



Pupil Premium Strategy Statement

Beaudesert Lower School

School overview

| Detail | Data |
|--|-------------------------------------|
| Number of pupils in school | 284 |
| Proportion (%) of pupil premium eligible pupils | 12.7% |
| 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) | 2024-2025 2025-2026 2026-2027 |
| Date this statement was published | December 24 |
| Date on which it will be reviewed | September 25 |
| Statement authorised by | Vanessa Pearce |
| Pupil premium lead | Chloe White |
| Governor / Trustee lead | Tormod Macleod |

Funding overview

| Detail | Amount |
|--|------------|
| Pupil premium funding allocation this academic year | £53,280,00 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £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> | £53,280,00 |

Part A: Pupil premium strategy plan

Statement of intent

At Beaudesert Lower School, we believe in providing a strong foundation for life-long learning to which every child is entitled, regardless of their background and the challenges they may have faced. We endeavour to support all vulnerable pupils in attaining their full potential and progressing in all areas of their learning.

This statement will outline how Beaudesert Lower School ensures all PP pupils achieve this through a whole-school approach.

We aim to ensure:

- that children are ready to learn with a toolkit of strategies to help them overcome barriers
- that children receive Quality First teaching to reduce the gap between non-disadvantaged pupils and disadvantaged pupils
- close monitoring of outcomes and ensuring targeted interventions are put in place immediately
- that experiences and opportunities are available to all children in the school regardless of barriers that may stop this.
- that all approaches link to the school development plan

We have developed our strategy from the Education Endowment Foundation and used a tiered approach to our strategy.

1. Teaching: providing Quality-First teaching, ensuring staff teach to consistently high standards across the school. We will support children's education through targeted staff professional development and high-quality interventions, pre-teaching especially.
2. Targeted Support: We provide interventions, one-on-one and small group support, and family support tailored to the children's needs through close monitoring and assessment,
3. Wider Approaches: We provide a range of non-academic support, activities, and clubs for disadvantaged children to impact their school successes, such as family support, support with attendance, breakfast and after-school clubs, and support with trips, clubs, and uniforms.

This ensures a holistic approach to every child's education and that barriers and challenges will never stop a child at Beaudesert Lower School from learning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance lower than non-Pupil premium pupils |
| 2 | Disadvantage pupils' lack of life experiences affecting their cultural capital |
| 3 | Low-level tier language being used and lack application of listening and attention to others. |
| 4 | Low attainment in maths |
| 5 | To continue to develop and progress phonics and implementation into writing |
| 6 | Fluency and prosody of reading |

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 |
|---|---|
| Low attendance will not affect children eligible for PP's learning, and families will be offered Early Help. | Children eligible for PP's attendance are 97% or above. Engagement of all PP children using the school apps and parents' evening Family needs are identified and supported in school or externally to ensure children are given full access to learning, including regular safeguarding visits will take place when needed Staff to be trained on the Therapeutic Think Approach when working with vulnerable children and embedded in everyday teaching |
| PP children actively participate in whole school and individual activities to enrich their learning and life experiences. | All financial and social barriers to be removed so children can access all learning opportunities EY's ensure all children have resources and strategies to be school ready Resources to be available to support everyday learning in the school Specialised programme to be developed to ensure children access life experiences (previously may have been missed) |

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| | Learning to be adapted to ensure any missed opportunities are addressed |
| All PP children should use a high level of tier 2 and 3 language and increase their attention, focus, and ability to listen to others. | <p>Language in lessons will be focused on tiers 2 and 3, ensuring vocabulary is shared clearly and visually in all classes.</p> <p>All PP children's speech and language abilities must be monitored, and interventions must be implemented if required.</p> <p>Ensure that an equality, diverse, and inclusive curriculum is offered using high-quality texts.</p> <p>Jane Considine literacy programme embedded in the school</p> <p>EY's continue to provide a high level of social opportunities in the continuous provision</p> <p>PP children have the chance to be involved in roles representing the school.</p> |
| Raising Attainment in PP Children in Maths using mastery and vocabulary development. | <p>Consistent first-quality teaching in 'Mastery Maths' using the CPA approach</p> <p>Barriers to be removed using adaptive teaching, such as using scaffolding tasks, manipulatives, challenges,</p> <p>PP children to make accelerated progress and reach age expectation</p> <p>The gap in maths is to be closed between PP and non-PP children who are reaching age expectations.</p> <p>High-quality maths vocabulary to share lessons.</p> <p>Formative and summative assessments to be used to monitor closely and plug gaps and interventions to be introduced</p> <p>Pre-teaching to be used to ensure PP children are confident in lessons</p> <p>Feedback is to be given to children to support or challenge them further.</p> <p>EY's children achieve age expected in these areas of learning</p> |
| All children who are eligible for PP to continue progressing in reading and writing and close the gap between PP and non-PP children. | <p>First, quality teaching ensures all barriers to learning so every PP child progresses in reading and writing.</p> <p>Close monitoring and interventions ensure that all PP children are readers and writers.</p> <p>The Gap in reading and writing is to be closed between PP and non-P children reaching age expectations.</p> <p>To ensure all children leave Key Stage 1 as readers and pass phonics screening.</p> |

