# Pupil premium 3-year strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Beacon Primary School |
| Number of pupils in school | 209 |
| Proportion (%) of pupil premium eligible pupils | 67% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2025/2026/2027 |
| Date this statement was published | December 2026 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | D. Meekings - Headteacher |
| Pupil premium lead | D. Meekings |
| Governor / Trustee lead | D. Walmsley |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | **£179,800** |
| 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**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | **£179, 800** |

## Part A: Pupil premium strategy plan

## Statement of intent

- Our intention is that all disadvantaged pupils make excellent progress and achieve at least in line with their peers. Whilst this plan relates to pupil premium pupils, we are also aware of a number of other pupils who are at a disadvantage to their peers, such as SEN, EAL, LAC and vulnerable pupils. Many of the strategies outlined below are also used to support these other disadvantaged children.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers, or where a family member is suffering from poor mental health. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- Excellent teaching is at the forefront of our approach, with a focus on ensuring adaptations are made for children at a disadvantage to their peers without lowering expectations. It is our attention that high-quality teaching also sustains and improves the progress and attainment of non-disadvantaged pupils alongside the progress of their disadvantaged peers.

- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
  - Ensure disadvantaged pupils are challenged in the work that they're set.
  - Act early to intervene at the point need is identified.
  - Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
  - Provide opportunities for all pupils to participate in enrichment activities including sport, music and outdoor learning.
  - Provide appropriate nurture support to support pupils in their emotional and social development.
  - Offer a free extended breakfast club to all our pupil premium children
  - Provide targeted support and help for those families who face barriers in attending school regularly and on time.

*To achieve our objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high-quality teaching supported by academic interventions and wider-non-teaching strategies. Therefore, underpinning this 3-year plan is the development of high-quality CPD aided by the recruitment/retention of high-quality teaching staff*

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Weak Language and communication skills -** Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |

| | |
|---|---|
| | **Identified Gaps**<br>On entry to the EYFS, there is a gap between the non – pupil premium children and pupil premium children. This is evident in the initial baseline assessments as well as their acquisition of vocabulary along with ongoing observation of the children throughout EYFS phase.<br><br>In house moderation across all phases of school has identified a whole school approach is required to address progression and acquisition of vocabulary. This has been built into the curriculum design for each subject.<br>This is particularly evident in all year groups in their subject specific vocabulary through the range of topics taught. |
| 2 | Internal assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils specifically with regards to fluency, problem solving and reasoning skills in Maths. |
| **3** | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, fluency and comprehension than their peers. This negatively impacts their development as readers. |
| 4 | Through ongoing assessment, direct observation and discussion with families, we have identified growing social, emotional and mental health needs alongside an increasing number of pupils with neurodiverse needs. As a result, some disadvantaged pupils experience lower levels of resilience, reduced confidence in overcoming challenges and fewer opportunities to access wider cultural, sporting and enrichment experiences outside of school. These barriers can negatively impact attendance, engagement, wellbeing and academic outcomes.<br>Referrals to external support remain relatively high. 55% of disadvantaged pupils currently require additional support with social and emotional needs and receive small group interventions / Thrive Approach. |
| 5 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than that for non-disadvantaged pupils with disadvantaged pupils being persistently absent / severely absent. |

## 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 |
|---|---|
| To enhance and broaden the language and communication skills of our disadvantaged pupils across the school. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.<br><br>Gaps in attainment between Non – Pupil Premium Children and Pupil Premium children narrow/close in the following areas:<br><br>• Achievement in communication and language at key assessment points in the EYFS. |

| | |
|---|---|
| | • Achievement in the phonics screening assessment in Y1.<br>• Achievement in the phonics re – take in Y2.<br>• Achievement in MTC in Y4<br>• Achievement in RWM and SPAG at the end of KS2. |
| From their given starting points improve achievements and accelerate progress made in reading and maths for disadvantaged pupils at the end of KS2.<br><br>From their given starting points improve achievements and accelerate progress made in RWM combined for disadvantaged pupils at the end of KS2. | Every pupil premium across all year groups to be deemed to have made at least good progress in maths.<br><br>The number of pupil premium pupils achieving the EXS in maths to be in line with their peers nationally and to close the gap with non-pupil premium pupils. |
| To achieve and sustain improved emotional wellbeing and mental health among disadvantaged pupils. | Sustained high levels of emotional wellbeing and mental health demonstrated by:<br>• qualitative data from pupil voice, pupil and parent surveys (TEP) and teacher observations<br>• a significant increase in participation in enrichment activities and applications to pupil leadership groups, particularly from disadvantaged pupils |
| To continue to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated by:<br>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%<br>The % of pupil premium pupils who are persistently absent being below 14% and therefore considerably reduced from 29% |

## 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: £102,090**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Embedding oracy and vocabulary development across the school curriculum. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br>**Oral language interventions \| Toolkit Strand \| Education Endowment Foundation \| EEF** | 1 |
| Continue to embed retrieval practice.<br><br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training for new teacher).<br>Pupils to access 1:1 Maths tuition using Magma Maths Learning<br>Embed NCETM Mastering Number from Reception-Year 6 | \| Education Endowment Foundation \| EEF – Mastery learning + 5month<br>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br>One to one tuition \| EEF (educationendowmentfoundation.org.uk) And in small groups:<br>Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF | 2 |
| RWI Phonics training for all relevant staff<br><br>Purchase of high-quality texts<br>Additional staff to deliver 1:1 phonics to vulnerable children. | \| Education Endowment Foundation \| EEF -Phonics +5months | 3 |
| Refine the quality of social and emotional (SEL) learning through the PSHE | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) | 4 and 5 |

| | | |
|---|---|---|
| curriculum and the delivery of Thrive / Mindful Me / Purely wellbeing | | |

