Beck Primary School

Pupil Premium Strategy 2024-2027

REVIEWED AND UPDATED DECEMBER 2025

A BIG SCHOOL WITH A BIG HEART



Beck Primary School is a proud member of Cascade Multi-Academy Trust

Pupil premium strategy statement – Beck Primary School

This statement details our school's use of pupil premium (and recovery 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	722
Proportion (%) of pupil premium eligible pupils	55.2%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	Reviewed version December 2025
Date on which it will be reviewed	Interim review December 2026
Statement authorised by	Mo Andrews
Pupil premium lead	Amy Willoughby
Governor / Trustee lead	Yvonne Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£509,351
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*	£509,351

Part A: Pupil premium strategy plan Statement of intent

Beck Primary School is the largest primary school in Sheffield and our approach is seeped in our values, placing high ambition and expectations at the heart of our work. We believe that every child in our fabulous school community can be personally and academically successful: our children and the Shiregreen Community deserve the best and we strive to be the best that we can be each day.

At Beck Primary our key aim is to raise attainment for all pupils, regardless of educational and socio-economic barriers and challenges. Through increased intentionality and precision within our work, provision for our pupil premium (PP) children will be highly effective in meeting learning needs. The focus of our pupil premium strategy is support our drive for excellence in how we support our disadvantaged pupils to make excellent progress, including children with SEND and those who are already high attainers.

Our vision is to provide an excellent primary education that ensures all our children, particularly those who are disadvantaged, have the best possible chance of succeeding in life and reaching their full potential.

For children to achieve their full potential we believe we must ensure that:

- ✓ High quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and will benefit the non-disadvantaged pupils in our school. This high quality teaching will be research informed and there will be consistency across all year groups.
- ✓ All children are supported to fully access a high-quality curriculum, designed around the needs of individuals and the school community
- ✓ Children are fully supported to make excellent progress in reading and writing.
- ✓ Achievement in Maths is valued and teachers are well equipped to ensure Maths teaching is highly effective in addressing gaps.
- ✓ Children are precisely targeted for high quality intervention
- ✓ Good school attendance and punctuality are prioritised. All groups of pupils are supported to have good attendance
- ✓ Behaviour and attitudes are positive and support all children to feel safe and to develop the learning behaviours needed to be successful.
- ✓ Staff are aware of children's needs, and the barriers to learning for pupil premium children are clearly identified and understood, particularly those with identified SEND.
- ✓ We have a highly effective workforce and all staff have high expectations and aspirations for all children, and there progress is closely tracked and monitored
- ✓ The ethos recognises the 'whole' child and their lived experience, recognising the importance of social and emotional support and communication and interaction
- ✓ Our children are ready for Secondary School and are supported to make the transition into Year 7 successfully.

We will know we have been successful when:

Engagement with learning, the curriculum and school life of Pupil Premium children is high, and as a result:

- ✓ An increased proportion of pupil premium pupils make accelerated progress, enabling them to catch up to their peers and achieve outcomes in line with or above the national average for all pupils
- ✓ Attendance and punctuality rates for pupil premium pupils are in line with or exceed the national average for all pupils, and children demonstrate a genuine enjoyment and engagement with their learning.
- ✓ A greater proportion of children meet their targets and reach the expected standard, and the greater depth standard. If not at the expected standard, they make at least good progress from their starting points
- ✓ The gap between pupil premium pupils and non-pupil premium pupils is closed significantly and no child, other than those with more complex needs, falls behind the expectation
- ✓ Monitoring shows that PP pupils know and remember more.

Challenges

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

Challenge number	Detail of challenge
1	Attainment data over the last three years indicates that attainment in reading, writing and Maths is significantly below the national average, particularly for disadvantaged pupils, including pupil premium and SEND children.
2	Complex needs: An increasing number of pupil premium children also have identified and often complex special educational needs.
3	Delayed language acquisition and oracy. Limited vocabulary and lack of confidence in pupils to articulate themselves.
4	Attendance is not in line with the national average and too many children are late to school. Persistent absentees are above national and this impacts on pupils learning and achievement.
5	Delayed readiness for learning in terms of positive learning behaviours, self-regulation and communication and interaction. Some children have low self-esteem, confidence, social skills and resilience. Previous and current life experiences can impact on social, emotional and mental health of our children.
6	Cultural Capital: Some children have limited opportunities for pupils beyond the family home and local community
7	Some children struggle with Transition to Secondary and adjusting to the increased expectation linked to independence and different approaches to supporting behaviour.

