Pupil premium strategy statement – Beech Grove Primary School – 3-year plan (2026, 2027, 2028)

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	27.4%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026-2027, 2027-2028, 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Claire Joyce
Pupil premium lead	Karen Turnbull
Governor lead	Gareth Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,657.50
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*	£101,657.50

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives

- To ensure all disadvantaged and vulnerable pupils make rapid progress across all areas of the curriculum so that they attain as highly as non-disadvantaged pupils and at least in-line with national expectations
- To achieve our school vision for every child to /'Engage, Enrich, Excel'

What do mean by vulnerability?

At Beech Grove, we define a 'vulnerable child' as a child whose circumstances, experiences or needs create barriers to them engaging in learning, benefiting from enrichment opportunities, or excelling academically, socially, emotional or personally.

We recognise that vulnerability may be:

- temporary or long term
- visible or hidden
- individual or cumulative
- changing over time.

A child may experience vulnerability because of factors relating to learning, health, emotional wellbeing, family circumstances, relationships, attendance, life experiences or significant events.

We recognise that vulnerability cannot always be identified through labels, diagnoses or categories. Instead, we seek to understand how a child's circumstances or needs may affect their ability to access, participate in and gain maximum benefit from school life.

We Believe

- Every child deserves to belong, participate and succeed
- Every child has strengths, talents and potential
- Vulnerability is often created or amplified by barriers rather than by the child themselves
- Inclusion is everyone's responsibility
- High expectations and appropriate support must go hand in hand
- Strong relationships are fundamental to successful inclusion
- Early identification and intervention can prevent barriers from becoming entrenched

Staff play a vital role in recognising and responding to vulnerability early. By knowing, noticing and nurturing every child, we enable all pupils to engage, enrich and excel.

Achieving these objectives

We recognise that ensuring all pupils receive good teaching is the most important lever we have to improve outcomes for our disadvantaged pupils. Research conducted by the 'Education Endowment Foundation' (EEF), suggests that using the Pupil Premium to improve

teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.

In addition, we recognise the importance of understanding the specific barriers our children face, so that we can tailor our provision accordingly.

We have employed a range of strategies within this plan, including:

- Improve the development of vocabulary and language acquisition
- Maintaining a Enhanced Learning Provision
- Implementing high quality, targeted interventions to close gaps and address misconceptions
- Tutoring for small groups in RWI and year 6 core subjects
- Supporting the Social, Emotional and Mental Health needs of our pupils so that they are ready to learn and develop positive behaviours for learning
- Providing access to enrichment opportunities across the curriculum

Key principles

By following the principles below, we believe we can maximise the impact of our pupil premium spending:

High expectations	no excuses for underperformance; belief in and high aspirations for every child
Early intervention	Recognising barriers, changes in presentation and emerging needs, and responding early
Inclusive provision	Understanding every child's strength, needs, interests, experiences and circumstances.
High quality teaching	ensuring all pupils have access to the best teaching in all subjects
Nurture	Providing the relationships, support, adaptations and opportunities that enable every child to thrive

We are aware that, whilst pupils eligible for the Pupil Premium are more likely to be low attaining than other children, tackling disadvantage is not only about supporting low attainers. Data shows that disadvantaged pupils who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.

Challenges

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

Challenge number	Detail of challenge
1	Language and communication difficulties on entry - Increasing numbers of pupils start Reception with limited vocabulary and poor expressive language, affecting early literacy and social interaction.
2	Behaviour and readiness for learning - Some disadvantaged pupils who have experienced adverse childhood experiences (ACEs) or other significant challenges require additional support to develop self-regulation, engagement and readiness for learning.
3	Social, emotional and mental health (SEMH) needs - For some disadvantaged pupils, SEMH needs present barriers to sustained engagement, confidence and academic success.
4	(GLD) Low starting points and foundational skills - A significant proportion of pupils enter Reception below age-related expectations in the key skills and knowledge needed to achieve a Good Level of Development by the end of EYFS.

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 pupils' language and communication skills	• An increased proportion of disadvantaged pupils achieve age-related expectations in Communication and Language by the end of Reception. • At least 75% of disadvantaged pupils achieve a Good Level of Development (GLD), with strengths evident in Communication and Language. • Assessment data demonstrates accelerated progress in pupils' speaking, listening and communication skills from their starting points.
Strengthen behaviour and readiness for learning	• Behaviour incidents involving disadvantaged pupils reduce over the course of the strategy period. • Monitoring evidence demonstrates improved engagement, participation and readiness to learn among disadvantaged pupils. • Disadvantaged pupils attend regularly and access learning with increasing independence and self-regulation.
Enhance pupils' social, emotional and mental health	• Pupil voice demonstrates increased confidence, resilience and positive attitudes towards learning. • Attendance rates for disadvantaged pupils improve and persistent absence decreases.

