



**Pupil Premium & Recovery Premium
Strategy 25/26**

**Report & Expenditure
2024/25**



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Pupil Premium Strategy Statement – 2025/26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	17% - 61 pupils
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	David Warbrick - Headteacher
Pupil premium lead	Hayley Wells
Governor / Trustee lead	Shridhar Maturi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023/24 = £71,180 2024/25 = £77,970 2025/26 = £84,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 84,355

Part A: Pupil premium strategy plan

Statement of intent

This statement details our school's use of pupil premium.

Philosophy

At Beckstone Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of the Pupil Premium Grant (PPG) & the Recovery Premium supports us in achieving this and the school is committed to narrowing the gaps between outcomes of children eligible for free school meals (FSM) or 'Looked After' and those from wealthier families as well as narrowing the gap between age related expectations and actual following lockdowns.

Purpose of Statement

- I. To ensure consistency in our approach to supporting children who are eligible for the PPG.
- II. To outline the outcomes we expect so that these can be closely monitored and evaluated.

Principles

1. We ensure that teaching and learning opportunities meet the needs of all of the pupils, this is regularly evaluated and pupil progress meetings are held regularly with class teachers to pinpoint and target specific intervention support needed to accelerate progress.
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
4. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
5. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time.
6. Ensuring eligible pupils' engagement in and enjoyment of learning inside school is promoted and facilitated.

Provision

The Governors consider the following activities when making provision:

- Employing an Education Support Manager whose role is to address vulnerability and barriers to learning through a myriad of strategies/groups and analysing their impact. In addition, following mental health counselling training, to support identified children who have developed mental health issues.
- Providing small group work with an experienced teacher/STA focussed on overcoming gaps in learning.
- 1:1 or small-group support.
- Additional teaching and learning opportunities provided by external agencies.
- Access to extended services provision e.g. breakfast club.
- Provision of intervention resources and targeted programs to support pupils' accelerated learning.
- Ensuring no child misses an educational opportunity as a result of being financially disadvantaged at home.
- Improving opportunities for effective assessment and accelerating progress through new technologies and innovative use of ICT.

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations. Initially, this will be in literacy and maths in line with the School Development Plan.

Pupil Premium resources may also be used to target higher attaining children on FSM.

Challenges

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

Challenge number	Detail of challenge
1	<p>Due to large class sizes, it can be difficult for all children to have high quality interactions/interventions with staff. As a result, we have ensured that there is at least one teaching assistant in every class. Previously, we have found that some of our children struggling academically could develop 'learned helplessness'. This year's main target is to ensure all children, including the most disadvantaged pupils, are taught how to thrive independently. We are using the EEF's research on Maximising the Impact of Teaching Assistants and the WELL offer to improve outcomes for all our pupils. We are hopeful that our improved interactions with pupils will close the gap and allow for accelerated progress for our most disadvantaged pupils.</p> <p>Our core targets are:</p> <p><u>Core Component 1</u> Teachers and Teaching Assistants understand how their roles improve the attainment of Pupil Premium pupils. There is a shared vision across school and a thorough understanding of the children's academic and pastoral needs which informs their practice and planning.</p> <p><u>Core Component 2</u> All staff will use the EEF's 'Promoting Independence' guidelines when working with children, ensuring that we actively engage learners and promote their independence.</p> <p><u>Core Component 3</u> Tracking will show that Pupil Premium children are making accelerated progress. The end of year data will show that a higher percentage of PP children are moving closer to expected attainment.</p> <p>Our other targeted areas are:</p> <ul style="list-style-type: none"> • Across the school pupils can be observed taking more responsibility for their own learning and use strategies for independence such as scaffolding. • Teachers consistently provide TAs with tasks and activities which promote learning for all.
2	<p>2024-2025 Pupil Premium attainment in Maths. 57% EYFS 30% KS1 100% KS2</p> <p>We have found that the children aren't always able to recall fluency knowledge. As a result, teachers will use a variety of questions to promote deeper thinking, check for understanding and connect new ideas to prior knowledge. Each class will implement the NCETM mastering number boosters and progress will be checked over time.</p> <p>Our Maths Action Plan targets:</p>