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
Priority 1 – Gaps in learning are addressed systematically, ensuring that Pupil Premium pupils make consistently strong progress across school. This leads to increasing proportions reaching the expected or higher standard for their age, in Phonics, Reading, Writing and Maths.	✓ Pupil Premium pupils make rapid progress to catch up to their peers with a greater % reaching the expected and greater depth standards, in line with their individual targets. ✓ Assessment systems, both formative and summative, systematically identify gaps in learning and these are addressed in a timely way. ✓ Standards are raised for all pupil premium pupils in Year 6, Year 4 MTC, Year 1 phonics and FS, closing the gap on national outcomes at the end of each Key Stage, in line with targets set. For those children not achieving the expected standard measurable progress is still evident. The vast majority of pupils, other than those cognitively unable or unready, reach the expected standard in Phonics. ✓ Pupil Premium children with an identified special educational need or disability are well supported in the mainstream or more specialist provision and make good gains as a result.

Priority 2 - Quality first teaching and the use of interventions is consistently good or better, evidenced through pupil outcomes in data, pupil discussions and outcomes in books.	✓ Teaching in all year groups will be consistently good or better, with a further increase in the amount being outstanding. There will be increased intentionality in the systems, strategies and procedures: The 'Beck Approach' is consistent across all year groups. Engagement in lessons is high. ✓ Outcomes in books are high quality and pupils demonstrate in pupil discussions that they know and remember more. ✓ Teachers continuously check for understanding and any PP child falling behind is identified quickly as a result of rigorous assessment, tracking and monitoring and this performance information is used to inform subsequent provision and timely intervention. ✓ As a result of quality first teaching and effective use of precisely targeted interventions, targets are met for all pupil premium pupils across school.
Priority 3 - Pupil Premium pupils' oral skills and reading for pleasure will continue to build through several Reading strategies	✓ The systematic approach to the teaching of vocabulary will be fully embedded and pupils will apply learning within their writing. ✓ Strategies to support early language acquisition will impact significantly on progress in the Foundation Stage. ✓ Purposeful talk will form part of each lesson. Pupils will engage proactively within class discussions across the curriculum, using a wider range of more precise vocabulary ✓ Reciprocal Reading in KS2 will support children to develop pupils' language across the curriculum ✓ The Oracy tracker will demonstrate that PP children are making good progress ✓ The approach to vocabulary development and use of knowledge organisers, will have been extended to support pupil's development of a richer vocabulary and knowledge across the curriculum. ✓ Planning across the curriculum will have more precisely identified Tier 2 and 3 vocabulary, ensuring opportunities to practice and revisit (orally and in written form) ⟩ As a result of retrieval practice and the spiral nature of the, knowledge of vocabulary will be placed into long term memory- PP pupils will remember more! ✓ An increased % of pupil premium pupils across school, in line with targets,
Priority 4 - Attendance of Pupil Premium pupils continues to improve with most pupils achieving good attendance overall. The percentage of pupil premium pupils who are persistently absent decreases further.	✓ The overall attendance at Beck will be in line with the national average, with the majority of children attending every day. ✓ Children attend school on time every day and no learning is missed. ✓ The rigorous application of the Trust attendance policy and systems ensure that pupil premium pupils attend school at a level at least in line with all pupils nationally. ✓ Pupil premium pupils are supported in a very timely way when a problem is identified through weekly monitoring. Families attend meetings to discuss attendance and know how important good attendance is ✓ Attendance is high profile across the school with regular incentives and rewards through the Attend, Achieve Succeed initiative. ✓ Through precise identification and targeting, there will have been a significant reduction in the % of pupil premium pupils who are Persistent Absentees. ✓ Families and children tell us that they feel supported when struggling with attendance.
Priority 5 - Excellent behaviour and behaviours for learning	✓ Behaviour across school will be at least good and challenges are addressed in a timely way.