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| | EY's children achieve age expected in these areas of learning |
| All PP children will read fluently and add prosody to increase their reading comprehension and apply their understanding to their learning. | <p>Children will read with fluency and prosody, so every child becomes a confident reader.</p> <p>Little Wandle programme followed consistently throughout the school</p> <p>Whole class guided reading sessions consistently taught across the school</p> <p>Systematic monitoring will identify children needing extra intervention early to ensure that every PP child progresses.</p> <p>EY's promote reading areas and ethos in their continuous play.</p> <p>Learning adapted to support all learnings</p> |

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: £ 21,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Ensure high-quality first teaching in the school including:</p> <p>Ensure a high quality, EDI curriculum</p> <p>Training in retrieval and adapting curriculum for all learners</p> <p>Training of verbal feedback to ensure progress of learning and challenge</p> <p>To provide safe and engaging environment in the school</p> <p>Use summative and formative assessments to monitor PP children's learning closely</p> <p>Continue to embed Mastery maths, Little</p> | <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils&utm_medium=search&utm_campaign=site_search&search_term=nurture</p> <p>continue to develop the ethos of the school, providing a safe, nurturing environment to learn in</p> | 1-6 |

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|---|---|-----|
| Wandle and Jane Considine programmes Modelling varied and rich vocabulary in every lesson | | |
| Widget to access learning and develop language and communication for children and parents. | Visual learning is an adaption that has proven to work. The widget will support EAL, pre-communication and language being a barrier to learning. | 1-6 |
| Development of zone of regulations | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. (EEF) | 1-6 |
| PP Lead and SENCo Leadership Time for monitoring, project time and implementation | Investing in leadership is one of the most efficient and effective ways of strengthening education systems and improving teaching and learning at scale, (Education Development Trust) | 1-6 |

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

Budgeted cost: £ 12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted 1:1 or small group interventions including little wandle, precision teaching, pre-teaching, reading and maths fluency, speaking and | Evidence indicates that small group and 1:1 support are effective with qualified staff. Short and regular sessions, including pre-teaching key vocabulary, over a period of time have been shown to have optimum impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 3,4,5,6 |

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| listening big book of ideas | | |
| Teachers identify children who need social and/or emotional support, use nurture approaches to focus on positive behaviours, and provide time to talk. | <p>Nurture groups provide an opportunity to focus on the emotional growth of children eligible for PP. When children are supported well emotionally and socially they have an increased ability to learn.</p> <p>https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/</p> | 1,2 |

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

Budgeted cost: £19,780

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Engagement of parents – marvellous me | Parent engagement in children's learning has proven to make 4 months of progress in their learning and has proven to have an even higher impact among PP children. (EEF July21) | 1-6 |
| Contributions to enrichment activities such as theatre trips, residential trips, extra-curricular clubs and music | Extra curriculum activities are an important part of education. These approaches can increase engagement to education will translate into improved outcomes (EEF) | 2 |