	<p><u>Core Component 1</u> Teachers - To use a variety of questions to promote deeper thinking, check for understanding, connect new ideas to prior knowledge.</p> <p><u>Core Component 2</u> Learner Behaviours - To be able to recall fluency facts with greater ease.</p> <p><u>Core Component 3</u> Attainment – Decrease gaps in knowledge and monitor PP progress.</p>
3	<p>2024-2025 Pupil Premium attainment in Writing 57% EYFS 30% KS1 100% KS2</p> <p>The children's ability to transfer skills learnt in spelling lessons to their independent writing activities is our main challenge this year. The PP gap is recognisable so we will have regular meetings to track how the pupils are progressing in relation to the whole school aims for writing.</p> <p>Our Writing Action Plan targets:</p> <p><u>Core Component 1</u> Teachers - To increase staff understanding and knowledge of independent writing and increase staff confidence in assessing independent writing across the Key Stages.</p> <p><u>Core Component 2</u> Learner Behaviours- To gain automaticity in handwriting transcriptional skills to reduce cognitive load.</p> <p><u>Core Component 3</u> Attainment – To transfer knowledge and skills learnt in spelling lessons into independent writing activities and therefore raising spelling attainment.</p>
4	<p>2024-2025 Pupil Premium attainment in Reading 71% EYFS 30% KS1 100% KS2</p> <p>Attainment in reading has been a challenge for multiple years, therefore we have now developed routines in school to go above and beyond for our children struggling to catch-up with their peers. The challenge is that book exposure for our disadvantaged pupils needs to be increased. We have also found that interventions need to be mapped more consistently to have a lasting impact. We will always endeavour to promote a love for reading and to review parental engagement with reading. Our Strive for 5 challenge has increased reading but some children still need to have daily reading support in school to counteract missed reading opportunities at home.</p> <p>Our Reading Action Plan targets:</p> <p><u>Core Component 1</u> Teachers - All classroom staff need to be making good use of interventions.</p> <p><u>Core Component 2</u> Learner Behaviours- Pupil Premium children are actively engaged in reading at school and are visibly Reading for Pleasure.</p> <p><u>Core Component 3</u> Attainment – Fluency across the school is improved and this is reflected in the RAP data.</p>

5	<p>Many of our children have high pastoral needs and our challenge is to ensure these needs are met as quickly and effectively as possible. Beckstone's commitment to pastoral care feeds into everything that we do as we know that this fosters the best chance at success.</p> <p>To support specific individual PP pupils and their families, we have an Educational Support Manager. We have also invested in training wider staff to complete ELSA sessions.</p> <p>Our challenge is ensuring that our disadvantaged pupils often miss opportunities at home that other children on our roll have daily. To combat this challenge, we have a plethora of support strategies plans in place e.g.</p> <ul style="list-style-type: none"> - We provide a space and place for targeted PP pupils to complete their homework with support e.g. homework clubs, Revisewise etc and to monitor their attendance at these sessions. - We offer further daily reading opportunities. - We offer free access to Breakfast Club. - We offer a free Uniform Exchange. - We ensure PP children are selected to represent their class, have large roles in assemblies etc. - We use the Educational Support Manager to ensure constant communication with families and local services.
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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
To ensure PP pupils move closer to achieving national expectation in reading writing & maths.	Outcomes for EYFS, KS1 and KS2 PP pupils to continuously increase in line with national.
To ensure interactions with children promote independence and effective learning.	Children's self-belief will improve. They will have a bank of tools that will allow them to approach new learning with confidence. TA/ Teachers' understanding of how to support learning will improve.
To support children from all backgrounds ensuring that all children have an equal offer and that those from disadvantaged backgrounds have above and beyond to close the gap.	Staff will provide opportunities above and beyond for children to access the curriculum. e.g. free breakfast club / additional daily reading in school.
Monitoring & tracking social, emotional and academic development of Pupil Premium children	CPOMS will log support and actions for vulnerable pupils e.g. nurture / ELSA / Mental health needs.