are achieved by all pupil premium pupils leading to a high level of engagement with the curriculum, evidenced through exclusion, serious incidents and red cards/ class monitoring.	✓ The school's behaviour curriculum will be agreed and understood by all and will support all staff and children through clear policy, a high quality PSHE curriculum, clear systems and procedures and embedded values. ✓ The PSHE curriculum will be embedded and will support the development of pupil's resilience and learning behaviours. Behaviours for learning are increasingly strong and engagement across the curriculum is high. This impacts on progress and achievement. All Pupil Premium pupils will be demonstrating high level of engagement within the curriculum. ✓ Pupils identified as requiring additional intervention will make strong measurable gains through work with the Pastoral Team and our Mental Health Practitioner and through the development of relational practice and the embedded use of Zones of Regulation. ✓ Children with complex behaviour needs are well supported through high quality Nurture provision and when appropriate effective use of Alternative Provision. ✓ The % of serious incidents and suspensions for pupil premium pupils continues to decrease.
Priority 6 - An increased number of Pupil Premium pupils will be making a wider contribution to school life and engaging with wider opportunities. All pupil premium children have access to trips, visits and memorable experiences.	✓ All children access high quality experiences, trips and visits, which are free to all. ✓ The majority of Pupil Premium Pupils will have taken part in enrichment activities – this is rigorously tracked and monitored ✓ Pupil Premium pupils will engage with wider opportunities such as School Council
Priority 7: To provide a high-quality Transition programme for our Year 6 pupils to ensure they are secondary ready.	✓ Year 6 pupils have increased confidence in their learning and demonstrate positive behaviours for learning and attitudes to school. ✓ Year 6 pupils will have accessed a high-quality transition programme provided by our Year 6 teachers and pastoral team, either as classes, groups or individuals. ✓ Year 6 pupils are able to move successfully to secondary school and feel prepared for the opportunities on offer there.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£300,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop excellence within the Maths curriculum and teaching across school in order to	Internal and external data EEF Toolkit	Challenge 1

accelerate progress and to increase the proportion of children achieving the expected standard: - Continue to prioritise Maths leadership and ensure training and collaborative across the trust and with the Maths Hub, including 1 day of AHT time and additional 2 Maths Leader across the key stages. - Embedding the mastery approach across school, through the ongoing development of of Ark Maths and the Clare Christie Times Tables Programme, building on the successes from Year 1. - Ongoing CPD for all staff to understand and develop the Ark Curriculum. - Work with the Maths Hub and Ark Consultants - Ensure high quality resources are available so that the use of manipulatives is fully embedded across school. - Support school visits and cross trust working, including moderation - Ongoing work with the Trust Maths lead	Maths Mastery research and EEF Maths report EEF funding for Maths Mastery programme Maths Hub resource and research The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
To develop excellence within teaching and increasing engagement, with a focus on strategies to ensure learning is placed in long term memory: pupils to know more and remember more: - Ensure increased intentionality within systems and routines - Further increase the culture of high expectations of ALL pupils: a belief that all can make excellent progress from their starting points and that the quality of all outcomes matters. - Embed strategies to support engagement and checking for understanding, through the ongoing development of Teacher Walk Thrus. - Develop an agreed/consistent approach to the use of retrieval strategies across school. - Within all CPD staff to consider the implications for pupils not yet at the expected standard: this includes training and development for Teaching assistants. - In core subjects focus on the development of teaching strategies to support achievement at the Greater Depth standard. - Development of instructional coaching to support targeted and incremental improvement for all staff, regardless of experience and expertise - Support teachers to use assessment and data effectively. - Continue to develop the roles of the phase leader and year leads to support teaching and learning within their year groups, as coaches.	Internal data and monitoring outcomes Research and EEF Toolkit: Meta-cognition and Self-regulation Research linked to Research ED In Action publications, Rosenshine, Retrieval Practice- Kate Jones and Generative Learning: Fiorella, Mayer and Enser) Marc Rowland: Addressing Educational Disadvantage EEF guidance based upon feedback. Research shows that high quality feedback has a positive impact on pupil learning and progress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	Challenge 1
To develop excellence within teaching for vulnerable learners, particularly PP children with identified SEND and increase their engagement in learning, particularly when challenged:	As above + EEF Toolkit: Teaching Assistants and MITA research NASEN	Challenge 1 and 2

