



# Pupil premium strategy statement – The Beacon CE Primary

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	The Beacon CE Primary
Number of pupils in school	416 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	47% (Rec-Y6)
Academic year/years that our current pupil premium strategy plan covers <i>(3-year plans are recommended)</i>	2024-2025 2025-2026 2026-2027
Date this statement was published	October 25
Date on which it will be reviewed	July 26
Statement authorised by	Ann Charters (Headteacher)
Pupil premium lead	Lucy Bate
Governor / Trustee lead	Margaret Rowlands

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£285,830</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At The Beacon CE Primary School our INSPIRE curriculum and Christian vision underpin all that we do, and our aim is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas. Through our strategy, we aim to support disadvantaged pupils achieve that academic goal, regardless of prior attainment, and provide pastoral support and wider opportunities to allow all our pupils to flourish.

Our INSPIRE curriculum is challenging and enjoyable, offering pupils a range of learning experiences that nurtures their thinking. Through carefully sequenced planning, pupils are equipped with the knowledge and understanding of the world around them. A flexible and responsive approach ensures that the needs of all pupils, including disadvantaged pupils, are met and everyone can flourish.

We will consider the challenges faced by vulnerable pupils. The activities we have outlined in this statement is also to support their needs, regardless of whether they are disadvantaged or not.

As recommended by the Education Endowment Foundation (EEF), our strategy utilises a three-tiered approach to supporting our pupils. 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. We also focus on targeted academic support for pupils identified by school staff through formative, and summative, assessment. Wider strategies are also identified, this is key in supporting our pupils progress to develop their cultural capital. 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 will ensure that our approach is monitored throughout the year, with common challenges and individual needs identified and responded to, rooted in

robust diagnostic assessments, not assumptions about the impact of disadvantage. The impact of our strategy upon our disadvantaged pupils will be analysed, and discussed, at half-termly meetings held by the Pupil Premium Strategy team, as well as presented termly to key governors and staff.

To ensure the actions are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point where need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and arise expectations of what they can achieve.
- Ensure staff are equipped with the skills and knowledge needed to support all disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments suggest that there is a gap in outcomes in early reading and writing due to some pupils starting school with reduced language skills. The RWI phonics programme and LetterJoin handwriting scheme is implemented to ensure all children in Y1 achieve expected standard in phonics and are prepared to write fluently in all lessons. Additional adults are used in Y1, Y2 and upper KS2 to ensure all pupils can read and write fluently and comprehend what they have read.
2	We aim to develop pupils' characters, supporting pupils' motivation and guiding their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to thrive in our society. Pupil voice and observation has shown that this is an area that needs continued focus and development over time to ensure pupils are motivated and individuals can flourish.

	<p>There will be a focus on the introduction and continued development of a KS1 and KS2 nurture base, as well as trauma informed mentoring for target pupils throughout the year.</p>
3	<p>Attendance data for 2024-25 shows a discrepancy for disadvantaged pupils (95.38%) when compared to attendance of non-disadvantaged (97.11%)</p> <p>Although the discrepancy is small and has narrowed, we are faced with a challenge of maintaining this with a view to closing it further and promoting 100% attendance for all. 2024-25 data also showed that persistent absence rates amongst disadvantaged pupils was notably higher than their non disadvantaged peers, with 60% of persistent absentees being disadvantaged.</p> <p>The national average for attendance in 24-25 (up to 18<sup>th</sup> July 2025) was 94.8%. Despite pupils currently exceeding this, it is crucial to continue to strive for the best attendance possible for all pupils. Exceeding the national average is due to the robust work around attendance within school, as set out in the strategy, and it is part of a continued upward trend.</p>
4	<p>We will continue to support our pupils in developing their first-hand experiences both in and out of the school setting, ensuring that the strategy provides all of our pupils with the life experiences they require to progress and develop.</p>
5	<p>Through our time working with, and supporting, our families, it is apparent that strong parental support has a positive impact upon the progress of pupils. We recognise that some families require additional support regarding SEMH, attendance and support for learning.</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
Meeting expected standard in Phonics Screening Check at the end of Y1	Proportion of disadvantaged pupils achieving the PSC is broadly in line with the national average for non-disadvantaged pupils.
Meeting expected standard at KS1 and KS2 (RWM Combined)	Proportion of disadvantaged pupils achieving RWM combined to be in line with national data for non-disadvantaged pupils.
Achieving high standard at KS1 and KS2 (RWM Combined)	Ensure the proportion of disadvantaged pupils achieving the high standard in RWM combined is at least maintained.