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: £ 11,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deploying and Training Teaching Assistants</i>	WELL project / EEF's Maximising the impact of teaching assistants	1
<i>Staff Meeting Time</i>	WELL project / EEF's Maximising the impact of teaching assistants / MITA	1
<i>Maths</i>	NCETM Mastering Number implementation in all classes.	2
<i>Writing</i>	The Writing Framework training.	3
<i>Reading</i>	Chris Quigley – Greater Depth in Reading resource High Quality Texts to deepen reading pleasure Phonics training for staff WAND – online phonics support for pupils Reading Plus Subscription – online tool to support fluency and comprehension at home and at school.	4

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

Budgeted cost: £ 10,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training Teaching Assistants in new Interventions</i>	WELL project / EEF's Maximising the impact of teaching assistants.	1
<i>Training in high-quality evidence-based maths interventions</i>	EEF's Improving Mathematics Recommendations – 7 Interventions All classes have TA T&L focused support. NCETM Training via Maths Subject Leader	2

<i>Training in high-quality evidence-based writing interventions</i>	Y2-Y4 Spelling Club / Nelson Handwriting / The Writing Framework	3
<i>Training in high-quality evidence-based reading interventions</i>	Reciprocal Reading / Lightning Squad / Fluency Project / Reading Plus	4

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

Budgeted cost: £ £62,948

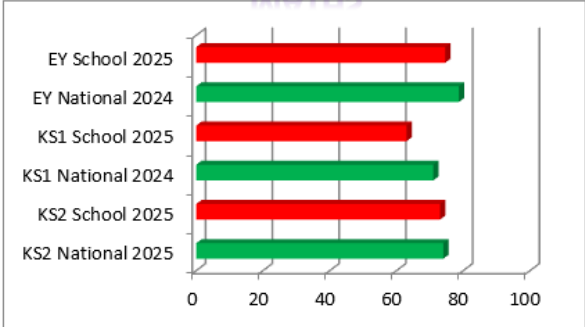
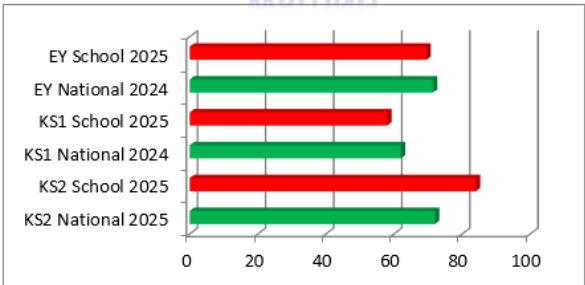
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employing Educational Support Manager</i>	EEF's Wider Strategies	5
<i>Positive Handling</i>	Training for 16 targeted staff to support behavioural strategies and policy approach.	5
<i>ELSA training & implementation cover Costs</i>	Extending the support of the emotional health & wellbeing of vulnerable pupils as it is in increasing demand.	5
<i>Nurture groups</i>	Ofsted – Supporting children with challenging behaviour through a nurture group approach Nurture UK	5
<i>Attendance monitoring</i>	EEF – Understanding the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance – School Choices.	5

