

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Beardall Fields Primary and Nursery School
Number of pupils in school	427
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025-2026-2027
Date this statement was published	28 th November 2025
Date on which it will be reviewed	1 st December 2026
Statement authorised by	K. Collins
Pupil premium lead	S.Drayton
Governor / Trustee lead	L. Fitzpatrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119, 685
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£119, 685

Part A: Pupil premium strategy plan

Statement of intent

Our school vision, 'Curiosity, Kindness, Courage', encapsulates all we envisage for our pupils at Beardall Fields. Irrespective of background, individual challenges or ability upon joining the school, we intend all pupils to make good progress and attain highly across the full curriculum that we offer. This pupil premium strategy is designed with this end goal in mind, in order that we can support our disadvantaged pupils to achieve highly, including our most able.

High quality teaching forms the bedrock of our strategy. Research tells us that the quality of teaching and learning is the most important factor in influencing the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator. Ensuring excellent quality first teaching for all pupils is at the core of our offer at Beardall through consistency, continuity and progression.

The key principles of our strategy centre on:

- High attendance
- Regular and wide cultural experiences
- Parental engagement
- Early identification and intervention for pupils with speech and communication problems
- Ensuring challenge for disadvantaged pupils

Ultimately, the aim of this strategy is that all pupils, including disadvantaged pupils, reach their potential, leaving Beardall Fields happy, confident children ready to thrive in the community and world in which they live. This is done by intertwining academic progress and success with a strong character education programme that runs concurrently alongside this. Our '72 Things To Do Before You Leave Beardall', available to view on our website, reflects the ambitious holistic experience we insist all pupils have during their formative educational years. Our Pupil Premium Strategy Plan ensures this aspect of our children's education is embedded in our curriculum offer.

Challenges

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

Challenge number	Detail of challenge
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1	Data shows disadvantaged pupils attendance is lower than the national target of 96%.
2	Discussions with pupils highlight limited experiences outside of school which impacts on wider vocabulary, comprehension and making connections between the wider curriculum.
3	Internal data shows disadvantaged pupils who have the potential to work at GD are not achieving GD.
4	Internal data shows low engagement in whole school education initiatives which impacts on progress (Reading Olympiad, TTRS, Athletics, parental drop ins, reading at home).
5	Assessments and observations show poor oral language skills and limited vocabulary for disadvantaged pupils in EYFS and KS1 which impacts on their ability to make progress.
6	Discussions suggest some parents and carers lack confidence in supporting their child's learning at home.

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
Attendance of disadvantaged pupils will improve Persistence absence decreases	DPs attendance is closer to national target of 96% by July 2027. DPs attendance never dips below 90% every half term DPs persistent absence is closer to national by July 2027.
Disadvantaged pupils will have a diverse range of opportunities and experiences both within and outside of school	90% of DPs attend subsidised trips/visits (EY-Y6) and residentials (Y2-Y6) by July 2027. All disadvantaged children experience a variety of visitors linked to the curriculum and career related learning All disadvantaged pupils will have represented the school at an external competition or community project by the time they leave Y6. All disadvantaged pupils will complete at least 90% of the '72 Things To Do Before You Leave Beardall' by the time they leave Y6

	DPs use of vocabulary improves alongside extended writing and comprehension skills by July 2027.
Attainment and progress of disadvantaged children who have the potential to work at GD are identified and given opportunities to demonstrate working at GD Use of adaptive teaching ensures all pupils are taught effectively, maintaining high expectations for all pupils, especially disadvantaged pupils.	The number of disadvantaged children achieving greater depth at the end of KS2 will be in line with national by July 2027. Identified children working at GD in KS1 will not regress throughout KS2 All teaching staff have a good knowledge and understanding of adaptive teaching, allowing teaching to be adapted to respond to the needs and strengths of pupils in their class.
Increased engagement of disadvantaged pupils in our whole school education initiatives	Attainment of disadvantaged pupils will improve in RWM and is closer to national and the gap between disadvantaged and non-disadvantaged will be reduced by July 2027. Targeted disadvantaged pupils will have access to a device which will allow to access to online platforms (TTRS, Mathletics, Reading Eggs) by July 2027. Disadvantaged pupils will be read to and have timetabled slots to read a wide range of texts. All disadvantaged pupils will have access to core texts identified in our Reading Olympiad by July 2027. 90% of disadvantaged pupils pass the Y4 TT check by July 2027 over the three year period.
Disadvantaged pupils will improve their speech sounds and communication skills in EY and KS1 so that they are in line with non-disadvantaged pupils and closer to national	In Early Years more DPs will achieve the Communication and Language area of learning. This will show a % increase over the three-year period. The % of disadvantaged pupils passing the phonics screening will be in line or exceed national standards by July 2027 over the three-year period. All DPs who do not pass phonics in Y1 pass the recheck in Y2 by July 2027.

