

# Pupil premium strategy statement 2025-2028

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic year) 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. Over the next three years, we predict the proportion of spending will remain the same.

## School overview

Detail	Data
School name	Beechview Academy
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	35.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	September 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Laura Parry-Woolner
Pupil premium lead	Katie Evans
Governor / Trustee lead	Charlene Martin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,159.79
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122,159.79

# Part A: Pupil premium strategy plan

## Statement of intent

Beechview Academy's intention is to have high aspirations for all our children and believes every child should be given the same opportunities as their peers, not just academically, but in all aspects of school life. There should not be a limit on any child's potential. At Beechview Academy, we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on diminishing the disadvantage attainment difference and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We have adopted the tiered approach advised by the EEF (see extract below taken from the EEF guide to the Pupil Premium). At Beechview, we know relationships are key in supporting pupils with their learning, which is why addressing wider barriers such as attendance and SEMH are also a priority.



**High quality teaching**  
Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.

**Targeted academic support**  
We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support—including through structured small-group interventions that link to classroom teaching and the curriculum—is an essential part of an effective Pupil Premium strategy.

**Wider strategies**  
Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.

The tiered model provides a useful starting point for you to think about how to target your Pupil Premium funding. Many strategies within the tiered model will overlap and the balance between the three categories will vary from year to year as your school's priorities change.

The evidence-informed approach we adopt at Beechview is rooted in tackling educational disadvantages in the classroom and is a long term approach. This is in line with EEF guidance on 'Putting Evidence to Work - A School's Guide to Implementation'. Planned activities and strategies need to be implemented effectively, over time. They need to be robustly evaluated and embedded to create sustainably positive outcomes for disadvantaged learners.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments show there is a gap in phonics knowledge for the lower key stage children, which could then impact reading fluency and comprehension in the upper KS phase.
2	On entry, children are generally lower attaining in Maths and English.
3	35.3% of the school is pupil premium. The national average is currently 24.7%. The Disadvantage group is made up of PP (35.3%), EAL (33.7%) and SEN (22.5%). Disadvantaged pupils tend to be underachieving across the curriculum.
4	Many children with English as an additional language in our school do not always have a high standard of the English language modelled at home.
5	Some of our children face a challenging home life. They have limited access to devices or resources to complete homework.
6	Often our children do not always have access to high quality reading books or reading resources or educational activities at home to support the complete development of skills. Supporting those children whose families are unable to afford activities that will enhance their education, such as school trips, after school clubs and music tuition.
7	Some disadvantaged children come to school hungry and therefore we work to ensure we encourage families to access support through referrals to One Can Trust in order to provide a free Breakfast Club. This ensures that no child has to learn when they are hungry.
8	Some of our disadvantaged pupils have attendance, which is of concern and impacts their ability to thrive. Of all cases of persistent absence each half term, a significant proportion of the cohort are included in the pupil premium group.

## 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
1. Disadvantaged children to pass the KS1 phonics screening test resit in Year 3 (Newly implemented as part of the implementation of Read, Write Inc)	<ul style="list-style-type: none"> <li>• Liaise with feeder schools to identify pupils who have yet to pass or only just passed.</li> <li>• Wave 2 interventions in place (Nessy/Phonic groups)</li> <li>• Maintain staff training on Phonics</li> </ul>

	<ul style="list-style-type: none"> <li>● Access to books matching phonic level</li> <li>● Access to resources at home improved by school</li> </ul>
2. Disadvantaged children make either secure or strong progress towards National Attainment in both Maths and English.	<ul style="list-style-type: none"> <li>● Teachers promptly identify the low attaining disadvantaged children</li> <li>● Teachers set SMART targets on class provision map</li> <li>● Implementation of suitable interventions/groups (OAP-Ordinarily Available Provisions)</li> <li>● Termly pupil progress meetings to monitor the impact and identify next steps in conjunction with the SEND and Attendance Teams.</li> </ul>
3. Special needs identified by class teachers and followed up by the SEN Team. Any specialist provisions are provided to ensure expected or accelerated progress.	<ul style="list-style-type: none"> <li>● Needs of pupils with SEN identified</li> <li>● Cause for Concern raised with SENCO/SEN Team</li> <li>● Suitable provisions are assigned</li> <li>● School to use the most suitable provision whether an internal or external specialist.</li> <li>● Teacher assessments and pupil progress meetings to monitor the impact</li> </ul>
4. All our children, especially pupil premium children, are able to speak and write in full sentences	<ul style="list-style-type: none"> <li>● Class teacher identify any pupil who is EAL</li> <li>● Class teacher assess level of EAL</li> <li>● High quality modelling of language</li> <li>● Identify any severe levels of need and address with SLT/EAL co-ordinator</li> <li>● Provisions (such as Learning Village) are regularly monitored by the class teacher.</li> <li>● Oracy will be explored further and adopted into whole class provision</li> </ul>
5. All pupils have access to a device.	<ul style="list-style-type: none"> <li>● Teacher to identify</li> <li>● Parents to be contacted</li> <li>● Pupils have shared use of Chromebook following timetable.</li> <li>● Needs that arise for device to be used individually at home will be explored and carefully considered in order to support pupils.</li> </ul>
6. All disadvantaged children will have access to educational school trips and high quality books/reading resources.	<ul style="list-style-type: none"> <li>● Teachers to identify disadvantaged families</li> <li>● Children who need access to good quality books identified</li> <li>● Librarian to give access to additional books to children in need</li> <li>● Letter home about trips include information for PP parents on support available</li> </ul>