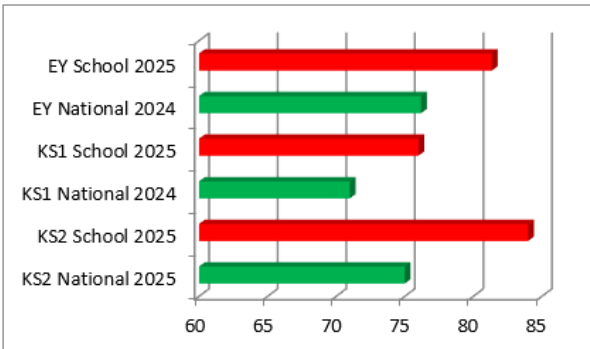
Total budgeted cost: £ 84,335

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	Outcome														
<p>To improve progress and attainment in Maths, particularly in Year 2 & 6:</p> <p>Baselining all classes in Autumn to identify regression over the summer</p> <p>To continue to timetable daily '10 Activities' sessions across the school in 24/25 to address gaps identified in the baseline assessment.</p> <p>To monitor the quality of the above activities.</p> <p>To review White Rose Planning & incorporate NCETM planning and resources to plug gaps in arithmetic knowledge.</p> <p>To continue to use Professor Assessor software to quickly identify gaps in knowledge and devise interventions to close the gap.</p> <ul style="list-style-type: none"> To establish 'catch up' daily interventions for the first 4 weeks of the school year. Further interventions will be planned according to need. 	<ul style="list-style-type: none"> Maths continues to be a focus across school. Lesson observations show teaching of Maths has improved. Baselining at the start of the year is now embedded so teaching can target gaps in knowledge. Daily 10 incorporated into maths lessons KS2 Outcomes are showing improvements in attainment and progress and are now above national for the first time for a few years. <p>MATHS</p>  <table border="1"> <caption>MATHS Performance Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>EY School 2025</td> <td>78</td> </tr> <tr> <td>EY National 2024</td> <td>82</td> </tr> <tr> <td>KS1 School 2025</td> <td>65</td> </tr> <tr> <td>KS1 National 2024</td> <td>75</td> </tr> <tr> <td>KS2 School 2025</td> <td>78</td> </tr> <tr> <td>KS2 National 2025</td> <td>78</td> </tr> </tbody> </table> <ul style="list-style-type: none"> KS2 PP pupils achieved 100% at AS compared to 70% Non PP. All actions will be continued throughout Year 2 of the 3 year plan. 	Category	Percentage	EY School 2025	78	EY National 2024	82	KS1 School 2025	65	KS1 National 2024	75	KS2 School 2025	78	KS2 National 2025	78
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<p>To raise attainment to be closer to age related expectations in all aspects of writing.</p> <ul style="list-style-type: none"> Consolidate the use of the Literary Curriculum from R-Y6 so children have access to high quality texts and effective teaching approaches for writing. Use Aspire data collection in writing to pinpoint strands of weakness in writing Staff meeting time for subject leader to upskill teachers and teaching assistants in quality first teaching techniques 	<p>The focus on writing has had a large impact on writing standards. This is reflected in the outcomes at all stages in 2025.</p> <p>WRITING</p>  <table border="1"> <caption>WRITING Performance Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>EY School 2025</td> <td>72</td> </tr> <tr> <td>EY National 2024</td> <td>75</td> </tr> <tr> <td>KS1 School 2025</td> <td>60</td> </tr> <tr> <td>KS1 National 2024</td> <td>65</td> </tr> <tr> <td>KS2 School 2025</td> <td>85</td> </tr> <tr> <td>KS2 National 2025</td> <td>75</td> </tr> </tbody> </table> <p>100% of KS2 PP cohort achieved expected v 76% non PP. No PP pupils achieved GDS.</p>	Category	Percentage	EY School 2025	72	EY National 2024	75	KS1 School 2025	60	KS1 National 2024	65	KS2 School 2025	85	KS2 National 2025	75
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<ul style="list-style-type: none">Interventions to address needs e.g. Success in Spelling, No Nonsense Spelling and Precision teachingTo establish intervention groups using 'FFT Lightning Squad' for all children.Teach 2 basic skills groups per week to address gaps in writing.Writing monitoring to be part of termly Pupil Progress Meetings. Interventions to address needs e.g. Success in Spelling, Wand software	<p>All planned actions were implemented and will continue to maintain success.</p> <ul style="list-style-type: none">Interventions are being tracked and additional staff are being trained and deployed to complete this.Lightning Squad interventions now in place and being operated successfully.Writing monitoring picked up tweaks to pedagogy needed to improve standards.																					
<p>To raise PP attainment in Reading:</p> <ul style="list-style-type: none">To effectively utilise key staff in 'Reciprocal Reading' across school.To use phonically controlled guided reading texts either as intervention texts or in class using the Reciprocal Reading and repeated reading models.To timetable trained staff from Y1 to Y6 to ensure targeted FFT 'Lightning Squad' interventionsTo train staff in HfL Fluency intervention and establish intervention groupsTo train all TAs in Reading Ambition for All to enable them to support lower attaining readersReading monitoring to be part of termly Pupil Progress Meetings.Use FFT Reading Online Assessment to build a picture over time of every child's fluency, GPC knowledge and reading age.	<p>All actions taken were implemented with additional training for new reciprocal reading tutors.</p> <p>Reading</p> <p style="text-align: center;">READING</p>  <table><caption>Reading Performance Data</caption><thead><tr><th>Category</th><th>Year</th><th>Performance (%)</th></tr></thead><tbody><tr><td>EY School</td><td>2025</td><td>82</td></tr><tr><td>EY National</td><td>2024</td><td>78</td></tr><tr><td>KS1 School</td><td>2025</td><td>78</td></tr><tr><td>KS1 National</td><td>2024</td><td>72</td></tr><tr><td>KS2 School</td><td>2025</td><td>85</td></tr><tr><td>KS2 National</td><td>2025</td><td>78</td></tr></tbody></table> <p>The PP outcomes at KS2 (100%) were significantly higher than non PP pupils (82%).</p>	Category	Year	Performance (%)	EY School	2025	82	EY National	2024	78	KS1 School	2025	78	KS1 National	2024	72	KS2 School	2025	85	KS2 National	2025	78
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<p>To provide a space and place for PP pupils to complete their homework with support e.g. homework clubs, Revisewise etc.</p>	<ul style="list-style-type: none">The school ran homework clubs, Revisewise sessions and after school revision classes for the PP pupils across the school.Related to the target was the change of use of the 'changing rooms' into intervention rooms from September 2024. These are now being used effectively for phonics and other interventions.																					
<p>To continue support target of achieving national average expected standard in Phonics Screening Check for PP Y1 pupils and Y2 PP pupils who were disapplied:</p> <ul style="list-style-type: none">Assess in Autumn term to identify gaps in phonics knowledge.	<ul style="list-style-type: none">Target exceeded with 82% of Y1 pupils achieving standard compared to 81% nationally in 2025. The PP cohort outcome was very low at 40% so will be a big focus for 25/26.All identified actions were actioned in 24/25																					