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| lessons and roles within school | | |
| Providing resources e.g. School uniform, school equipment | <p>School uniforms develop a sense of belonging to a community and pride. Children should never have a resource they need to further their learning if they are eligible for PP.</p> <p>https://www.gov.uk/government/publications/pupil-premium-allocation-and-conditions-of-grant-2024-to-2025#:~:text=Pupil%20premium%20(PP)%20grant%20provides,educational%20attainment%20of%20disadvantaged%20pupils.</p> | 1,2 |
| Payment for Free School Meals | <p>Children who are eligible for PP are receiving a healthy and balanced diet. Although on its own meals will not improve children's attainment, it can impact children's behaviour and concentration within a classroom environment.</p> <p>https://www.gov.uk/government/publications/pupil-premium-allocation-and-conditions-of-grant-2024-to-2025#:~:text=Pupil%20premium%20(PP)%20grant%20provides,educational%20attainment%20of%20disadvantaged%20pupils.</p> | 1-6 |
| <i>Breakfast and afterschool clubs</i> | <p>Eating a healthy breakfast before starting the school day is linked to improved concentration, better attainment, increased energy, a higher intake of vitamins and minerals, and even a healthier body weight. Breakfast is especially important for young students whose brains use up about half of the body's energy.</p> <p>We offer breakfast clubs to families who struggle to provide a wholesome breakfast. We also purchase cereals and bread for toast that many of our PP children benefit from</p> | 1-6 |

Total budgeted cost: £53,280,00

Review of the previous academic year

Outcomes for disadvantaged pupils

This year at Beaudesert, our Pupil Premium (PP) strategy has been implemented with a strong focus on widening access to educational opportunities, enrichment activities, and targeted interventions, ensuring that the majority of eligible pupils benefited from tailored provision.

The strength of our strategy this year has been

- High levels of participation in enrichment activities (art club, trips, book fair).
- Targeted literacy and nurture support are reaching a significant proportion of pupils.
- Balanced allocation of funds across academic, enrichment, and practical needs.

Due to the funding and support given to our PP children, this year, all PP children who accessed the Year 2 phonics rescreening passed, and 6/8 PPG children passed in Year 1. There has been an improved increase in PPG children in Key Stage 2, raising attainment in reading, writing and maths. This will still need to be a focus in Key Stage 1, and continue to embed the strategy in Key Stage 2

Interventions have had a substantial impact on the progress of the PPG children, with 53% of PPG children accessing *Little Wandle* or other reading interventions such as Hf1 reading fluency and precision teaching, strengthening literacy foundations. 37% of the budget was directed toward additional adult support, enabling specialised 1:1 and group interventions.

Around two-thirds of PPG children engaged with nurture provision, addressing social-emotional needs alongside academic progress. These measures demonstrate a balanced investment in both educational attainment and well-being, ensuring children receive personalised support.

The strategy successfully prioritised enrichment, ensuring pupils had access to experiences that build confidence, creativity, and social skills. 100% of PPG children attending the book fair purchased a book of their choice, promoting reading for pleasure. 69% of PPG children joined the after-school art club, with school funding removing barriers to participation, and 67% of PPG children accessed curriculum-linked trips, workshops, and theatre experiences, broadening cultural capital.

All Year 4 children were partially funded for the residential trip, with 90% of children attending. This provided the children with opportunities to develop their independence, confidence working with others and resilience, as well as to gain many new life experiences.

Another aspect of our PP strategy was to reduce financial strain on our families and promote inclusion, ensuring children could fully participate in school life.

10% of the PP budget contributed towards trips, wrap-around care, and school uniform.,14% of PPG children accessed wrap-around care, 50% of Year 3 and 4 PPG children were funded for swimming lessons (10 out of 20), to develop their confidence and knowledge relating to water safety and we ensured new uniform was provided for a number of our families

The PP strategy demonstrates a well-rounded, inclusive approach, ensuring that children benefit academically, socially, and culturally. With strong participation rates and thoughtful allocation of funds, the school has maximised the impact of Pupil Premium. Future focus could be on extending literacy support and evaluating intervention outcomes to enhance effectiveness further.

Next year, our areas for development will continue to focus on early identification and removing barriers to learning while providing appropriate challenges. We will closely monitor the attainment of PPG children, including the impact of 1:1 and group interventions, to ensure early identification for next steps in their learning. Staff training and awareness will be maintained through meetings with the PP lead. Since the introduction of WellComm and a multi-school Oracy project, this will remain a key focus next year, involving staff training and developing children's understanding of language and Oracy skills. Early identification and intervention will help children become communication champions. Continual staff development and training in adaptive teaching will ensure children receive the necessary scaffolding, support, and challenges to raise attainment.

Our ongoing focus will be to ensure children continue to access enrichment activities and are given a variety of experiences, broadening their expertise beyond what they may have the opportunity to experience outside of school.