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

**Budgeted cost: £55,459.50**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase high-quality texts and develop a school library to support the development of oral language and vocabulary development. | 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:<br>Oral language interventions \| EEF (educationendowmentfoundation.org.uk) | 1 |
| Provide 1:1 phonics support for disadvantaged pupils. | 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:<br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 1,2,3 |
| Additional Guided Reading and maths Interventions<br>to be delivered by Teaching Staff<br>Targeted 1:1 reading sessions incl. reading plus<br>Targeted 1:1 phonics session.<br>Targeted 1:1 maths session. | Assessments have proved an attainment gap between PP and non-PP children in reading across all year groups.<br>Targeted sessions will focus on comprehension and understanding. | 2,3 |

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

**Budgeted cost: £24, 915**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Continue to embed the school's bespoke Mental Health and Wellbeing Programme.<br>Monitor and evaluate the impact of our mental health and | EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) | 4 |

| | | |
|---|---|---|
| wellbeing programme through the use of surveys using digital platforms. | | |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice.<br><br>This will involve training and release time for staff to develop and implement new procedures as set out in the Trust attendance Strategy | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

# Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

**Impact of PP Strategy 2025-26**

1. **Improving Academic Outcomes**

The school's pupil premium strategy has had a positive impact on disadvantaged pupils' attainment particularly in Reading and Writing. It has also had a positive impact on progress outcomes for disadvantaged pupils, particularly in writing.

- Disadvantaged pupils' attainment in Reading EXS has remained consistently close to national averages over the last 3 years, demonstrating sustained effectiveness of the school's reading support, targeted interventions and quality-first teaching.
- The 3-year progress average in reading remains close to national showing that disadvantaged pupils have broadly maintained expected rates of progress over time.
- In writing, disadvantaged pupils have performed particularly well. Outcomes were above national averages in both 2024 and 2026 and above similar schools over the 3-year averages. This indicates that strategies including high-quality writing instruction/modelling, targeted feedback, vocabulary development and curriculum adaptations have had a positive impact.
- Disadvantaged pupils' writing progress was significantly above national averages in 2022 and above national averages in 2026.
- The 3-year average for disadvantaged pupils' writing progress is above national averages and above similar schools, indicating sustained effectiveness over time.
- The combined RWM EXS outcome remains close to national averages over the 3-year period, suggesting that disadvantaged pupils achieve broadly in line with national disadvantaged peers despite facing additional barriers.
- Outcomes in EGPS have fluctuated but remain broadly close to national averages. Leaders recognise that grammar and language knowledge remains an area for continued focus.
- Maths remains the key area for further development. Whilst outcomes were close to national averages in 2024 and 2025, disadvantaged pupils' attainment fell below national averages in 2026. This has reduced overall combined attainment outcomes and remains a priority for future Pupil Premium investment

Overall: The strategy has been successful in maintaining outcomes for disadvantaged pupils broadly in line with national averages, with strengths in reading and writing. Investment in high-quality teaching, targeted writing support, vocabulary development and feedback strategies has enabled disadvantaged pupils to make strong progress and achieve outcomes broadly comparable with pupils nationally. The attainment gap has been mitigated effectively in English; however, maths remains the most significant barrier to further improvement.

2. **Attendance and Engagement**

The strategy has had a mixed impact on attendance outcomes.

- Disadvantaged pupil attendance remains below national averages Despite this work, leaders have relentlessly undertaken to address attendance has had some positive impact on reducing the most significant attendance concerns (pupils who were severely and persistently absent) through specific and targeted intervention and the involvement of outside agencies.
- Persistent absence was significantly above average in 2024/25 but has improved to be broadly in line with national averages in the latest 2025/26 data.

- The improvement in persistent absence shows that targeted family support, robust attendance monitoring, pastoral intervention and early help approaches are having a positive effect on the attendance of the most vulnerable pupils.

Overall: While attendance remains a challenge, the reduction in persistent absence shows that the school's attendance strategies are having a positive effect on the pupils most at risk of educational disadvantage. Continued focus on improving daily attendance remains necessary to maximise the impact of the targeted interventions.

**3. Wider Outcomes and Barriers Reduction**

The attainment profile indicates that disadvantaged pupils benefit from a broad range of strategies designed to overcome barriers to learning.

- Sustained reading outcomes demonstrate successful access to high-quality texts and reading support
- Sustained writing outcomes indicate that disadvantaged pupils are developing confidence, vocabulary and communication skills effectively
- Improvement in persistent absence suggest that pastoral, safeguarding and family engagement approaches are supporting pupils to access learning more consistently.
- The school's strategy has been particularly effective in preventing disadvantaged pupils from significantly underperforming.

**Priorities for 2026-27**

- Accelerate progress and attainment in maths through targeted intervention and strengthened curriculum implementation
- Further improve attendance and reduce absence for disadvantaged pupils
- Sustain and build on secure writing outcomes through continued investment in quality-first teaching.
- Strengthen reading fluency, comprehension and vocabulary development to increase the proportion of disadvantaged pupils achieving the expected standard
- Ensure all disadvantaged pupils can access enrichment, pastoral support and wider opportunities that remove barriers to learning and improve long-term outcomes.

## Further information

**Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

**Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

*The following research was used when compiling this strategy:*


- Department for Education (2010) *Review of the best practice in parental engagement.*
- *Education Endowment Foundation (June 2024)) Five-a-day for pupils with SEND*
- Education Endowment Foundation *(2021 November) Teaching and Learning toolkit* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit*
- Sherrington, T *(2019) Rosenshine's Principles in Action. Melton, Woodbridge: John Carr educational Ltd.*
- *Department of Education (July 2026) Working together to improve school attendance*