<ul style="list-style-type: none"> • Devise phonics booster interventions using Nonsense Phonics intervention file. • Offer homework clubs for children to complete Wand activities and play phonic games • Children to leave EY secure in Book 4. • To stream for Phonics in KS1. • Teach 3 basic skills groups per week to address gaps in phonic knowledge. • To review parental engagement with reading at home and continue to promote the importance and impact reading at home has. Adults in school to do extra reading with those children that are not supported • EY & Y1 team to meet with Phonics Leader every half term following assessment to monitor progress and interventions. • Phonics lead to record progress and feedback to Reading leader. • Phonics monitoring to be part of termly Pupil Progress Meetings. 	
<p>To support specific individual PP pupils' and their families' needs</p> <ul style="list-style-type: none"> • ESM to contact parents and establish individual support plans e.g. free access to Breakfast Club • Access to Beckstone's Uniform Exchange. • Ensure they know about homework support. 	<p>Individual support plans in place with an increasing number of vulnerable pupils attending.</p> <p>The 'uniform exchange' has proved to be very popular and families are able to access uniform for free.</p> <p>The uptake of out of school learning opportunities needs further targeting.</p>

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
Reading Plus	Dandelion
Literacy Leaves/Curriculum	Literacy tree
Nuffield English Language Intervention	Nuffield Foundation
Talk Boost	I CAN Ican.org.uk
Emotional Literacy Support	ELSA Support
FFT – Lightning Squad	FFT
FFT – Reciprocal Reading	FFT
Professor Assessor Maths	

Further information

The Pupil Premium is additional funding to help schools **close the attainment gap** between children from low income and other disadvantage families and their peers. The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The funding is based on the number of pupils who have been eligible for free school meals (FSM) at any point in the last 6 years (Ever6) or have been 'looked after' continuously for more than six months or whose parents are in the armed forces.

