

# Pupil premium strategy statement 2025/26

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	60
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	R Bell, Headteacher
Pupil premium lead	R Bell, Headteacher
Governor	Kate Thorley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30275
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30275

# Part A: Pupil premium strategy plan

## Statement of intent

Beaconfields Primary School is committed to providing every disadvantaged pupil with the opportunities, support, and high-quality education they need to thrive

Our approach is rooted in evidence-based practice and the belief that disadvantage should never be a barrier to success. We will invest in high-quality teaching and professional development to ensure that every classroom delivers excellent learning experiences. Targeted academic support will focus on speech and language development, phonics, early reading, and number sense, enabling pupils to make accelerated progress.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We understand that academic success is closely linked to emotional wellbeing and readiness to learn. Therefore, our strategy includes nurture provision and approaches that develop resilience, self-regulation, and positive relationships.

We will also broaden pupils' horizons through enrichment activities and cultural experiences, ensuring they have access to opportunities that build cultural capital and inspire ambition.

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.

Through rigorous monitoring, collaboration with families, and a relentless focus on removing barriers, we aim to ensure that every disadvantaged pupil at Beaconfields Primary School leaves us equipped with the knowledge, skills, and confidence to succeed in the next stage of their education and beyond.

## 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 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Baseline data informs us that there is a gap between the early phonic knowledge of our disadvantaged children and our non-disadvantaged children.
3	Analysis of our attendance data demonstrates that there is a negative attendance gap between the attendance of disadvantaged and non-disadvantaged pupils. Attendance rates of our disadvantaged pupils will have a negative impact on pupil progress over time.
4	Ensuring a readiness to learn so that children are physically and emotionally supported for learning to take place based on initial observations

## 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. NELI will be used to provide a high quality intervention to support language development.
Improved reading attainment among disadvantaged pupils.	Focus Little Wandle catch up intervention which will close any gaps and ensure that at least 70% (51% National) of disadvantaged children meet the expected standard in phonics by the end of KS1.
Children access wider school opportunities to help shape their cultural capital.	Children are supported with wider school life, ensuring that they have the correct uniform school, attend school clubs and trips.
Children are well supported to emotionally regulate so that they are ready to access learning.	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.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2027/28 demonstrated by: Children who are in the initial cohort of 25/26 and are disadvantaged are not falling into PA categories.</p>
<p>To address any gaps that have formed, providing high quality teaching and targeted interventions to support those who have not met GLD in their Reception year.</p>	<p>By July 2026, all disadvantaged Year 1 pupils who did not achieve a Good Level of Development (GLD) in writing, mathematics, personal, social and emotional development (PSED), and communication and language will make accelerated progress so that all pupils show measurable improvement in PSED and oral language, evidenced through the use of B squared or the EYFS profile where appropriate.</p>

## 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD investment to ensure that teacher provide quality teaching first Little Wandle training for all staff</p>	<p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF</a> (educationendowmentfoundation.org.uk)</p> <p><a href="https://educationendowmentfoundation.org.uk/preparing-for-literacy/">Preparing for Literacy   EEF</a> (educationendowmentfoundation.org.uk)</p>	<p>1,</p>
<p>Purchase of standardised diagnostic assessments. Communication screening tool and NELI</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups</p> <p>NELI Stoke Speaks Out</p> <p><a href="https://educationendowmentfoundation.org.uk/diagnostic-assessment/">Diagnostic assessment   EEF</a></p>	

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>EP Approach to Literacy</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	
<p>Embedding of Little Wandle phonics to secure stronger phonics teaching for all pupils. Training for all new staff across Year One.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: using Little Wandle keep up intervention to close any gaps.</p>	

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle phonics keep up and catch up sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Little Sutton English hub.	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2
Staff training to be able to deliver NELI as an evidence informed intervention.	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: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1

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

Budgeted cost: £ 8275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

<p>This will involve training and release time for staff to develop and implement new procedures and ensuring that leaders are able to fulfil the role of attendance officers.</p>		
<p>Contingency fund for acute required support.</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>	<p>All</p>

**Total budgeted cost: £ 30,275**

## 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.

Data Analysis-

67.7% of children achieved GLD- 58.3% of PP pupils achieved GLD which is above national at 51.5%.

40% of the children who are pupil premium also have special educational needs

70% of children who are PP achieved the speaking strand of the ELG

100% attendance of PP at educational visits- supported to attend by the strategy, uniform financial support for parents in place- 100% of children had the correct school uniform.

92% of disadvantaged children attended well and did not fall into PA statistics, with attendance strategy support in place for PA which resulted in an increase in overall attendance by the end of the academic year.

84% of disadvantaged children attend an extra curricula activity last academic year.

