



Pupil premium strategy statement December 2025 – Beacon View Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Claire Fortey
Pupil premium lead	Lorraine Osmend, Vice Principal
Governor / Trustee lead	Ian Fielder



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025/26)	£262,216
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>	£262,216



Part A: Pupil premium strategy plan - Statement of intent

At Beacon View Primary Academy, our vision of “*The Best in Everyone*” underpins all aspects of school life and is embedded within our rich and inclusive curriculum. We are committed to delivering a high-quality education for all pupils, with a particular focus on ensuring equity of opportunity and outcomes for those facing disadvantage. Our three-year pupil premium strategy is closely aligned with our school development plan and combines short, medium, and long-term approaches to secure sustained improvement. Our core aim is that all pupils—regardless of background or barriers—make strong progress and achieve well across the curriculum. This includes supporting disadvantaged pupils who are already high attainers to continue excelling.

We recognise the complex challenges faced by some of our most vulnerable learners. The Pupil Premium Grant will be used to provide targeted academic and pastoral support for pupils identified as needing additional help to thrive in their learning and wellbeing. Central to our approach is a commitment to high-quality teaching. We prioritise areas where disadvantaged pupils require the most support, knowing that excellent teaching benefits all learners and is the most effective way to close attainment gaps. Our strategy also seeks to ensure that the progress and attainment of non-disadvantaged pupils is sustained and enhanced alongside that of their disadvantaged peers.

Our key objectives are:

- **To ensure all disadvantaged pupils receive consistently high-quality teaching** across all subjects, enabling them to achieve in line with national expectations.
- **To provide access to enriching wider curriculum experiences**, both within and beyond the classroom, that broaden horizons and build cultural capital.
- **To ensure all staff are aware of disadvantaged pupils in their care**, understand their individual needs, and intervene early when barriers to learning are identified.
- **To support pupils’ readiness to learn** by addressing social, emotional, and mental health needs through a robust pastoral offer.
- **To embed a whole-school culture of responsibility and high expectations**, where all staff are committed to improving outcomes for disadvantaged pupils.

Through this strategy, we aim to create a learning environment where every child is known, valued, and supported to succeed.



Challenges

This details the key challenges to achievement that we have identified among our PP entitled pupils. In identifying our challenges, we have used what we know of our children alongside available resources to support and inform our choices. We have utilised a tiered approach, as recommended by EEF Research.

Challenge number	Detail of challenge
1	Attainment: Despite strong early outcomes in phonics and Year 1 core subjects, disadvantaged pupils at Beacon View Primary Academy face increasing attainment gaps as they progress through the school. While PP pupils outperform their peers in Year 1 reading and maths (+19%), gaps begin to emerge in writing by Year 2 (-13%) and widen significantly by Years 4 to 6. In particular, writing and maths present persistent challenges, with PP pupils in Year 4 and Year 6 underperforming by over 25 percentage points compared to non-PP peers. Reading outcomes also decline, with a notable gap of -16% in Year 6. These trends suggest a need for targeted support in upper KS2, especially in writing and maths, alongside continued focus on sustaining early gains and addressing the cumulative impact of disadvantage over time. On entry to Reception, in the last 2 years, less than 24% of our PP entitled pupils arrive with age-related expectations compared to 32% of other pupils.
2	While our most recent data shows strong phonics outcomes for disadvantaged pupils—outperforming their peers in Year 1 by +19%—we remain mindful that nationally, PP entitled children are at greater risk of struggling with early reading skills. Our approach in 2024/25 has yielded positive results (as evidenced in our review documentation), but phonics must remain a sustained priority to ensure future cohorts continue to achieve early literacy success. Embedding consistency and maintaining high expectations in early reading will be key to preventing later gaps in attainment.
3	Early language development remains a significant barrier to achieving a Good Level of Development (GLD) by the end of EYFS, particularly for disadvantaged pupils. Assessment and screening data over the past two years consistently highlight Communication and Language as a key area of need, with this strand underpinning all areas of learning. In 2024, a notable proportion of pupils were not working at age-related expectations in this domain, with a disproportionately high percentage being PP eligible. Baseline WellComm assessments for the 2025/26 Reception cohort further reinforce this concern, with only 50% of PP pupils assessed as meeting age-related expectations in Communication and Language at entry. This indicates a clear need for targeted early intervention to close gaps and support readiness for learning.
4	Social, emotional, and mental health (SEMH) needs are a significant barrier to learning for many pupils at Beacon View, particularly those entitled to pupil premium. Through assessments, observations, and ongoing dialogue with families, we have identified a high level of need that impacts attendance, engagement, and academic outcomes. Poor mental health can lead to low aspirations, reduced resilience, and limited independence in learning. Currently, 51 pupils, 42 of whom are disadvantaged, require additional