It is for the Governing Body of Beckstone Primary School to decide how the Pupil Premium is spent as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. As a result, they analyse current standards to pinpoint effective support and annually agree a 'Pupil Premium Policy' which is the driver for the funding and provides guidance on how the funding is allocated. The policy is at the end of this document and is also available on our web site and is also available from the School Office. In addition, details from the last three complete financial years are also available on our web site.

Schools are held accountable for how they have used Pupil Premium funding in support of the learning of pupils from low income families and this report provides web site users with an outline on how the funding has been used to date at the school.

For general information about the Pupil Premium, see

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

The funding for the last full financial year (2024-2025) was set at £1,455 for pupils from Reception to year 6 and was £77,790. The allocation and impact of this funding is detailed below. The allocation for 2025/26 is £84,355 but this is also subject to adjustments over the year. Expenditure is planned to match the priorities and expenditure patterns as detailed in the strategy above and also described below and are integrally linked to the School Development Plan.

Annually funding is targeted according to the agreed annually reviewed policy and the strategy outlined above.

How the Pupil premium is being used to date at Beckstone Primary

At Beckstone Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant (PPG) supports us in achieving this aim and the school is committed to narrowing the gaps between outcomes of children eligible for free school meals (FSM) or 'Looked After' and those from wealthier families.



Pupil Premium Funding is targeted at ensuring high achievement for all pupils through effective teaching of pupils who, in turn, have high levels of attendance and have excellent learning behaviours. In order to achieve this aim the very welcome funding is targeted to ensure barriers to learning are overcome. This results in the following targeted areas of expenditure.

- Attendance – the deployment of the Educational Support Manager (ESM) as an ‘Attendance Officer’ for part of her role. This enables first day contact for unknown absences, monitoring of individual pupils’ attendance and intervention and support packages where attendance levels cause concern.



- Social & Emotional Support – the ESM has a counselling role, is the Mental Health & Wellbeing lead (alongside the Organisational Director) and is the school’s strategic officer for obtaining and co-ordinating multi agency support. Indeed, the school identifies vulnerabilities identified by staff through the effective use of CPOMS – an online child protection monitoring and reporting system.

SOCIAL EMOTIONAL



Agreed actions are added to CPOMS for each child so that appropriate personnel are all aware of issues and can help support the pupils through particularly vulnerable times in their lives which can in turn affect

their progress.

The ESM is now a trained Mental Health First Aider and Emotional Literacy Support Assistant. Her brief is to address all the barriers to learning.

In addition, the school now has a trained ELSA who has a caseload in great demand with 3 afternoon sessions per week and yet still a waiting list. As a result, two more staff are being trained in 25/26 to enable improved access to ELSA support to match need.



- Strategic & Targeted Learning Interventions –

- A strong team of STA’s are deployed effectively to ensure pupils identified after each assessment checkpoint as in need of ‘Wave 2’ and ‘Wave 3’ interventions receive appropriate support to address their learning need. The impacts of these interventions are reviewed at least termly in pupil progress meetings to ensure they are being effective.



- A suite of ‘resources’ have been purchased to ‘accelerate’ or enhance progress for identified children. These packages include; ‘Reading Plus’ for KS2; Marvellous Spelling, HfL Fluency Intervention, FFT ‘Reciprocal Reading’; FFT ‘Lightning Squad’ and FFT RAP online assessment to identify gaps in phonics and fluency interventions as well as a host of programs to underpin teaching points that can also be accessed at home on phones, tablets and PCs e.g. Education City, My Maths and Mathletics.



- Inclusivity – the funding enables the school to ensure that all children have access to activities such as our care services / extra-curricular activities/ trips/ residential etc. that can sometimes involve a fee which, without the financial support, may have precluded some children due to economic deprivation. Indeed the ‘wrap around’ care at a very cost effective and competitive price does enable parents to take advantage of employment opportunities that they otherwise may have been unable to take up.



