

Pupil premium 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.

School overview

Detail	Data
School name	Beaconfields Primary School
Number of pupils in school	28
Proportion (%) of pupil premium eligible pupils	21% (6)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	R Bell, Headteacher
Pupil premium lead	R Bell, Headteacher
Governor	R McMahon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7800
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	£7800

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential.

Our objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background*
- Ensure that all pupils are able to read fluently and with good understanding to enable them to access a broad curriculum*
- Narrow attainment gaps between PP children and non-PP children both at school and nationally, or ensure that gaps do not emerge between these groups of children*
- Develop confidence in their ability to communicate effectively in a wide range of contexts*
- Enable pupils to prioritise their social and emotional wellbeing and to develop resilience*
- Access a wide range of opportunity to develop their knowledge and understanding of the world*

Achieving our objectives:

In order to achieve our objectives we will:

- Provide teachers and teaching assistants with high quality CPD to ensure all children access effective high quality teaching*
- Provide targeted intervention and support to quickly address identified gaps in learning through either small group or 1-1 work.*
- Intervene swiftly as soon as a need has been identified through early intervention.*
- Target funding to ensure that all pupils have access to trips, cultural visits and enrichment activities such as learning to play musical instruments, sports clubs*

Key Principles:

Using the toolkits and research from the Education Endowment Fund (EEF) we will ensure that quality first effective teaching, learning and assessment meets the needs of all pupils. Class teachers will identify specific interventions and support for individual pupils and this will be reviewed every 6 weeks. We will appropriately develop adults in school to be able to support children with social, emotional and mental health needs.

Challenges

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

Challenge number	Detail of challenge
1	<i>A lack of early language skills, impacting on the teaching of early phonics, including blending and segmenting based on early teaching</i>
2	<i>A limited vocabulary due to exposure to the wider world and limited cultural experiences based on baseline outcomes</i>
3	<i>Ensuring a readiness to learn so that children are physically and emotionally supported for learning to take place based on initial observations</i>

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
<i>All PP children receive targeted additional academic support with Speech and language and Early Reading as appropriate as they move through the school.</i>	Identified Pupil Premium children receive Early Reading support from a qualified member of staff. They confidently acquire a systematic approach to phonics enabling them to be successful early readers. Children receive reading and oral language interventions which have been proven to help children's understanding and progress through EEF research.
<i>Children to be able to apply taught vocabulary to their understanding of the world around them.</i>	Children are able to apply age appropriate tier 2 and some tier 3 vocabulary to the world around them and their learning in the specific areas of learning.
<i>Children access wider school opportunities to help shape their cultural capital.</i>	Children are supported with wider school life, ensuring that they have the correct uniform school, attend school club and trips and are .
<i>Children are well supported to emotionally regulate so that they are ready to access learning.</i>	Children are provided with 1:1 support or small group support to be able to label their emotions and tools to help them regulate their emotions.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD investment to ensure that teacher provide quality teaching first Little Wandle training EYFS- Interactions and purposeful setting EYFS- Talk for writing EYFS- Language for learning EYFS- Stoke speaks out	Effective Professional Development EEF (educationendowmentfoundation.org.uk) Preparing for Literacy EEF (educationendowmentfoundation.org.uk)	1,

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions for S&L, vocabulary, phonics and reading</i>	1-1 and small group interventions using EEF researched schemes Little Wandle keep ups and Stoke speaks out.	1, 2

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

Budgeted cost: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhancement activities- educational visits and wider cultural experiences</i>	NCFE, DfE study programme guidance and the Ofsted inspection framework	2
<i>Nurture programme to support children in being able to self-regulate and to name their emotions</i>	Metacognition and self-regulation EEF	3

Total budgeted cost: £ 7800

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 and 2024 academic year.

Beaconfields opened to children in September 2024, therefore there is not any prior data.

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
Jigsaw	
Little Wandle	