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Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery 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	Beaupre Community Primary School
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2024-28
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs Munday (Headteacher)
Pupil premium lead	Mrs Riley
Governor / Trustee lead	Mr Norman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,050
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	£102,050

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. When making decisions about using Pupil Premium funding, our focus is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers. We want our children to be knowledgeable of the world around them, have the skills and values, to make positive contributions to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind.

We will consider the common barriers and challenges faced by vulnerable pupils, which can be: less support at home, poor language and communication skills, lack of confidence, poor attendance, behaviour and social difficulties, looked after children and families with social workers/young carers. There may also be complex family situations, preventing children from flourishing. The challenges are varied and there is no “one size fits all”. To ensure our approaches are effective we will, adopt a whole school approach, where all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve, act early to intervene at the point needs are identified.

The funding is not spent on one particular item but is used as part of our budget to support a number of areas in school. This list is not exhaustive, but gives an outline of the main areas in which monies will be spent. Monitoring of pupil progress and the impact of expenditure takes place as outlined below. Needs are identified during Pupil Progress meetings and through discussions with class teachers and parents. Additional support can change throughout the year based on the developing and identified needs of children.

High-quality teaching 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 and at the same time will benefit the non-disadvantaged pupils in our school. Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
- Ensure teaching and learning opportunities meet the needs of all pupils.
- Ensure that appropriate provision is made for our disadvantaged children, including those in vulnerable groups.
- Ensure disadvantaged pupils are challenged in the work that they’re set
- Act early to intervene at the point need is identified.

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Challenges

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

Challenge number	Detail of challenge
1	Our attendance data showed that some PP had attendance below the school's overall attendance and some having persistent absences. Our school's overall attendance in Autumn 2024 was 95.49% for non PP children (94 children) and 93.82% attendance for our PP children (63 children).
2	31% (20 children) of our children who are eligible for Pupil Premium funding have additional needs, either educational or well-being barriers to learning.
3	PP children have achieved significantly below their peers in 2024, particularly in writing.
4	Parental support can be a barrier to collaborative working. Welfare and safeguarding issues impact significantly on children's capacity to learn and well-being. Parental aspirations and job opportunities are few, therefore children can lack ambition and aspiration in term of their future employment options and their own potential.
5	Our children face difficulties with vocabulary, as they do not always read widely or have vocabulary supported outside school. Children eligible for PP have limited out-of-school experiences, which limits their vocabulary and understanding of the world.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional barriers for many pupils, notably social interactions and social skills. These challenges particularly affect disadvantaged pupils, including their wellbeing and attainment.

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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 of PP children, particularly where absence is not authorised	Continue with targeting of children as soon as attendance and punctuality falls. Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance continues to improve in line with other pupils
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 and ongoing formative assessment.
Accelerate progress of PP children/ reduce the gap in attainment.	<p>Analysis of data and monitoring of our Pupil Premium group will show that these children are being supported in order to make progress in line with their peers. Increase the proportion of PP children making progress in Reading, Maths and especially writing, providing opportunities and support to accelerate progress.</p> <p>Analysis of data and monitoring of PP group will show that these children are making progress at least in line with their peers and in some cases, progress will be accelerated (identified in Pupil Progress Meetings).</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Increase parental engagement	High attendance of parental workshops and engagement in transition days. Feedback from parents on parental questionnaires. When we can open our doors to parents/carers again invite them in to share in their child's successes.

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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: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of teaching assistants	To work with our PP children and to run interventions.	2,3
<p>Every child receive quality first teaching.</p> <p>CPD for teachers, including through staff meetings, observations and feedback, with the focus on reading and writing skills to enable high quality teaching for all.</p> <p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children.</p> <p>Additional cost for additional staff cover, CPD, visiting other settings, and monitoring to ensure effective and quality teaching is in place.</p>	<p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF)</p>	2,3,6
Training for staff to ensure assessments are interpreted and administered correctly.	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2,3,6

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Following guidance, where necessary Purchase standardised diagnostic assessments.	Standardised tests can 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 (Education Endowment Foundation) Using the diagnostic assessments to identify gaps in children’s learning. These assessments provide planned interventions for each of the assessments criteria.	
Implement high-quality small group interventions. Resources for interventions	EEF states - small group and one to one interventions can be a powerful tool for supporting pupils when they are used carefully. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2,3
Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Resources and books to increase vocabulary and discussion across all curriculum areas including relating to the CUSP curriculum.	There is a strong evidence base that suggests oral language interventions, including oracy activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading. Why oracy matters Oracy APPG (inparliament.uk)	2,3,5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA hours to deliver individualised support	Tuition targeted at specific needs and gaps, can be an effective	2,3