	The % of disadvantaged pupils meeting the book level expectations for their age will match non-disadvantaged by July 2027.
Parents and carers of disadvantaged pupils will be engaged with their child's learning and and confident to support their learning at home. Parents are knowledgeable about their child's level of attainment	Parental engagement opportunities are frequent and attendance of DPs parents is improved. Bespoke invitations are sent out where it is not. All class teachers regularly share levels of attainment with a DP's parent.

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: £59,128.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff on adaptive teaching, including support and staff meetings from a range of professionals. This includes purchase and subscription to the TeachingWalkthru and The National College for sustained, bespoke, high-impact training.	There is extensive evidence that high-quality teaching has the greatest impact on the progress and attainment of pupils. Barber, M & Mourshed, M, 2007, How the World's Best Education Systems Come Out on Top, London & New York, McKinsey The Sutton Trust, Improving the impact of teachers on pupil achievement in the UK – interim findings,p.2, https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf https://www.walkthrus.co.uk/ https://nationalcollege.com	3, 5
Funding for frequent opportunities for staff to observe others internally and externally	There is extensive research that frequent observation of others with a precise focus has a subsequent positive impact of the quality of teaching from the observers. The Sutton Trust, Improving the impact of teachers on pupil achievement in the UK – interim findings,p.2, https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf 'What Makes Great Teaching? A Review of Research' (Coe, Aloisi, Higgins, 2014) 'Improving the Quality of Teaching' (Aitkin and Spellman, 2008)	3, 5

Purchasing of standardised diagnostic assessments to aid feedback and to ensure pupils receive targeted support. Deliberately reduce workload around the assessment cycle to aid staff wellbeing and enable high-quality responsive training	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback Feedback can have a powerful impact on a pupil's learning. It is most beneficial when feedback is delivered by teachers, identifying when work is correct rather than simply to highlight areas of weakness.	3, 5
Frequent low-stakes checks across the curriculum so that all pupils experience success and celebrate the acquisition of knowledge	Research suggests the practice of low-pressure, regular retrieval helps children learn more and remember more over time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation 'Rosenshine's Principles in Action' (Sherrington, 2019)	3, 5, 6
Training for Subject Leaders to support the implementation and impact of all curriculum subjects	Research tells us that high-quality teaching reduces the attainment gap. Therefore strong subject leadership which directly improves the quality of teaching will have a huge impact on the outcomes of pupils across the curriculum. Machin, S & Murphy, S, 2011, Improving the Impact of Teachers on Pupil Achievement in the UK: Interim Findings, London, Sutton Trust	3, 5
Development of Phonics Mastery approach supported by external specialists in the English Hub	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5
Sustaining of a Teaching for Mastery approach through the purchase of the Power Maths scheme	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics,	3, 5

	drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	
Promotion of reading for pleasure through class book corners and purchase of reading for pleasure book list	Regular readers outperform their non-regular reading peers in every curriculum subject by the end of Y6. Regular reading (20 minutes a day) can be worth two whole GCSE grades. Reading for pleasure is crucial for a child's cognitive development and is a more powerful factor in life than their socio-economic background. Children and adults, who read for just 30 minutes a week, are 20% more likely to report greater life satisfaction. Billington, J, (2015) Reading between the Lines: the Benefits of Reading for Pleasure Quick Reads, University of Liverpool Sullivan and Brown (2013) Social inequalities in cognitive scores at age 16: The role of reading	2, 3, 4, 5, 6

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

Budgeted cost: £33,267.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speed reading interventions	Research suggests targeted deployment of TAs has a higher impact on pupil outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3, 5
Targeted coaching through NLS to ensure disadvantaged pupils who may be behind physically or lack confidence to thrive in lessons can	Evidence is extensive for the wider benefits of regular physical activity in terms of development, attendance and health and wellbeing. Confident pupils with the courage to persevere is a recipe for life we want to instil in our pupils. Physical activity EEF	1, 2, 4

catch up and keep up.		
Learning Clubs – PE, homework, TTRS/Mathletics, Magical Maths Reading Eggs and Gifted Readers	Research suggests extending the school day through a range of activities has a moderate impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 3, 4, 6
Targeted support for DP following assessment points	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Early identification and intervention for pupils with speech and communication problems	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5