	SEMH support, and teacher referrals remain consistently high. Addressing these needs is essential to ensuring pupils are ready to learn and able to thrive both academically and personally.
5	While attendance for pupil premium (PP) entitled pupils has shown improvement across most year groups in 2024/25, a gap remains when compared to their non-PP peers. On average, PP attendance is 3.1% lower than non-PP pupils, with persistent absence (PA) rates 8% higher overall. Notably, Year 1 and Year 2 have seen significant gains in PP attendance (+1.6% and +2.5% respectively) and reductions in PA, suggesting that targeted interventions are having a positive impact. However, challenges persist in upper KS2, particularly in Year 6, where PP attendance has declined by 1.3% and PA remains high at 26.1%. These patterns indicate that absenteeism continues to affect disadvantaged pupils' academic progress and wellbeing, and addressing this remains a key priority in our strategy.

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
Disadvantaged pupils in Years 4–6 make accelerated progress in writing and maths, narrowing the attainment gap with their peers.	<ul style="list-style-type: none"> - PP pupils in Years 4–6 show rapid progress in writing and maths (measured via internal tracking and end-of-year assessments). This will be tracked through pupil progress case studies in pupil planning meetings. - Attainment gaps in writing and maths reduce by at least 10 percentage points by July 2026. - Targeted interventions (e.g. small group tuition, pre-teaching through disadvantaged project approach) show measurable impact on pupil outcomes.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our PP entitled pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from pupil voice, student and parent surveys and teacher observations - an increase in participation in enrichment activities, particularly among PP entitled pupils - there are fewer incidents of negative behaviour recorded on CPOMs.



	<ul style="list-style-type: none"> - Haven Provision and pastoral interventions show positive impact on academic and personal development. - Increased attendance for pupils accessing SEMH support.
<p>The gap between the percentage of PP entitled and non-PP entitled children passing the Year 1 Phonics Screening Test remains low/absent because teaching is precise and of a high quality to meet the needs of PP entitled children.</p>	<ul style="list-style-type: none"> - PP entitled children will achieve at least national average scores in the phonics test. - Phonics assessments for PP entitled children show continued improvement. - High-quality, consistent phonics teaching is maintained through staff training and programme fidelity.
<p>To achieve and sustain improved attendance for all pupils, particularly our PP entitled pupils.</p>	<p>Through the implementation of effective systems and processes, ensure that all nonattendance is challenged, and support given. Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> - Whole-school PP attendance improves to at least 93% by July 2026. - Persistent absence among PP pupils reduces to below 15%. - Year 6 PP attendance improved by at least 2% compared to 2024/25. - Attendance interventions (e.g. family support, mentoring, incentives) show demonstrable impact. - Full engagement with the Attendance 95+ project - Family engagement strategies and early intervention processes are embedded and show positive impact.
<p>Improved oral and language skills and vocabulary among PP entitled pupils, particularly in EYFS</p>	<p>Assessments and observations indicate significantly improved language among PP entitled pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>With EYFS specifically:</p> <ul style="list-style-type: none"> - At least 75% of PP pupils assessed as age-related in Communication and Language by end of EYFS. - GLD gap between PP and non-PP pupils reduces to less than 5 percentage points. - WellComm intervention shows measurable gains in language development for targeted pupils.