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<p>to PP pupils to address their specific individual barriers to learning, in consultation with Pupil Premium lead and class teachers.</p> <p>Additional CPD and overtime for staff to deliver high quality intervention sessions.</p> <p>SATS booster sessions after school for Yr 6 by class teacher and TA</p>	<p>method to support low attaining pupils or those falling behind. (EEF)</p>	
<p>Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Additional CPD and overtime for staff to deliver quality phonic sessions. Purchase additional resources to deliver sessions effectively.</p>	<p>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 (EEF)</p>	<p>2,3</p>

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

Budgeted cost: £40,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidising school trips/enrichment opportunities, including those that</p>	<p>Studies of outdoor learning have shown positive benefits on academic learning and wider outcomes, such as self-confidence.</p>	<p>1,2,3,4,5</p>

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<p>take place outside the school day (residential/evenings)</p> <p>For pupils to access a range of social/cultural/sporting experiences, visits and activities including swimming from Reception class to Yr 6 and broader music tuition opportunities.</p>	<p>Ofsted- All children benefit from experiencing extracurricular activities. There are also often wider benefits for low-income pupils in terms of attendance at school, behaviour and relationship with peers.</p> <p>Pupils' horizons will be broadened. As a school we feel it is important to support families/pupils to experience a variety of opportunities throughout their school year and know that such experiences can have an impact on a child's confidence, self-esteem and self-belief.</p> <p>Pupils aspirations will be raised.</p>	
<p>Therapeutic refresher training for staff: To improve the quality of social and emotional learning.</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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2
<p>TA to deliver sensory circuits, to support children's focus in class.</p> <p>CPD costs for training staff on sensory circuits.</p>	<p>Participation in a short sensory motor circuit is a great way to both energise and settle the children into the school day. The aim is to focus concentration in readiness for the day's development of the child's sensory processing skills.</p> <p>Sensory Circuits Children Young People and Families Online Resource (berkshirehealthcare.nhs.uk)</p>	2
<p>Support staff training on behaviour management approaches with the aim of developing our school ethos and improving behavior attitudes the across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	1, 6
<p>Embedding principles of good practice set</p>	<p>The DfE guidance has been informed by engagement with schools that have</p>	1

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<p>out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>significantly reduced levels of absence and persistent absence.</p>	
<p>Additional CPD to support wellbeing Lead including any cost.</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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5</p>
<p>CPD and resources to develop wellbeing through outdoor learning and play opportunities.</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>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>
<p>Contingency fund for acute issues</p>	<p>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.</p>	

Total budgeted cost: £102,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils.

Our internal assessments during this academic year suggests that the performance of disadvantaged pupils continues to be lower than non-disadvantaged pupils in key areas of the curriculum, especially writing. The outcomes we had aimed to achieve in this strategy have not been fully met, as we had initially hoped for. Going forward, we will continue to support our teachers in prioritising Pupil Premium children and filling the gap. Common themes in barriers to writing include punctuation, spelling and letter formation.

The embedded curriculum of 'CUSP' has improved knowledge and skills for all subjects and pupils are more engaged and retaining skills and knowledge. This is impacting on writing across the school, and it is hoped that the impact will soon be seen in closing the gap.

A new Phonics scheme (Little Wandle) has been introduced. All staff have been trained and a high level of interventions were put in place. Phonics screening results within this first year of introduction have increased to 80% and the vast majority of EYFS children left the foundation stage at age-appropriate levels in phonics.

Sensory circuits have been used to support some pupils to help regulate and ensure they are ready for learning in the classroom. This therefore impacts on the outcomes, concentration for these pupils to achieve.

Wellbeing and mental health have been a high focus for our pupils, we have continued to have the mental Health team support and incorporated some weekly sessions for our Year 5 pupils around positive wellbeing. Two senior leaders mental Health Lead training and funding has been used to develop wellbeing through the introduction of outdoor learning particularly in the woodland area. All staff have had training on outside learning from inhouse and outside agencies and all classes have had designated sessions in the woodland area to increase wellbeing and, benefits of outside and encouraging learning outside of the classroom. This is to be further developed next year as we have seen an increase in wellbeing for some of our pupils and increase in their engagement to learning in a different environment.

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Support for staff has been provided through the SEND team with training for TAs and teachers during PDMs alongside directed time for training through the National College.

Attendance has improved for some of our PP pupils, but this is still an area to improve.

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
Times tables rockstars	TT Rockstars
Accelerated Reader	Renaissance Place
Little Wandle	Wandle Learning Trust
CUSP curriculum	Unity Schools Partnership Education Ltd
White Rose	White Rose

Service pupil premium funding (optional)

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

There were no pupils eligible for the service pupil premium funding 2023 - 24

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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.

Projects:

As part of the Wisbech Clusters, disadvantaged pupils have been provided additional learning opportunities such as attending reading conferences for all year groups. Children have been exposed to a range of authors and provided reading material to take home.

- Circus workshops
- Skipping workshops
- Woodland area
- Fensong
- Tea and talk workshops for SEND/PP parents.
- Wellbeing and woodland days with invites to parents