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

Budgeted cost: £33,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and delivery of the Take 5 breathing programme to help pupils cope with behavioural, social	Research suggests regulating emotions can have a profound impact on a child's learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 5

and emotional issues		
Provide and support wraparound care for pupils	Supporting parents with attendance then promotes higher levels of engagement with the academic progress of the child https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	This idealises a commitment to promote good attendance across school, requiring commitment from every area of the school community. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1
Funding for trips and residential	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 3, 5
Provide parents with additional support and materials across the curriculum to engage with their child's learning	There is a large amount of evidence in parental support (improving literacy outcomes in particular) https://www.nfer.ac.uk/media/2064/oupp02.pdf	4, 6
Parental workshops for Mathematics and Reading.	Evidence suggests this can contribute to +3 months over the course of a year. Personalised messages can promote positive interactions. Typically interactions are more effective with younger children and ensuring support is given to parents can allow the sharing of practical strategies that can make a positive difference. Working with Parents to Support Children's Learning EEF	

Total budgeted cost: £119, 685

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2024-2025 Data Outcomes

- In EYFS 33% of disadvantaged pupils met the 'Good Level of Development' compared to 62% non-disadvantaged (the national standard for all children was 68%).
- In Y1 71% of disadvantaged pupils passed the phonics check compared to 88% non-disadvantaged (the national standard for all children was 80%).
- There was no phonic re-checks after Y2 in this academic year for disadvantaged pupils as all passed the check the previous year.
- Y4 94% of disadvantaged pupils passed multiplication check (with our own measuring standard of a score of 22+) compared to 71% non-disadvantaged.
- In Y6 80% of disadvantaged pupils made the standard in reading compared to the national non-disadvantaged figure of 81% (the national standard for disadvantaged children was 63%).
- In Y6 75% of disadvantaged pupils made the standard in maths compared to the national non-disadvantaged figure of 80% (the national standard for disadvantaged children was 61%).
- In Y6 60% of disadvantaged pupils made the standard in writing compared to the national non-disadvantaged figure of 78% (the national standard for disadvantaged children was 59%).
- In Y6 60% of disadvantaged pupils met the combined standard in reading, writing and maths compared to the national non-disadvantaged figure of 69% (the national standard for disadvantaged children was 47%).

Our phonics and maths schemes are now embedded across school. Weekly coaching for our phonics scheme has ensured the quality of teaching is consistently high. This has been quality-assured from the English Hub from which we have become a 'graduated' school. Monitoring of reading diaries, reading book levels and our 'Reading Olympiad' shows that more disadvantaged children are reading a wide-range of high-quality texts that has enabled them to access and thrive for our curriculum. Reading interventions for pupils in KS2 who still need phonics support have been successful. For example, three of the five pupils who needed this when in Year 5 met the expected standard for reading at the end of KS2. Given the success of our phonics check over the last two years, targeted intervention can now focus on reading comprehension for our disadvantaged pupils.

Number fact knowledge in LKS2 is improving over time. Though this year saw a drop in the % of children achieving full marks (49% to 41%) the average score (23.4) remained

the same, indicating that our pupils not achieving full marks are now securing a substantially improved score. Both indicators remain significantly above the national average, highlighting this focus has led to sustained change over time.

Our Character Education Programme is now an integral part of our school curriculum, commented on by prospective and new families. It forms a significant part of our Pupil Premium budget but has a vast and huge impact on our disadvantaged pupils. Such was its strength, Commando Joe's has been expanded to include an additional day and the 'Let's Play' programme. Where the former ensures at least all pupils will undergo two mission series each year, the latter has allowed disadvantaged pupils to both partake (EYFS-Y5) and lead (Y6) in their own mini-missions. Disadvantaged pupils (whole school) will now be offered targeted sessions either via a breakfast club or through an additional small group session in the day. The impact of Commando Joe's is evident in that, from pupil voice, 96% of disadvantaged pupils said it made them look forward to the school day, 90% said it has increased their confidence in communicating with others and 94% said they felt like they had shown more resilience when it came to their schoolwork.

Disadvantaged pupils attending residential is now comfortably within the target set, helped by the pupil premium spend. Overall 96% of disadvantaged pupils from Y2-6 attended residential in the academic year, setting a new record for the third consecutive year. Other internal and external trips have been budgeted for, ensuring that no child is left behind when we demonstrate our commitment to pupil experience and the opportunity to enhance cultural capital.