	• SEMH support and interventions result in improved engagement, wellbeing and participation in school life.
Raise attainment in early foundational skills	• At least 75% of disadvantaged pupils achieve a Good Level of Development (GLD) by the end of Reception. • The attainment gap between disadvantaged pupils and their peers narrows in literacy and mathematics. • A greater proportion of disadvantaged pupils achieve age-related expectations in early reading, writing and mathematics.
Accelerate vocabulary development and language acquisition for disadvantaged pupils	• Disadvantaged pupils participating in targeted language interventions demonstrate measurable gains in vocabulary and oral language assessments. • Monitoring and assessment evidence show increased use of ambitious vocabulary in speaking and learning across the curriculum. • Disadvantaged pupils participating in targeted language interventions demonstrate measurable gains in vocabulary and oral language assessments. • Monitoring and assessment evidence show increased use of ambitious vocabulary in speaking and learning across the curriculum.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3571

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Educational Psychologist (EP) support for assessment and intervention planning. **£1800**	EEF's Special Educational Needs in Mainstream Schools Guidance Report (March 2020) recommends specialist input to tailor interventions for pupils with complex needs, ensuring evidence-based strategies.	1,2,3,4,
Library Assistant to enhance and enrich reading experiences across the school. **£1771**	Some reluctant readers find it difficult to select books at the 'right level' to both access and engage them; adult support and opportunities to prioritise reading Increases reading engagement and fluency; stronger vocabulary and comprehension outcomes. EEF Improving Literacy in Key Stage 1 Guidance Report (Apr 2021): reading for pleasure and access to high-quality texts improves comprehension and motivation. Disadvantaged pupils have fewer opportunities to access a wide range of high-quality texts outside school and may have lower levels of reading engagement and reading for pleasure. This can impact vocabulary development, comprehension, academic attainment and motivation to read.	1,2,4,

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

Budgeted cost: £30,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to deliver targeted interventions. NELI language intervention **£3000**	We have a significant number of pupils in our reception cohort who have very poor oral language and communication skills. The EEF's Nuffield Early Language Intervention (NELI) Evaluation (March 2021) found children made three additional months' progress in oral language compared to control groups.	1,4,
TA to deliver targeted interventions. RWI – 1 TA X4 afternoons 1 TA X3 afternoons **£5250** TA X 2hr x 3 days **£2880**	Read Write Inc (RWI) and Fresh Start phonics and reading interventions. EEF's Phonics: Improving Literacy report (April 2022) found systematic phonics approaches yield +5 months' progress for disadvantaged learners. Fresh Start evaluation (EEF, May 2022) confirmed significant gains in decoding and fluency.	1,4,
Small-group teaching / tuition borderline yr6 pupils Pupil premium champion **£12,419** Language/Reading comprehension 2 X TA – 3X 30mins per week **£1440** 2 x TA X 45mins per week **£2172** Speech and language 3 X TA X 1.5Hr **£2500**	Evidence shows that small group tuition is effective. Having analysed our cohorts, we have identified the gaps in reading and maths could be effectively addressed through small group teaching EEF Small Group Tuition Toolkit (updated Apr 2023): small-group tuition provides +4 months' additional progress when delivered by qualified staff. TalkBoost (EEF Early Years Toolkit, updated June 2022) is rated as high impact for low cost, improving expressive and receptive language.	1,2
School funded enrichment opportunities **£750**	For or many of our disadvantaged pupils, the financial cost associated with extra-curricular activities is prohibitive. This means that some children are not accessing the full school offer and experience.	