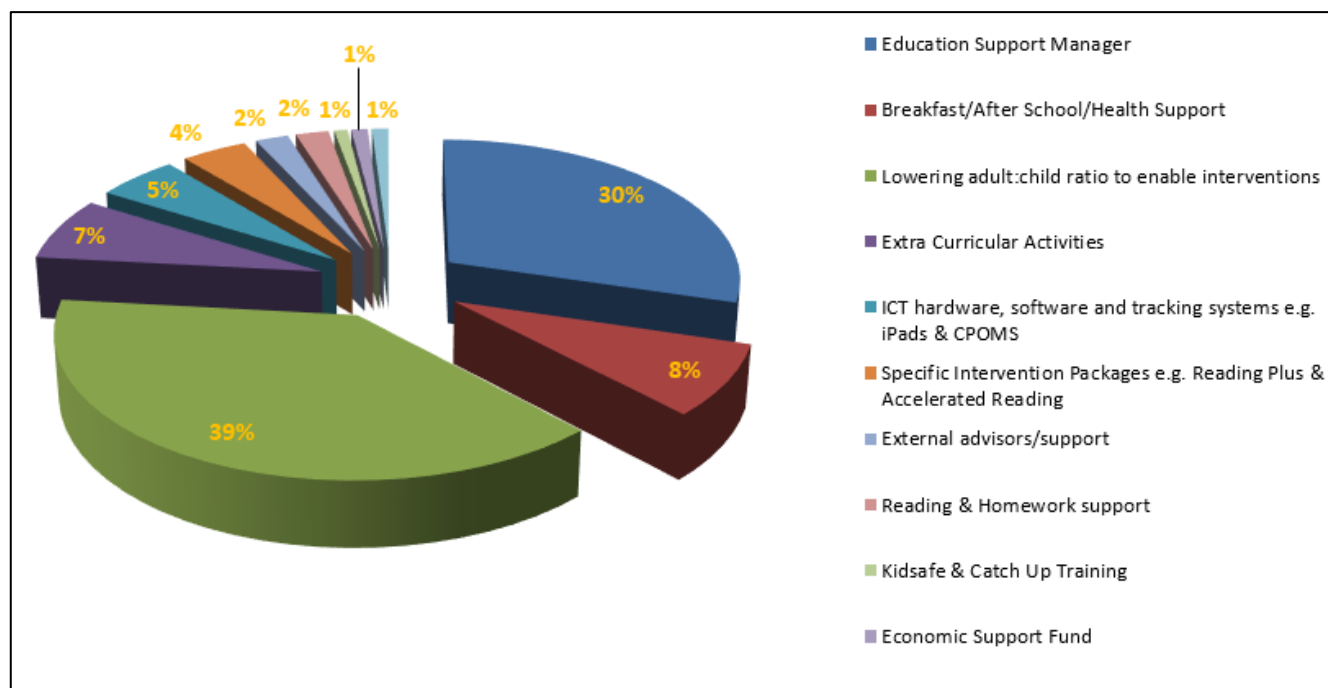
- Homework & Reading support – There are pupils in the school whose families continue to offer little support to their children’s learning at home. Daily reading and other homework activities may not be taking place despite pressure from the school. To address this issue and ‘fill this gap’ the school used some of the funding to run before school reading ‘catch up’ sessions, reading clubs at lunchtimes and targeted after school homework clubs as well as reading support in the Breakfast Club and in ‘Beckstone Xtra’ after school care.
- Secondary Transition – The ESM has been deployed, as part of her timetable, to support the transition of identified ‘vulnerable’ pupils to Secondary school (the majority being PP pupils). These transition activities include weekly school visits in the Summer term, visits to the school from Secondary staff and pupils and much counselling work to prepare the pupils for a major change in their lives.



The strategies described above all impact on barriers to learning and consequently enhance the progress of PP pupils. Some are specific to PP pupils however other strategies clearly also impact on the learning of pupils not identified as Ever 6 but equally need support with their learning. This results in the benefits of the PP funding being shared across a greater number of pupils and is in line with the Governors’ policy that recognises that not all socially disadvantaged children are necessarily eligible for PP funding and it is equally important for them to be targeted for support.