	<ul style="list-style-type: none"> <li>Welfare Lead and Finance administrator to offer free or reduced-cost trips</li> </ul>
7. All disadvantaged children will have access to a free breakfast club if needed through a referral to an external charity (One Can Trust).	<ul style="list-style-type: none"> <li>Welfare Team to identify disadvantaged children that would benefit from free breakfast club provision.</li> </ul>
8. Disadvantaged children have improved attendance in line with national averages.	<ul style="list-style-type: none"> <li>Attendance officer and Welfare Team to identify disadvantaged children whose attendance becomes a concern.</li> <li>Attendance celebrated with all stakeholders to raise profile and consolidate a culture of 'wanting to attend'.</li> <li>Parents to be contacted regarding attendance and/or punctuality concerns.</li> <li>Home visits take place to ensure support is identified and given promptly.</li> <li>The Safeguarding team to ensure referrals for Early Help are made with parents to support attendance.</li> </ul>

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: £69,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	<p>The largest proportion of PP spending is on high quality, evidence-based CPD to ensure good consistent teaching throughout the school. Teachers to use formative and summative (data) assessment to adapt their lessons to help pupils make better progress. Senior and middle leaders to have time to embed the learning into every class, to ensure that everyone can access our rich and diverse curriculum.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3 & 4

<b>PPA Cover:</b>	Ensuring quality teaching particularly for vulnerable pupils stays effective during teacher PPA time to avoid increasing the attainment gap for pupil premium children. The EEF state that LSAs should not be used to substitute teachers: PP children will perform significantly lower than their non-PP peers with lower quality teaching (Sutton Trust, 2011).	1,2,3 & 4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Reading and Phonics</b>	<p>Having reviewed the PP data for Autumn 1 and 2, there is a gap in phonic knowledge for lower key stage children, which could then impact fluency and comprehension in later year groups. Evidence from baseline assessments of our current Year 3 cohort identified that they were significantly impacted by their phonic knowledge.</p> <p>We identified that they traditionally do not have access to reading resources, which limits progress, so our aim is to provide an abundance of tools and resources to improve reading across the year groups for disadvantaged learners. For instance, phonic lessons are daily in Year 3 for the first term and thereafter, groups of children across the school, who still require phonic intervention, receive this support. Read, Write Inc has been purchased, with all staff trained in delivering the intervention. Further resources such as books with matching phonic levels have been purchased to supplement. All staff have received further CPD and will continue to receive routine monitoring and training to enhance the quality of teaching in this area.</p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3 & 4

<p><b>Smaller Groups for Maths:</b></p>	<p>Across the school, PP children are performing lower than non-PP children in Maths. The EEF states “Reducing class size appears to result in around three months' additional progress for pupils, on average. However, overall, the evidence does not show particularly large or clear effects until the class size is reduced substantially to fewer than 20 or even 15 pupils. (at Beechview, a third teaching group, from an average cohort size of roughly 50, will result in class sizes below 20 and often close to 15) Due to this research, we have adopted smaller class sizes for Maths teaching in specific year groups.</p> <p>Year 6 - Stream for maths with a smaller third group being taught by a qualified teacher to support children with struggling progress. This aims to address lower attainment levels across Maths, specifically the disadvantaged children.</p> <p>The maths lead monitors the curriculum closely, ensuring appropriate CPD is accessed by all teaching staff. The maths lead also monitors data to ensure progress is made through the interventions and high quality first teaching.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2 &amp; 3</p>
<p><b>Improve the spelling outcomes by ensuring spelling strategies are taught explicitly throughout the school</b></p>	<p>PP children will have access to Nesy and Spelling Shed. Spellings will be explicitly taught across the week with weekly assessment scores tracked. New vocabulary from high quality reading books will be discussed and displayed within their learning environment.</p>	<p>1,2,3 &amp; 4</p>
<p><b>Improve writing attainment through explicit teaching of VGP</b></p>	<p>Staff CPD has focused on raising the attainment in writing through the teaching of Vocabulary, Grammar and Punctuation. Children have regular lessons taught across the week. Writing for Pleasure approach supports opportunities for children, including PP children, to demonstrate increased knowledge and confidence in their writing.</p>	<p>1,2,3 &amp; 4</p>

