or unknown FSM

Your overall attendance
94.3%

You are in decile 2, the top
10-20% of schools

Decile ^①	Decile description ^①	Number of schools ^①	Lowest in decile ^①	Highest in decile ^①
1	Top 0-10%	1660	95.0%	100.0%
2	Top 10-20%	1660	94.2%	95.0%
3	Top 20-30%	1660	93.6%	94.2%
4	Top 30-40%	1660	93.0%	93.6%
5	Top 40-50%	1660	92.6%	93.0%
6	Bottom 40-50%	1660	92.0%	92.6%
7	Bottom 30-40%	1660	91.4%	92.0%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.