- Develop an even greater level of intentionality in developing excellence within provision for pupils with additional needs: raising aspirations and expectations even further. - Increase SEND leadership capacity, recognising the impact deprivation has on SEND needs. - Continue to train and develop all staff in understanding the four broad areas within SEND and strategies to support (embedding use of the SEND Teacher Handbook, the Birmingham Toolkit and the EEF SEND 5 a day) - CPD to support all teachers in writing high quality support plans, developing understanding of the impact deprivation can have on SEND children. - Ensure assessment and tracking systems are fit for purpose so PP, particularly those pupils with more complex needs/multiple barriers to learning have their needs identified quickly. - Through CPD, coaching and pupil progress meetings, staff are supported to use a range of strategies to meet needs and where necessary provide additional high quality provision within quality first and through targeted intervention - Evaluate the use of Teaching Assistants to ensure all TA deployment and TA skills are as effective as the best practice. - Exploring how to challenge the lower attaining pupils with more complex needs eg PP and SEND pupils. - Work in partnership with the Trust inclusion lead to continue to develop provision for the most complex needs, within more specialist provision. - Specialist provision for complex needs children, with high pupil staff ratio to support language development and SEMH, including the development of a Nurture group.		
To further develop excellence within the English curriculum: - Review and identify next steps in the reading curriculum and implementation of reciprocal reading in KS2: fully implement the adapted structure through rigorous monitoring and CPD - Ongoing involvement with RWI consultants and the English Hub to continue the early reading and phonics improvement journey, with a particular focus on SEND and disadvantaged children - Introduce the new writing curriculum: Ready Steady Write, ensuring high quality training for all staff. - Work with all staff to embed the writing structure, including the use of dictation to increase the focus on transcription. - Review the implementation of the writing curriculum regularly, working with the Trust writing lead and the School Improvement lead.	EEF guidance for KS2 literacy. Research shows that high quality books and regular fluency practice supports progress in literacy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	Challenges 1 and 2

- Develop marking and feedback within writing to ensure good progress and increasingly high quality outcomes - Consolidate the use of RWI spelling and Nelson Handwriting schemes, focused on excellence within delivery and outcomes. - Work positively with the Trust English Leads (One internal for reading) and other trust schools.	Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Develop excellence within oracy for all children: - Embedding communication-friendly environments to support oral language development, through a whole school focus on oral language development with regular CPD. - Supporting and training teachers and teaching assistants to teach to support oral language development. - Investment in LEAP and VIP interventions. - Additional support from Speech and Language Therapy time to provide additional training, support and assessment of pupils. - Focus on early development of language within Nursery, through language programmes and additional TA support. - Ongoing development of the curriculum identifying Tier 2 and 3 vocabulary, particularly focused on Maths, Science, History, Geography and Art initially.	Evidence demonstrates that children have made gains with speech and language when therapists and teachers were more satisfied about their knowledge base. "Providing training so that the workforce is able to identify children with difficulties and work with relevant others to meet the needs of all children is essential." https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf Oral language interventions | Teaching and Learning Toolkit | EEF EEF Early Years research and report.	Challenge 3
Embed a broad engaging curriculum, which builds learning incrementally and which provides a wide range of aspirational experiences: - Consolidate the science curriculum through high quality CPD and use of moderation for all staff. Ensure the school is in a position to apply for the science Quality Mark. - Investment in resources for Science. - Development of subject leadership to ensure improvements across foundation and core subjects are sustainable. This work is supported and lead by the AHT for Curriculum. - Implement new curriculum content for RE and Art and evaluate impact. - Provision of a wide range of trips, visits and experiences free for all children including subsidy of residential experiences. - Plan and publish a wide range of school events which support children to have positive attitudes to school life and to support parents/carers in supporting their children's learning.	Research indicates that fieldwork, properly conceived, adequately planned, well taught and effectively followed up, offers learners opportunities to develop their knowledge and skills in ways that add value to their everyday experiences in the classroom https://www.researchgate.net/publication/287621860_The_value_of_outdoor_learning_Evidence_from_research_in_the_UK_and_elsewhere	Challenges 1, 2, 3 and 6