Funding Summary



Please note the total funding invested in addressing learning barriers and ensuring strong progress for all is greater than the school's Pupil Premium allocation and consequently it has been agreed by the Governing Body that the school budget funds the difference.

The table below summarises how the funding is being used on a yearly basis in line with the school policy and also its impact to date (with empirical measures, where possible, that are used and will enable year on year analysis in bold).

Targeted Expenditure	Investment	Impact to date
Overcoming barriers to learning and supporting vulnerable pupils	Employment of an Educational Support Manager with a remit to support pupils and families through Nurture groups, 1:1 support, small group social development, Early help, TAC & TAF meetings etc.	<ul style="list-style-type: none"> Reinforced link between home and school. Attendance is closely monitored and poor attendance targeted which has resulted in the school attendance being in or above line with national figures over the last 3 years. Prompt interventions taken to overcome barriers to learning detailed analysis of the effectiveness of interventions and pupil premium pupils; progress is carried out at least termly. Counselling/Emotional Support provided to children and families or other services accessed when appropriate This equated to 65% of all eligible Pupil Premium students as well as many other pupils across the school
Lowering the adult:child ratio to further target interventions to support progress	Additional funding of STAs at school to ensure timely and appropriate learning interventions	<ul style="list-style-type: none"> Has facilitated the personalising of learning individual targets evidenced on termly report for each child which is shared with the parent(s) Improved ratios for additional support and intervention programs including 1:1 and small group support. This year have developed a 'Catch Up' intervention programme for those identified in Pupil Progress Meetings. Impact of interventions evaluated and tracked to ensure underpins progress Research (EEF) being effectively used to evaluate effectiveness of support
Ensuring no child misses an educational opportunity as a result of financial hardship	Sports coaches Homework Clubs Fund to support/meet costs for visits/trips	<ul style="list-style-type: none"> All pupils able to access a myriad of enriched opportunities irrespective of household income Unlocking talents in non-academic areas Supporting curriculum learning, particularly homework support and reading support when home circumstances do not facilitate this
To provide extended services such as after breakfast clubs or after	Extended services costs met for targeted PP pupils	<ul style="list-style-type: none"> Improved attendance/punctuality through Breakfast Club attendance and in some cases a collection service provided – punctuality & attendance now maintained at or above national levels

school care free of charge. where there is identified need		<ul style="list-style-type: none"> • After School Care provided to allow adult return to workplace or social need
To provide opportunities in school for homework based activities and regular reading for identified pupils	<p>STA(ESM) deployed at Breakfast Club to support reading and at Beckstone Xtra after school, lunchtimes are being used to support a 'peer reading' programme and computer access and the school also provides after school homework opportunities. Reading is being encouraged through the 'Strive for Five' programme.</p>	<ul style="list-style-type: none"> • Increased daily supported reading for identified pupils. • Checkpoints showing pupils 'stuck' now making progress with their reading. • Self-esteem and confidence of the older readers who peer with the younger ones also impacting on their progress. • Homework completion levels have improved for each class. • Regular reading taking place more frequently and with children who were previously unsupported.
Improving opportunities for effective assessment and accelerating progress through new technologies and innovative use of ICT	<p>Scholar Pack admin system Tablet PCs iPads & Tapestry iPad & Seesaw Home access to learning suites Computer room sessions out of hours</p>	<ul style="list-style-type: none"> • Increasingly effective tracking of PP Pupils' progress in order to quickly identify and implement appropriate interventions to support learning • Beginning to enhance already substantial ICT resources with tablets accessible to small groups to enhance learning opportunities • Subscriptions to home access for a suite of software and in-school provision. • To enable access for those without internet access at times outside 'normal' lessons.
Programmes for interventions	e.g. Reading Plus; IDL, Mathematics; Revisewise & CPOMS	<ul style="list-style-type: none"> • The school has purchased programmes of support such as 'IDL' and 'Reading Plus'. These are aimed at developing reading progress across the school. • The school invests in CPOMS which is an online child protection monitoring and reporting system. It is already impacting on the quality of information shared in TAC and CiN meetings and is enabling quicker intervention strategies when issues arise.