Sustained CPD for staff over 2024-2025 has ensured staff are supported to develop their own practice, whatever stage of their teaching career. The use of pupil premium spend to fund Teaching Walkthrus, The National College, training, speakers and cover release time to allow further CPD to take place, has ensured staff are up-to-date on the latest research on social mobility (Sutton Trust's report, 'What is Social Mobility?' May 2025) and high-quality teaching practices. Our hand-down approach continues to target disadvantaged pupils through targeted questioning and this is strength from leaders' learning walks. Our core curriculum strength remains in mathematics, where across school only in Y5 did the summer assessment highlight a cohort % for disadvantaged pupils lower than 60%. Writing remains on our SIP to ensure this is embedded success. Reading continues to improve significantly with a greater % of disadvantaged pupils meeting the age-related expectations for reading book band than ever before.

Our Pupil Premium Link Governor has find through pupil voice that: breakfast bars continue to be a positive option for disadvantaged pupils on the days where they have not had breakfast before arriving into school, teachers support pupils through low-stakes quizzes and supporting resources and that pupils feel they 'have more confidence' now they have actively participated in residential. Our governor also found that, since we have mixed the classes as they move through each year, disadvantaged pupils have said they have, 'More people to play with and more opportunities to develop friendships.' The Link Governor also found that 'Broadening Horizons Week' was a particularly popular week with disadvantaged pupils and they could talk at length about their aspirations and what they need to do in order to achieve them.

Despite the targeted measures across school including: employing a school attendance officer for one day a week, increased external visits and experiences across the curriculum our attendance decreased in 2024-2025, bucking the progress from previous years.

Year 20/21 Pupil Premium Attendance = 89.91%
Non-Pupil Premium Attendance = 97.21%

Year 21/22 Pupil Premium Attendance = 90.94%
Non-Pupil Premium Attendance = 93.29%

Year 22/23 Pupil Premium Attendance = 93.45%
Non-Pupil Premium Attendance = 95.82%

Year 23/24 Pupil Premium Attendance = 93.45%
Non-Pupil Premium Attendance = 96.26%

Year 24/25 Pupil Premium Attendance = 92.6%
Non-Pupil Premium Attendance = 95.8%

Compared nationally attendance for disadvantaged children in Autumn 2024 and Spring 2025 was 94.9%.

Based on all the information above, we met three out the six outcomes of our three-year plan. The exceptions were disadvantaged pupils meeting the greater depth standard, the impact of improving poor oral skills in EYFS and KS1 and attendance. For the first our internal and external data highlights that this remains cohort dependant with no clear upward trend visible as it has been in other areas. For the second, though we know actions have made a positive difference, particularly with KS1 phonics, it has not been as fast or as significant as we would have envisaged in EYFS. There is now a focus on oracy in EYFS within whole class teaching that will aim to reverse this. For attendance, there are some contextual reasons for this with severe absence particularly hurting our figures. We remain in the belief that the relational approach we have sought and built with families is the correct one and gives us the best opportunity to improve the attendance of disadvantaged pupils which we have done for some time.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Take 5	Each Amazing Breath
Next Level Sports	Next Level Sports
Commando Joe's	Commando Joe's

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

PP Funding Service Children £10,500

In the academic year 2024-2025, alongside the weekly pastoral sessions, service children have:

- Led an Armed Forces Day in school
- Led our Remembrance Day assembly and activities
- Visited Portland College and the Arc Cinema
- Experienced a mobile climbing wall, mini-caving, 'The Problem Solving Company' and an army obstacle course
- Had visits from serving military personnel to talk to them about their careers and answer questions from the children.

The funding is spent on these events alongside resources (such as books or Little Trooper merchandise) for each child through the year. A large part of the funding is staffing costs where for ½ a day a week we pay for our school service family pastoral lead.

The impact of that spending on service pupil premium eligible pupils

Our service families are a significant minority in our school community. In the last three years, this has been between 5%-10% of our school roll depending on fluctuating numbers.

The service pupil premium is used in a variety of ways to provide pastoral support to the children here:

- Fund service pupil only trips and experiences
- Build a sense of wider community
- Provide a strong peer support network through our service children 'buddy' system
- Develop an understanding of the role the service parents plays
- Enjoy their time at school in spite of the additional ever-changing challenges faced by service families
- Offer emotional support to children to help cope with the potential strains of service life

We invite forces families into school to be part of the events that the children experience. Through our communication portal parents have a direct contact with our service pupil pastoral lead should they request their child be given further support due to individual circumstances.

All of this allowed us to provide timely and effective support to service children when it was needed and ensure the negative impact of parent(s) deployment was mitigated. Staff and pupil voice is consistently positive and children value the support network they have with one another.