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop excellence in provision for children with complex SEMH needs to support good progress in learning: - Support children in a small group Nurture provision, ensuring a high staffing to pupil ratio, setting targets and use of Boxall and Birmingham Toolkit to ensure a high quality provision. - SENDCO to support Nurture staff in planning and delivery of the curriculum. - Create individual timetables for children previously taught within internal AP and now integrating into class. - Ensure high quality alternative provision is available for PP children, working proactively to avoid suspension or exclusion. - Ensure access to ELSA prog and Mental Health Practitioner work is in place for identified children	EEF research and reports Research shows that supporting pupils to develop positive strategies for regulation and behaviour to allow them to access class learning. Healthy minds Trauma Informed research 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.	Challenge 5
Develop a range of high quality interventions, including rapid intervention and ensure these happen in a timely way: - Training for all staff linked to gap analysis to support effective use of assessments and data. - Embed the use of Ready to progress Maths interventions, ensuring all staff are well trained. - Develop use of Clicker to support children struggling in writing. - Additional support from teaching assistants in all classrooms to lead structured interventions targeted at raising the attainment of those at risk of falling behind and those identified as making slower progress. This would include children working at all levels of attainment. Their work includes small group work within class and of withdrawn groups including leading phonics interventions (Phonics, Maths and Writing as a priority) - Training for TAs linked to scaffolding and questioning. - Booster sessions and tutoring work provided for Year 6 pupils following gap analysis.	Teaching assistants can provide a large positive impact on pupil progress if used effectively. Evidence suggests where teaching assistants work with focussed groups on high-quality structured interventions. EEF Toolkit – Teaching Assistants Phonics | EEF (educationendowmentfoundation.org.uk) 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 | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF	Challenge 1 and 2

Targeted support for children with specific SEND needs including SLCN and Cognition and Learning as well as SEMH: - Ongoing development of the Specialist Hub Provision to provide small group targeted provision, with higher adult/pupil ratio - Additional Specialist support for pupils with SEN delivered by teaching assistants in one to one or small group sessions. - Additional SENDCO support - Work with Trust Inclusion Lead - Special SEND teacher support through Family of schools and Locality SEND teacher - Speech and Language Therapist provision through Let's Verbalise - Engagement with the Locality B Reception project.	Research indicates that using teaching assistants for focussed targeted interventions for individuals and groups of pupils has positive impact on pupil outcomes. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	Challenge 2 and 3

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the whole school behaviour curriculum to ensure full consistency: - Regular review of Behaviour Policy and behaviour data, identifying children requiring support. - Ongoing CPD for all staff, linked to the Behaviour Curriculum: values, procedures and systems, PSHE curriculum and Behaviour Policy, particularly focused on induction for ECTs and new staff. - Monitor implementation of policy and curriculum - Year Leads to work with all staff to embed the school's approach	EEF Research Positive Regard Training Trauma Informed Practice Creating a Culture: How school leaders can optimise behaviour: Tom Bennett and DFE	Challenge 5
Personal Development and Self-regulation - Continue to embed and enhance the use of Jigsaw PSHE and RSHE programmes across school impacting on pupils resilience, ability to discuss and debate and understanding of protected characteristics. - Develop use of whole school assemblies to embed values and to enhance the Jigsaw Programme. - Continue to enhance and consolidate the use of the Zones of Regulation to support emotional wellbeing and give a common language for expressing feelings and emotions. - Use of Zones of Regulation work with individuals	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	Challenge 5
Wider Opportunities - Provision of additional Music teaching for Brass as children move into Year 6, providing access to Brass Band teaching.	The Power of Music to change lives.	

- Introduce small group specialist/peripatetic music teaching for guitar, keyboard and drums. Ensure appropriate resources are available.	The power of music to change lives - A National Plan for Music Education Specialist Research How Music Can Level the Playing Field for Disadvantaged Pupils | SoMi Academy Government Music Pilot Music pilot launched to help break down barriers to opportunity - GOV.UK	
Transition - Devise principles for and design a programme of Transition for Year 6 children, working where possible, in partnership with Secondary. - Engage with the LA SAFE project and use of Unravel Mentors - Workshops for families linked to Transition - Targeted Transition programme for Year 6 PP and vulnerable pupils during the year. - Individual support through the Mental Health Practitioner and Pastoral staff		Challenge 5
Attendance and punctuality: - Fully embed the Trust Policy full systems for monitoring and managing attendance, with a particular focus on PAs. - Introduce all staff to Attendance Strategy for 2025-2026: provide CPD for all - Develop individual action plans where appropriate - Introduce a new system for rewards and recognition: Attend, Achieve, Succeed Programme - Use regular communication with parents/carers through Dojo to support understanding of school life and the importance of attendance and punctuality - Rigorous monitoring and intervention through an attendance team - Work with Trust Attendance Lead	Internal data and monitoring outcomes Data analysis EEF research DFE working together guidance	Challenge 4
Pastoral and behaviour support: - Tailored support for groups and individuals identified as needing well-being support and additional support to meet behaviour expectations (Pastoral team) - identified groups/ individuals on interventions such as Theraplay, Nurture, Lego- Therapy, Outdoor Learning and Breakfast/Lunch Groups and 1:1 sessions.	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Social and emotional learning | EEF	Challenge 4