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| | - Staff confidence and consistency in delivering early language support improves (monitored via CPD feedback and observations). |
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Activity in this academic year (2025/26)

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: **£ 81,579.93**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To improve whole school quality first teaching through a comprehensive CPD programme.</p> <p>Training on adapted teaching, part of our T&L handbook and building on our United Learning curriculum, will meet pupils' needs and interests and further engage them in their learning.</p> <p>Ring fenced CPD and leadership time will be given to instructional coaching and line manager meetings to aid teacher development.</p> <p>CPD for staff to develop knowledge of effective feedback and release for staff who would benefit from seeing other colleagues supporting spotlight children.</p> <p>Fully engage with P80+ Disadvantaged project and upcoming actions, re-sources and CPD. Use of agreed Project 80 approach to help review progress, identify individual and common needs and plan an approach.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£25,662.42</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (EEF high quality teaching / EEF metacognition and self-regulation)</p> <p>EEF Guide to Pupil Premium highlights how 'good teaching is the most important ever schools have to improve outcomes for PP entitled pupils.' (EEF Teacher Feedback to Improve Pupil Learning)</p> <p>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 (EEF Standardised tests Assessing and Monitoring Pupil Progress)</p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>https://www.walkthrus.co.uk</p>	<p>1,2,3,4,5</p>
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<p>Fund teacher to lead Phonics, providing whole school CPD, support, monitoring and data analysis.</p> <p>Partially fund RWI development days used to support leads, provide training, monitor standards and track data.</p> <p>Targeted interventions for bottom 20% of readers and phonics.</p> <p>£10,654.51</p>	<p>“Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.” EEF https://educationendowmentfoundation.org.uk/reading-house/fluency</p> <p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. Gov.uk: The Reading Framework</p>	<p>1, 2</p>
<p>Whole school approach and staff CPD on Conscious Discipline will further support staff developing positive relationships with pupils.</p> <p>£5,112</p>	<p>DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Self-regulation and Social and Emotional Learning improve pupils’ decision-making skills, interaction with others and their self-management of emotions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>4</p>
<p>Mentoring and coaching</p> <p>Senior Leadership team coaching teaching and support staff.</p> <p>All UTTs have a trained mentor with regular weekly meetings scheduled</p>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <p>The EEF guidance on ‘Effective Professional Development’ is accompanied by a poster to help consider the ‘Effective Mechanisms of PD’ - i.e., what are the essential elements that make mentoring or coaching more likely to be effective.</p>	<p>1,2,3,5</p>



<p>and termly progress reviews where coaching conversations are used to reflect on practice and develop further.</p> <p>£36,489</p>		
<p>Purchase of WellComm speech and language toolkit to assess, track and support early language development. We will provide staff time and CPD so the toolkit can be implemented.</p> <p>CPD and funded peer support to embed high quality adult/child interactions in the early years and to enhance our language rich learning environments.</p> <p>Share best practice from other settings through United Learning network, United Learning EYFS lead visits and leads training/visit.</p> <p>Continue to partially fund EYFS leader's non-contact time so they can provide modelling/ coaching/collaborative planning with teachers.</p> <p>£3,652</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Communication and Language (educationendowmentfoundation.org.uk)</p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Internal data shows a clear link between low C&L/Literacy outcomes in EYFS and low Reading data in KS1 and KS2</p>	<p>1, 2, 3</p>