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

Budgeted cost: £67,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced ELP providing targeted academic support through structured interventions and personalised learning. **£43,605**	Several of our disadvantaged pupils have individual academic needs. Working within an Enhanced Leaning Provision Improves wellbeing, engagement, and academic progress for pupils with complex needs. EEF Improving Social and Emotional Learning in Primary Schools (Nov 2021) and EEF Special Educational Needs in Mainstream Schools (Mar 2020): integrated SEMH and academic support improves resilience and attainment.	1,2,3
Full-time Pastoral Lead/ELSA 4 Days - **£12,537** Nurture TA support £**7,321**	Supporting our children with SEMH needs helps build self-esteem and develop positive relationships; this helps in a reduction in behaviour incidents; improved engagement and focus. EEF's *Social and Emotional Learning Guidance Report* (November 2021) notes structured adult support can lead to +4 months' progress in attainment when embedded	2,3
Funded time for additional attendance, SEN administrative support. 6 hours a week **£4,212**	We know that attendance is crucial to academic success. Our robust approach to managing attendance, has resulted in Improved attendance of individual pupils, however, disadvantaged pupils' attendance overall, is below their peers. We would like to close this gap. EEF Working with Parents to Support Children's Learning (Dec 2021): effective communication and early intervention improve attendance and engagement. To ensure the needs of our disadvantaged pupils continue to be a high priority, additional time is needed to complete SEN assessment and reports.	1,2,3,4

Total budgeted cost: £101,657

Part B: Review of the previous academic year 2025-26

Outcomes for disadvantaged pupils

Gaps in oral language and communication skills are closing in EYFS so that disadvantaged pupils are well prepared for future learning.

- The percentage of pupil premium children achieving GLD was 57% - increase of 33% from 2025). It is positive that there has been an increase, but there is more work to do to ensure pupil premium children achieve as highly as their peers.

Disadvantaged pupils demonstrate positive behaviours for learning and attain as highly as non-disadvantaged pupils.

- The number of behaviour incidents has decreased over the last year. The three school rules, **'Be Safe', 'Be Respectful' and 'Be Ready'**, are now embedded across the school and applied consistently by pupils and staff.
- Attendance for disadvantaged pupils is 88.4% in line with national average at 89.1%
- The overall percentage gap between PP and Non-PP pupils achieving ARE in reading, writing and maths combined has decreased slightly from 50% to 45%
- The PP SATs outcomes were in reading –64%, writing –45% and Maths –64%

Pupils are equipped with the knowledge and cultural capital they need to succeed in life.

- All disadvantaged pupils have had the opportunity to take part in trips, residentials, lunch time/after school clubs and enrichment opportunities and access
- Pupil voice shows that disadvantaged pupils have positive attitudes to learning and to school and high aspirations for their future

Pupils are secure in the basic number skills for their year group and demonstrate high levels of mathematical fluency.

- Pupils are developing a secure knowledge of the times tables and corresponding division facts for their year group. 29% Pupil Premium in Year 4 achieved 100% (25/25 or more in) the Multiplication Check, with a Mean Score of 21.7
- KS2 assessment data (Yr3-5) shows the impact of implementing NCTEM, 58% of disadvantaged pupils make good progress
- PP Attainment in maths in Year 6 was 64%

Disadvantaged pupils on the SEN register make strong progress in reading. 'Every child is a reader'.

- 63% of disadvantaged pupils (8 children) passed the Phonics Screening Check – 2 of the 3 children who did not pass, did not sit the test due to their significant needs.

- Pupil voice shows that they have positive attitudes towards reading – children enjoy the use of the library and the regularly updated class trolleys.
- PP Attainment in reading in Year 6 was 45%

Pupils' basic skills in handwriting, grammar and punctuation are secure, enabling all pupils to make strong progress in writing.

- Pupils demonstrate positive attitudes towards writing – pupil voice shows EYFS children enjoy using drawings to start a story and across the school pupils enjoy the planning phase and opportunities to write long or short stories. Pupils identified that handwriting practice helps you to write and they enjoy using our handwriting scheme.
- Data from KS2 SPAG tests shows that pupils understanding of objectives for their year group are developing – (Yr3-5) 48% ARE or above.
- Attainment in writing for disadvantaged pupils in Year 6 (45%) **–** Writing continues to be a primary focus in our SDP to accelerate Pupil Premium and vulnerable pupils' progress.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
Dyslexia Gold	Engaging Eyes Ltd
NECTM	Boolean Maths Hub
Nuffield Early Language Intervention (NELI)	Nuffield Foundation

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
• Dandelion Club Yr1-6 • Reading intervention • Funded extra-curricular activities
The impact of that spending on service pupil premium eligible pupils
• Pupils' attending Dandelion Club felt that their absent parent was still part of school life and enjoyed the opportunity to discuss their thoughts and feelings due to the parent's absence • Pupils' progress in reading has been supported through a focus on developing comprehension skills • Pupils feedback that they enjoyed the opportunity to attend and try different extra-curricular activities