

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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	Beacon View Primary Academy
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	59.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Fortey, Regional Director
Pupil premium lead	Sally Hodgson, Principal
Governor / Trustee lead	Father Hugo Deadman, Chair of Governors and PP governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 278,100
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	£ 278,100

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil at Beacon View Primary Academy makes good progress and achieves high attainment across all subject areas, regardless of their background, situation or vulnerability. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

We recognise the challenges faced by all vulnerable pupils, such as those who have a social worker or whose family are just above the threshold for free school meals. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality-first teaching is at the forefront 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 and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be significantly improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non disadvantaged pupils. Pupils are still impacted in their writing by COVID absence.

Our approach will be responsive to common challenges and individual needs, informed in robust diagnostic assessment from standardised tests, 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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that Mathematics (and writing) attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, impacted by a lack of social interaction and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 and 4% lower than for non-disadvantaged pupils.</p> <p>37.8 % of disadvantaged pupils have been 'persistently absent' compared to 25.9 % of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	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, book scrutiny, ongoing formative assessment and completion of the Bedrock learning.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained improvement in high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> 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 2%.
To achieve and sustain a significant reduction in persistent absence, particularly in our disadvantaged pupils.	Sustained reduction in persistent absence from 2024/25 demonstrated by: <ul style="list-style-type: none"> Persistent absence is within 5% of national figures The percentage of all pupils who are persistently absent being below 10% and the figures among disadvantaged pupils being no more than 5% lower than their peers.

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: **£180,132**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development high quality assessment through the analysis of data, to fill gaps and adjust future teaching.	Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Further development of the use of pupil progress meetings to ensure the impact of testing on individual pupil outcomes.	Using a research based agenda for pupil progress meetings to further develop the accountability for outcomes in all year groups. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Further develop high quality teaching of phonics through development days and ongoing coaching by the phonics lead	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Embed and further develop high quality teaching, assessment and a curriculum which responds to the needs of pupils in all aspects of English	The EEF guidance is based on a range of the best available evidence: Improving literacy in KS1 Improving literacy in KS2	3
Professional development on feedback and writing conference to further impact individual children's progress	The EEF guidance is clear on the positive development of feedback, and we have used this to also reduce workload to give staff more time for planning. Teacher Feedback to Improve Pupil Learning	1, 2, 3, 4, 5

<p>Further development of a relational approach to behaviour management, supported by Conscious Discipline with the aim of strengthening our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Purchase of WellComm speech and language toolkit to assess, track and support early language development.</p> <p>We will provide staff time and CPD so the toolkit can be implemented. CPD and funded peer support to embed high quality adult/child interactions in the early years and to enhance our language rich learning environments.</p> <p>Share best practice from other settings through United Learning network, United Learning EYFS lead visits and leads training/visit.</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk) EEF Communication and Language (educationendowmentfoundation.org.uk)</p> <p>Communication and language approaches typically have a very high impact and increase young children’s learning by seven months. https://www.educationendowmentfoundation.org.uk/education-evidence/early-yearstoolkit/communication-and-language-approaches</p> <p>Internal data shows a clear link between low C&L/Literacy outcomes in EYFS and low Reading data in KS1 and KS2</p>	<p>1, 5</p>
<p>Mentoring and coaching Senior Leadership team coaching teaching and support staff.</p>	<p>A common form of support for teacher professional development is mentoring and/or coaching. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach.</p> <p>Supporting resources: The EEF guidance on ‘Effective Professional Development’ is accompanied by a poster to help consider the ‘Effective Mechanisms of PD’ - i.e., what are the essential elements that make mentoring or coaching more likely to be effective.</p>	<p>1, 2, 3, 4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: **£ 65,955**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, via our specialist TA programme	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 Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the tutoring to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic particularly in Y6 to help them become secondary ready, both academically and pastorally.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Enhancement of Teaching Assistants provision using training to further develop their understanding and skills to support both SEND and disadvantaged children, including additional ELSAs and other interventions	There is evidence to show that where TAs are appropriately trained and prepared for their roles they can have the biggest impact working alongside teaching staff. In addition the development of their skills enables the further support of children with SEMH needs to learn, identify and support their needs EEF Best use of Teaching-Assistants(educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Additional staffing to ensure high levels of targeted support and high quality	Additional staffing enables us to develop the highest quality of interventions and support in a targeted way	1, 2, 3, 4, 5

interventions from teaching assistants		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45,181

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support pupils' social, emotional and behavioural needs through the improvement of the quality of social and emotional (SEL) learning, PSHE, Zones of Regulation and relational practice</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

attendance/support officers to improve attendance.		
Additional staffing and training (Team Teach) to support with developing behaviour practice in our inclusion team and from the local secondary Education Welfare Officer	Specific and targeted support to help train our team and build sustainability into our approaches.	5, 6
Engagement with local behaviour team at a higher service level to support work with parents and their children, a significant number of whom are disadvantaged.	Targeted intervention and engagement from parents/carers in a nonthreatening and supportive way can have a positive impact for both behaviour and attendance	5, 6
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

Total budgeted cost: £291,308

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Work completed using the Pupil Premium money to support pupils' well-being, mental health and behaviour has continued to have a positive impact on the school culture and ethos. The school is a much calmer place and our pupil culture has significantly improved the learning experience for all, particularly our disadvantaged children.

In academic assessments, there continues to be a gap between our PP and non-PP children, however all have benefited from the additional work we have carried out. In Early years, last year's GLD showed no difference between PP and non PP pupils. This is a significant improvement from the previous year when the disadvantage gap for GLD was -47% - with non PP (76%) outperforming PP children (29%) In addition, the overall RWM gap between PP and non-PP children has also decreased in all year groups and our phonics programme has had a positive impact.

In the year 2023/2024, we have further reduced the gap for attendance between PP and non-PP children from 3.5% (2020/21) to 1.9% in 2022/2023 and 1.4% in 2023/2024. We also increased whole school attendance by 0.7% compared with the previous academic year. We continue to work on reducing the persistent absence for all children, especially those with PP. Progress is being made and the initial signs in 2024/25 are positive. This is a key area of further development in our school improvement plan.