	(educationendowmentfoundation.org.uk) EEF Toolkit: Behaviour Interventions	
Parental Engagement - Work with identified families to support and sign post when required, including support through FIS and Soar**,** housing support, mental health work, parenting programmes, pre-loved uniform etc. - Run a range of parental workshops linked to Jigsaw, RSHE and understanding protected characteristics, the importance of attendance supporting keeping pupils safe in the community, SEND, supporting understanding of phonics and early reading and essential skills support for Maths. - Family workshops linked to Maths, Science and Reading for Pleasure. - Targeted parental programmes linked to behaviour, attendance and SEND. - Develop Reading Volunteer training and programme	Parental Engagement and support programme EEF Toolkit: https://educationendow	Challenges 1,2 , 3, 4, 5 and 6

Total budgeted cost: £ 510,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- We have analysed the performance of our school's disadvantaged pupils during the previous academic year drawing on national assessment data and our own internal summative and formative assessments. Thes assessments involve the use of standardised tests to ensure reliability and accuracy.
- School's internal data for pupils in Years 1 – 6 during 2024-25 demonstrates that the attainment of disadvantaged pupils is below that of their peers and significantly below the national average. The gap is likely still linked to COVID lockdowns but remains significant. OFSTED supported this view.
- Internal data, particularly for Maths demonstrates good impact of the implementation of the new Maths curriculum. Children now enter Year 6 at a significantly higher standard overall. Significant impact overall on the Multiplication and Times tables Check for Year 4 children.
- The gap is further narrowing in KS1 and EYFS. To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. Statutory assessments show that phonics and EYFS attainment is still below national levels but is improving and disadvantaged pupils are catching up to their peers. Key stage two progress and attainment is below national for both disadvantaged and non-disadvantaged pupils and the strategy has been adapted accordingly. The impact of the pandemic is still evident within Statutory Data and catch-up programmes and intervention are in place to improve attainment and progress.
- Progress of disadvantaged children with identified SEND needs has been variable and remains an area of focus. Speech and Language support teachers have once again been in school to assess and provide support for children where needed. They have offered consultation and support with members of staff as well as working with and assessing children directly. School also accesses support from Fusion to assess pupils' strengths and weaknesses so that teaching and interventions can be tailored accordingly.
- As demonstrated within OFSTED pupil outcomes in books and explored during pupil discussions demonstrate positive impact of our PP strategy and overall quality of education, particularly for our most vulnerable.
- The school was judged as good overall with key strengths in Behaviour, attitudes and personal development, particularly for supporting the most vulnerable. These areas continue to show improvement.
- As in previous years, there has been a large focus upon supporting the SEMH needs of pupils and helping them to access learning calmly. A vast majority of these children were identified as disadvantaged children. As

a result of targeted pastoral support, we are seeing a reduction in the number of behaviour plans and an increase in the numbers of targeted children engaging with learning; parents have been involved where necessary to work with and support these targeted children.

- Despite the challenges we continued to work on providing a broad and balanced curriculum for all pupils and to mitigate some of the reduction in experiences that children, particularly those disadvantaged, were experiencing. By the end of the summer term 2025 all children had had the opportunity to go on regular school trips and visits, providing enrichment that only outside of school opportunities can provide. Free breakfasts were provided all year, ensuring that all pupils have a healthy meal at the beginning of the day. Our specialist teachers teach children across the school PE, computing and music each week. These sessions are delivered during staff PPA and provide enriching and wider opportunities for all children. These opportunities include a range of sporting clubs and competitions, brass lessons for KS2 pupils, concerts and performances that pupils would not otherwise experience.
- Attendance remains a key priority and forms part of the strategy for 2025-26. Pupil Premium children attend school less often than non PP children.
- Based on all the information above, the performance of our disadvantaged pupils has not yet met expectations and the plan has been adapted to achieve the outcomes we set out to achieve by 2027, as stated in the Intended Outcomes section above.