Fluency in handwriting across year groups.	Children are able to write fluently, using cursive handwriting by Y3. Y1/2 teachers will present joining licenses to those ready to move to cursive.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing in 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a reduction in negative behaviour</li> <li>• a reduced need to use KS1/2 nurture bases for behaviour related need</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Attendance	<p>Improve attendance of disadvantaged pupils in order to continue reducing the gap against non-disadvantaged.</p> <p>Percentage of all pupils who are persistently absent being reduced; with the number of disadvantaged pupils who are PA also reduced.</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: £93,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide children in UKS2 with smaller, targeted groups for English and Maths.</p> <p>Use teaching-staff specialisms to deliver high-quality, personalised sessions for children with various abilities.</p> <p>Use an additional teacher in UKS2 to support bottom 20% in English, Maths and READ lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix</a></p> <p>School Based Evidence: Academic data for 2024-2025 is above the national average for KS2 for all pupils. This evidence suggests that our approach of providing additional specialist teachers into Years 5 and 6 has had a positive impact on Pupil Premium achievement.</p>	1 and 2
<p>Provide an additional teacher in LKS2 to support in RWI delivery.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>All children will complete the RWI programme. This will ensure that all students begin the Read to Write English scheme as fluent readers,</p>	1 and 2
<p>Provide children in KS1 and 2 with teaching-staff specialisms (in small RWI groups for reading) to</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix</a></p> <p>Subject specialists are used for to deliver targeted group lessons during English to support pupil progress.</p>	1 and 2

deliver high-quality sessions for children with various abilities.	All teachers are also provided with regular, targeted CPD for reading- with a particular focus on fluency for 25-26, to ensure progress is secured for all pupils beyond the RWI programme.	
Develop skillsets of children through specialist teaching in swimming and music by providing sessions led by subject specialists and the In-Harmony programme.	<p>The Government believes that all children, regardless of background, should have access to a high-quality music education, should understand their options, and be supported to make progress</p> <p>Outlined and evidenced in many reports, the In Harmony programme has consistently generated evidence of positive outcomes on the children, the schools, the families and communities, the musicians, Liverpool Philharmonic itself and the sector.</p> <p><a href="https://www.liverpoolphil.com/media/232814/10-years-of-learning-in-harmony-liverpool-january-2019.pdf">https://www.liverpoolphil.com/media/232814/10-years-of-learning-in-harmony-liverpool-january-2019.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education">https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education</a></p> <p>In Harmony programme provides all pupils with the opportunity to receive specialist music tuition, therefore enhancing the high-quality teaching for all across school. This also applies to swimming session, as qualified swimming instructors will lead all sessions.</p> <p>In Harmony staff are also used to deliver high quality music CPD to our staff- to improve provision in EYFS and KS1.</p>	1, 2, 4 and 5

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

Budgeted cost: £93,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve children's mental wellbeing and behaviour through academic	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved	2 and 3

<p>and pastoral mentoring.</p>	<p>academic performance, attitudes, behaviour and relationships with peers)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Identified mentors will support pupils to improve mental health and wellbeing.</p>	
<p>Provide RWI catch-up sessions to Rec, Y1, Y2 and Y3 pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Research has shown phonics teaching should be matched to pupil's level of skill. Therefore, phonics-based interventions will be provided for identified pupils.</p>	<p>1 and 2</p>
<p>Academic tutoring provided by TA in UKS2</p>	<p>Tuition targeting on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Research which focused on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=intervention">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=intervention</a></p> <p>TA (JD) provides academic support to those identified by teachers who may need catch-up sessions around English and maths.</p>	<p>1 and 2</p>
<p>Provide 'Fresh- Start' reading recovery scheme to select pupils in Y5 and 6, led by English expert.</p>	<p>Reading recovery scheme to be delivered to identified pupils in preparation for their transition to secondary school- ensuring they will be able to access the full curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p>	

