



Pupil Premium Strategy Statement

Beaundesert Lower School

School overview

Detail	Data
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	8.51%
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 25
Date on which it will be reviewed	September 26
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	£49,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,357.74
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>	£64,352.74

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
- Ensure that children receive first-quality teaching to reduce the gap between non-disadvantaged pupils and disadvantaged pupils
- Close monitoring outcomes and ensure targeted interventions are put in place immediately
- Ensure that experiences and opportunities are available to all children in the school regardless of barriers that may stop this.
- Ensure 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 first-quality teaching, ensuring staff teach consistently across the school, and supporting education through targeted staff professional development and high-quality resources.

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
<p>Low attendance does not affect the learning of children eligible for PP</p> <p>Families are supported through Early Help where necessary</p>	<p>Children eligible for PP's attendance are 97% or above.</p> <p>Engagement of all PP children using the school apps and parents' evening</p> <p>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.</p> <p>Staff make use of Therapeutic Thinking approach when working with vulnerable children.</p>
<p>PP children actively participate in whole school and individual activities to enrich their learning and life experiences.</p>	<p>All financial and social barriers to be removed so children can access the variety of learning opportunities</p> <p>Early Year's staff ensure all children have resources and strategies to be school ready.</p> <p>Resources to be available to support everyday learning in the school</p> <p>Children have access to programmes linked to the children's interests. Learning is adapted to ensure missed opportunities are addressed</p>

<p>All PP children to use a high level of tier 2 and 3 language and increase their attention, focus, and ability to listen to others.</p>	<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>Early Year's staff 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>
<p>Raising Attainment in PP Children in Maths using mastery and vocabulary development.</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>EY's children achieve age expected in key areas of learning</p>	<p>Consistent quality-first teaching in 'Mastery Maths'</p> <p>Use of the CPA approach</p> <p>Barriers to be removed using adaptive teaching, such as using scaffolding tasks, manipulatives, challenges, #</p> <p>High-quality maths vocabulary to be shared in 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>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> <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>	<p>Quality-first teaching ensures all barriers to learning are removed 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>All PP children to read fluently and add prosody to increase their reading comprehension and apply their understanding to their learning.</p>	<p><u>Teachers and LSAs</u> will support children to read with fluency and prosody, encouraging every child to become a confident reader.</p>

	<p>Little Wandle programme to be 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 promotion of reading and <u>ethos of reading for meaning</u> in their continuous play.</p> <p>Learning adapted to support all children's learning.</p>
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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: £17,302

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 Wandle and Jane Considine programmes</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_source=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

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: £ 20,000

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 listening big book of ideas	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

Teachers identify children who need social and/or emotional support, use nurture approaches to focus on positive behaviours, and provide time to talk.	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. https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,050.74

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 lessons and roles within school	Extra curriculum activities are an important part of education. These approaches can increase engagement to education will translate into improved outcomes (EEF)	2
Providing resources e.g. School uniform, school equipment	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. <small>https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025#:~:text=Pupil%20premium%20(PP)%20grant%20provides,educational%20attainment%20of%20disadvantaged%20pupils.</small>	1,2
Payment for Free School Meals	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.	1-6

	https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025#:~:text=Pupil%20premium%20(PP)%20grant%20provides,educational%20attainment%20of%20disadvantaged%20pupils	
<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: £64,352.74