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

Budgeted cost: **£106,199.95**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for pastoral staff in The Haven and increased wellbeing support assistant time £3,583	Helping children to self-regulate and to build their social and emotional resilience and understanding means that they can access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.	3,4,5
Creation of The Fort Provision to address the C&L needs of EYFS children £20,717.30	Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression. Approaches usually involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills. Communication and language is a prime area of learning and development in the Statutory Framework for the Early Years Foundation Stage. (EEF Communication and Language Approaches)	3, 4, 5
Increase SEMH group sessions in The Haven and through enhancement of curriculum £13,925.45	SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF Social and Emotional Learning) Forest School provides many benefits for all children seeing improvements in mental health and attitudes to learning: Forestresearch.gov.uk	4,5



<p>Children making use of bespoke literacy and numeracy programmes of support targeted primarily towards PP children (B Squared)</p> <p>Use of AI platforms to identify options for bespoke learning at home (consolidation topics through Numbots, TTRS etc)</p> <p>£17,316.20</p>	<p>Children to engage with Maths and reading both at home and school and learning is targeted so we can close gaps. Studies have shown that the use of digital technology can improve outcomes by 4 months. (EEF Using Technology to Improve Learning)</p>	<p>1,2,3</p>
<p>TA CPD and small group interventions. Teaching assistants carry out regular targeted additional support tasks with identified pupils and maintain records of the support provided</p> <p>£24,811</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. (EEF Teaching Assistant Interventions)</p> <p>Gaps in learning can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning.</p>	<p>1,2,4</p>
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>RWI coordinator provide daily and weekly coaching and training for staff at all levels</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3</p>



<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Regular External Training led by experienced RWI consultant at least 3 x a year for staff across the school</p> <p>Additional reading sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>£25,847</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 74,436.12**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide funding to allow PP pupils to fully participate in school trips, wider curriculum activities and residential visits which support and enhance the school's curriculum.</p>	<p>Some children may not have the same opportunities socially and culturally as their peers. By enabling them to access the same opportunities we can open up a variety of experiences for them. This includes sports participation which is shown by the EEF to have a 1 month impact on learning.</p> <p>https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</p>	<p>3,4,5</p>



£9,626		
<p>Support from external agencies e.g. PCC to work with specific parents, CPD for staff to develop understanding of attendance and processes in place.</p> <p>Attendance Lead provides daily, weekly and monthly attendance reports on pupil and pupil premium attendance</p> <p>Participation in United Learning's Attendance project – action: involve teachers in contract meetings</p> <p>Attendance officer to track and analyse pupil premium attendance (including daily tracking with VP) to identify patterns and barriers in attendance</p> <p>Attendance officer to run contract meetings with parents of pupils who are persistently late or absent</p> <p>£45,280.85</p>	<p>If children are not at school, they will fall further behind. Investing in staffing and intervention to support all learners' accessing school is imperative. Parents will have more trust in the school which will enable them to discuss their needs and the needs of their children so that they can be properly supported. (EEF Parental Engagement)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling.</p>	1, 5



<p>Create opportunities for parents to develop engagement in their children's learning and the wider school as per the SIP strategy.</p> <p><i>£14,452.87</i></p>	<p>By informing parents of curriculum developments and ways in which they can support their children, this builds their confidence and skills to enable school and home to work together effectively.</p>	<p>1,2,5</p>
<p>Whole staff training on Conscious Discipline behaviour management approach with the aim of developing our school ethos and improving behaviour across school.</p> <p>Embed routines into the school day, with timetabled CPD and practise, so staff and pupil have shared high expectations</p> <p><i>£4,076.40</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects (EEF Behaviour interventions)</p> <p>Running routines allows disadvantaged or vulnerable pupils feel safe, trust their environment and focus on what they are doing not how they are doing it. Peps Mccrea, Motivated Teaching</p> <p>Conscious Discipline: MAPs https://consciousdiscipline.com/scaffolding-in-parenting-teaching-your-children-how-to-follow-your-directions-with-success/</p>	<p>1, 4</p>
<p>Contingency fund for acute issues. <i>£1,000</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £262,216