	English lead (LB) will deliver sessions daily, upskilling other staff members present and supporting pupils in Y5 and 6 to develop their reading fluency.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £98,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families to overcome barriers to learning; in particular attendance.	<p>Research shows that by designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>School identifies the impact parental support can have on pupils. Therefore, will provide support to identified families such as strategies to improve attendance, parent workshops to guide on how to aid learning and individual sessions to improve SEMH.</p> <p>EYFS Workshops/Stay and Play sessions will take place at regular intervals throughout the year.</p> <p>KM will deliver a Year 1 parent workshop in April 2026 on the Phonics Screening Check. This will give parents an overview of the statutory assessment and home learning support.</p>	2, 3 and 5
Support pupils' social, emotional and behavioural	Research suggests that <a href="#">around half of children and young people</a> living in the UK will have experienced traumatic events or adverse experiences. These can	2 and 5

<p>needs through trauma-informed practice.</p>	<p>have an enduring impact on their cognitive, social and emotional development. So, it's essential to recognise traumatic stress and respond effectively to help students heal, thrive, and reach their full potential.</p> <p><a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a></p> <p>Identified member of staff (AY) to deliver 1:1 sessions for specific pupils, following completion of 'Diploma in Trauma and Mental Health Informed Schools and Communities'.</p> <p>Identified member of staff (JBL) to deliver 1:1 or group sessions for specific pupils, following completion of 'Diploma in Trauma and Mental Health Informed Schools and Communities'. This will take place in a new dedicated KS2 reflective room.</p> <p>Further trauma informed practice CPD will also be provided to all staff, identified members of staff (AY, AC, JBL) will deliver training to upskill teaching staff on trauma informed practice and strategies including the introduction of a relationships policy.</p> <p>An additional member of staff (AD) to complete the 'Diploma in Trauma and Mental Health Informed Schools and Communities', adding to the growing number of staff who are qualified to deliver 1:1 sessions.</p>	
<p>Provide numerous enrichment activities for PP children; Breakfast Club, residential, educational visits.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a></p> <p>Following the evidence above, as a school we will aim to provide rich, character-enhancing opportunities outside of the curriculum for pupils to develop and experience through our INSPIRE Plus and residential plan.</p>	<p>3, 4 and 5</p>
<p>Continue to improve the outdoor provision to provide the best possible learning environment for all pupils.</p>	<p>There are a number of examples of studies that explore the relationship between play-based learning and disadvantage, that have been successful in improving educational outcomes in settings with a high proportion of children experiencing socio-economic disadvantage.</p>	<p>1 and 2</p>

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a></p> <p>To ensure all time in school is utilised for children's learning, we have invested in improving the outdoor learning provision for our KS1 and 2 children. A range of natural and play based resources (e.g. big blocks, dinosaurs, insects, people, animals, cars, pinecones and shells) have been purchased to support our children's learning needs.</p> <p>Using small world and construction resources and enhancements, children can develop their imagination and creativity which supports their cognitive development. These resources also develop children's communication and language, social skills, problem solving, memory and executive functions when working on something together e.g. building and tower, it being knocked over and having the resilience to rebuild it and work as part of a team.</p>	
To provide additional resources such as IT equipment and spare PE/swimming kit.	<p>Due to increasing numbers on roll, the need to provide additional IT resources wherever necessary has increased. As suggested in the evidence below, technology will be used to support and supplement learning rather than replace other learning activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p>School have also increased the bank of spare kit that is stored to overcome barriers to accessing PE and swimming. This has been shown to impact upon attendance on these days.</p>	1 and 2   2, 3, 4 and 5

**Total budgeted cost: £285,830**

## 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 2024 to 2025 academic year.

#### High Quality Teaching

End of KS2 assessment data from 2024-2025 shows a discrepancy between disadvantaged pupils and all. 47% of disadvantaged pupils achieved Expected+ combined, compared to 57% of all pupils. That data encourages us to continue with our approach of providing additional specialist teachers into identified year groups for 2025-2026 with the aim of closing the gap further.

