

Pupil premium strategy statement – Beaumont Lodge Primary School

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	202
Proportion (%) of pupil premium eligible pupils	30.2
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)	3 years
Date this statement was published	Nov 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dawn Solla Headteacher
Pupil premium lead	Balinder Kazi Deputy Headteacher
Governor / Trustee lead	David Burgess

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,280 £2,570 (1 PLAC child)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£92,850

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to ensure disadvantaged pupils achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

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

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 under-developed oral language skills and vocabulary gaps among all pupils including many disadvantaged pupils. Historical assessments, observations, and discussions with pupils suggest disadvantaged pupils may have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Actions are needed to ensure that disadvantaged pupils do not have difficulties with phonics that then impacts their reading.
2	Internal and external assessments indicate maths attainment amongst disadvantaged children is below Age-Related Expectations at baseline in Reception – the gaps in attainment between non-disadvantaged pupils and disadvantaged pupils fluctuate before becoming more in line by the end of KS2. On entry to Reception class in the last 3 years, a significant % of disadvantaged pupils arrive below age-related expectations. Fine motor skills, Reading, Writing and Communication & Language are areas with low baselines in upon entry to Reception.
3	Our pupils require enrichment opportunities to ensure they experience a broad and balanced curriculum.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. 35% of pupils (in Years 1-6) have been referred by teachers for SEMH support, with 44% of those referrals being for PP children.
6	Our attendance data over the last 3 years indicates that there are inconsistencies (cohort specific) in attendance among disadvantaged pupils which can affect outcomes. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. In 2023-24, 8.5% of the school of pupils fall under the category of persistent absentees – with 35% of these pupils being non-pupil premium.

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. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading Attainment among disadvantaged pupils.	Key Stage 2 (KS2) reading outcomes in 2024/25 show that more than 64% disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 64% disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being diminished • reduced % of all pupils who are persistently absent including disadvantaged pupils
To deliver high quality interventions and gap filling sessions to ensure pupils are not disadvantaged	Results show: • Disadvantaged pupils achieve ARE (Reading, Writing and Maths) in line with non-disadvantaged pupils

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: £12,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Fund ongoing teacher training and release time to focus on developing oracy.	There is a strong evidence base that suggests oral language interventions (NELI, Let's Talk, Early Talk Boost, Fun Time, Ginger Bear), including dialogic activities such as high-quality classroom discussion (through Jane Considine approach), are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Release time for CPD to secure and embed stronger phonics teaching for all pupils through the use of a DfE validated Systematic Synthetic Phonics programme	Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Implement and embed the Walkthrus CPD programme to improve Teaching and Learning	The evidence indicates that explicitly teaching strategies to pupils to help plan, monitor and evaluate specific aspects of their learning can be effective. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £60,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of a range of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions (NELI, Let's Talk, Early Talk Boost, Fun Time, Ginger Bear) 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: Oral language interventions EEF	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Implement the Phonics Catch up programme in KS2 to target pupils who require further support	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Deliver and embed Reading comprehension intervention to support pupils in knowing how to use reading comprehension strategies. Embed use of Boomreader and Library opening to provide opportunities for disadvantage pupils to read for pleasure	Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. However, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Deliver LCFC tutoring project KS2– Maths and English	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be	2, 4

	available to them. Physical activity EEF (educationendowmentfoundation.org.uk)	
TA delivery of interventions to small groups or individuals	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 4
Deliver school-led tuition/tutoring for pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF and in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4

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

Budgeted cost: £43,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of good practice set out in the DfE’s Improving School Attendance advice: Attendance officer to access training and release time to develop and implement procedures and to work with attendance network and EWO	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance advice	6
Use attendance incentives (whole class, group and individual) to increase attendance.	Most studies in this area found that the trialled interventions increased pupil attendance. Attendance-and-Persistent-Absence-ESC-Submission.pdf (d2tic4wvo1iusb.cloudfront.net)	
Deliver Walking bus intervention to support attendance and punctuality	Attendance-and-Persistent-Absence-ESC-Submission.pdf (d2tic4wvo1iusb.cloudfront.net)	
Deliver intervention programmes which use elements of SEL	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages	

and are targeted at students with particular social or emotional needs. Implement KS1 & KS2 Nurture groups to support students with SEL skills	than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Provide specialist music lessons for all disadvantaged KS2 children	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation EEF (educationendowmentfoundation.org.uk)	3
Subsidise enrichment opportunities Embed the IntoUni provision to support disadvantaged pupils	Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. Arts participation EEF (educationendowmentfoundation.org.uk)	3
Contingency fund for acute issues.	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.	All

Total budgeted cost: £115,819

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A range of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills have been implemented. These include a writing scheme which promotes higher-level vocabulary and speaking and listening interventions (Let's Talk).

Stronger phonics teaching for all pupils through the use of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) has been implemented across EYFS and KS1. The rollout has continued into Years 3 and 4 (Catch Up Programme). Ongoing CPD is being delivered, especially to staff new to Little Wandle Catch Up Programme. QFT and additional phonics sessions resulted in a Year 1 pass rate of 90% including 89% of disadvantaged pupils passing.

Enhancement of maths teaching and curriculum planning in line with DfE EEF guidance. Funded teacher release time has been utilised to enhance maths teaching and curriculum. Maths Hub resources and CPD. CPD sessions to Teaching Assistants have been delivered, and ongoing work continues with developing understanding around vocabulary progression and end points.

The LCFC tutoring project supported end of KS2 outcomes in Maths and English, with 80% of disadvantaged pupils achieving Age Related Expectations in Maths and Reading.

TA delivery of reading comprehension intervention to support pupils in knowing how to use reading comprehension strategies supported 74% of disadvantaged pupils across the school achieving Age Related Expectations (ARE) in Reading. TA delivery of interventions to small groups or individuals supported 66% of disadvantaged pupils achieving Age Related Expectations (ARE) in Maths.

School has continued to use attendance incentives (whole class, group and individual) to increase attendance. External reviewers identified that the school was taking positive steps to improve attendance, which resulted in attendance being above national at 96.5%. Attendance incentives (whole class, group and individual) are used well to increase attendance. 2023-24 attendance data indicates disadvantaged pupils' attendance was 94.1% which is an increase on the previous year when the attendance rate was 92.6%. The school Walking Bus intervention support attendance and punctuality of key disadvantaged pupils.

Delivery of high-quality SEMH provision to improve well-being of pupils continues to be embedded. FSW has engaged with targeted parents and families in order to support mental health of pupils and their families. Holding the Mental Health Award for Schools, school continues to prioritise well-being, delivering a range of activities across the school curriculum.

Specialist music lessons are being provided for all disadvantaged KS2 children. This continues to be developed by providing opportunities to practise with their instruments outside of the lesson itself.

There has been an increase in enrichment opportunities offered to all disadvantaged pupils. All disadvantaged pupils had access to museum workshops, subsidised trips and sports tournaments as part of a drive to increase enrichment and life experiences. This also supported work around dialogic activities across the school curriculum, supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.

Quality First Teaching (QFT) continues to be enhanced through the implementation of the Walkthrus CPD programme.