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Employing and Attendance Officer</b>	<p>Out of the children our attendance officer supported in 2024/25, 45.6% were PP children.</p> <p>To monitor daily attendance, complete home visits and carry out parent contract meetings, the Attendance Officer will work closely with the DSL to build relationships with families. To support families who struggle with their children's school attendance, we look at individual support for their specific circumstances.</p> <p><a href="https://educationendowmentfoundation.org.uk/attendance-interventions-rapid-evidence-assessment-eeef/">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p>	2,8
<b>Speech and language</b>	<p>PP children to receive targeted support from SEN Team (in house speech and language interventions).</p>	1,2,3 & 4
<b>Paying for identified activities, including breakfast club:</b>	<p>Supporting those children whose families are unable to afford activities that will enhance their education, such as school trips, after school clubs and music tuition.</p> <ul style="list-style-type: none"> <li>● 100% of pupils to attend at least one after school club</li> <li>● 100% of PP families to attend a parents evening appointment</li> <li>● 100% of PP pupils to take part in school trips &amp; visits</li> <li>● 75% of PP pupils to access the residential trip for their year</li> <li>● PP children will be offered a free place at breakfast club through referral to external charity.</li> </ul> <p>Children that attend Wrap Around breakfast club regularly are reported by teachers to be more settled in class, have higher levels of concentration, better attendance and are ready to start their learning day on time. The EEF report that research and evidence shows some progress for PP children who attend breakfast club.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-rea">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-rea</a></p>	6,7 & 8

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## Total budgeted cost: Approx £122,600

This has taken us over our allocated amount but as a school we feel that this spending was necessary for the benefit of our children.

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.

Beechview SATs Results Vs National SATs average (2018-25)										
	Beechview Academy 2018-19	National 2018-19	Beechview Academy 2021-22	National Average 2022	Beechview 2022-2023	National Average 2023	Beechview 2023-2024	National Average 2024	Beechview 2024-2025	National Average 2025
Percentage working at expected level or above in Reading	53%	73%	64%	74%	57%	73%	57%	74%	69%	75%
Change		-2%	11%	1%	-7%	-1%	0%	1%	12%	1%
Percentage working at expected level or above in Writing	62%	78%	56%	69%	61%	71%	62%	72%	52%	72%
Change		-1%	-6%	-9%	5%	2%	1%	1%	-10%	0%
Percentage working at expected level or above in Maths	53%	79%	58%	71%	64%	73%	62%	73%	62%	74%
Change		3%	5%	-8%	6%	2%	-2%	0%	0%	1%
Combined percentage working at expected or above across reading, writing and maths.	36%	65%	49%	59%	44%	59%	38%	61%	48%	62%
Difference from previous Year	13%	1%	13%	-6%	-5%	0	-6%	2%	10%	1%

2021/22 was the first published data of End of KS2 assessments. All the provisions and quality first teaching that we strive for at Beechview for our pupils, shows real improvement for the pupils here particularly in Maths and Writing. Reading continues to be an area for development along with maths as we recognise a small dip in 2024 data linked to fluency.

From the table, you can see how pupils at Beechview compared against National Averages (NA). Following our focus on Reading and supporting fluency through phonic interventions this year, the impact was seen in our SATs results this year with a 12% increase in this area.

Deeper analysis of our data has shown that when pupils are at Beechview for the full four years, secure and strong progress towards National Attainment is made. It is clear that some pupils are not in our school long enough to have the accelerated impact required for all although all still make progress. To mitigate this, assessment of phonological knowledge, reading fluency and mathematical knowledge have been targeted using high quality teaching to support all pupils with Writing being supported through further interventions.