<https://www.beaconceprimary.co.uk/page/academic-performance-ks2-sats-2024/33741>

The use of specialist teachers also took place in Year 5. The NFER standardised assessments in Autumn, Spring and Summer, results have shown an improvement in progress and attainment for disadvantaged pupils in this year group. The assessments covered maths, English and GPS. There was an improvement in the combined average scale score of pupils, from 93.64 in Autumn to 94.5 in Summer.

Following the decision to provide an additional teacher to aid with English in year 4, data has shown an increase in the number of disadvantaged children reaching EXP+ in reading (15.15% in Autumn to 21.21% in Summer). During the academic year the average scale score of disadvantaged pupils also increased from 91.90 to 93.41. Support for reading in Y4 will continue into 2025-2026, as well as the beginning of the fresh start programme for Y5 and 6 to further impact disadvantaged pupil progress in reading.

Specialist teaching of music and swimming will remain as a strategy for 2025-26. This decision is based on 76% (46/60) of pupils in Year 6 being able to swim at least 25m by the end of the academic year in 2024-2025. Our In Harmony programme also enabled 2 pupils to complete graded music exams with Trinity College London.

Achieving a merit in grade 1 flute, and pass in grade 2 violin. The Youth Hub programme from In Harmony (for Y6 pupils continuing their instrument learning) also showed an uptake of 57% participants coming from a disadvantaged background.

### **Targeted Academic Support**

We focused last year on the use of specialist teachers to further enhance our teaching of reading across KS1 and KS2. This strategy will continue moving into 2025-2026, with teams of teachers identified to deliver the maths and English curriculum to Y5 and 6.

The assertive mentoring strategy that was implemented throughout the previous strategy has continued to be successful, with case studies and analysis of behaviour log data showing improvements for the pupils who took part. Pupil voice captured also provided positive feedback from those pupils regarding the impact of their sessions.

### **Wider Strategies**

Attendance was a whole-school priority for all of our pupils, including those at a disadvantage. Attendance figures for the academic year shown a discrepancy of -0.88% for disadvantaged pupils (95.38%) when compared to attendance of non-disadvantaged pupils (96.26%). Although attendance figures were strong compared to national data, we will remain focussed on closing the attendance gap and particularly focussing on reducing the number of disadvantaged Pas across the school.

Following an analysis of the cohort of pupils, providing first-hand experiences and extra-curricular activities was another area of focus. All children in years 1 to 6 were encouraged to go on a residential (subsidised for all pupils). Further financial support is provided for disadvantaged pupils to allow them to attend. 85% of our disadvantaged pupils in years 3 to 6 therefore attended at least one residential. Throughout the year, we were able to offer 23 different inspire plus clubs. School will continue to provide rich, first-hand experiences that enable pupils to flourish in all aspects of life. Each year group continued to have access to a class-set of 30 iPads to support learning across the curriculum, as well as to consolidate key

learning such as times tables, weekly spellings and other basic skills. This has enabled teachers to utilise learning apps such as MyMaths, TT Rockstars, Spelling Shed, Garage Band, Nessy, Accelerated Reader etc. to support learning needs. Upon further delivery of the computing curriculum, it is noted that it would be beneficial for pupils in upper Key Stage 2 to have access to laptops/Chromebook in order to access the content fully. This will be a priority when considering the purchase of new computing resources in 25-26.

## 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

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by the pupil premium fund. This includes:

- regular, targeted CPD for all staff throughout the academic year, focusing on specific curriculum areas to boost pupil progress
- Opportunities for staff to complete NPQ qualifications in a variety of areas including leadership and SEND, to improve overall outcomes
- offering a wide range of high-quality Inspire Plus (ASC) activities to boost wellbeing, attendance and skills. Disadvantaged pupils will be encouraged and supported to participate in a range of the clubs on offer
- continued subscription to a range of online learning services including Accelerated Reader, TT Rockstars, MyMaths and Spelling Shed, to encourage independent learning at home and further boost pupil progress