



Pupil Premium Strategy

2024-2027

(Year 2)

Three-Year Strategy Outline

24-25 (Year 1)

25-26 (Year 2)

26-27 (Year 3)

Beam County Primary School - 3-year long-term pupil premium strategy from April 2024 to April 2027.

This strategy is based on the long-term approach to pupil premium planning recommended by the Department for Education (DfE) and the Education Endowment Foundation (EEF).

Statement Intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan (SDP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Our school vision is **Striving, Inspiration and Community** and we recognise that some of the strategies we are utilising are tackling some of the hidden barriers to achievement – and we are investing in preparatory work to enable children to get into good learning routines.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barriers to be addressed, and the interventions required, whether in small groups, large groups, the whole school, or as individuals, and allocate a budget accordingly.

We intend to provide an inspirational teaching and learning environment with excellent education and wider opportunities to all children (disadvantaged or not). Our goal is that no child is left behind socially or academically because of disadvantage. We provide an exciting and motivating curriculum, matched to the needs of each pupil whilst maintaining high expectations. We raise lifelong aspirations and focus on removing barriers to learning and achieving excellence

Every year our pupil premium strategy is supplemented by money from other areas of the budget as our ultimate goal is to aid, firstly, the disadvantaged, but, secondly, the whole school. We have children from many different economic backgrounds, but finances can be tricky for many, many who do not meet the stated criteria for PP.

Detail	Data
Number of pupils in school	521 (October 25 census)
Proportion (%) of pupil premium eligible pupils	24.5% 128 Pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027 2025-2026 (Year 2)
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Tracey Whittington, Headteacher
Pupil premium lead	Lloyd Rusirevi
Governor lead	Cllr P Waker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,785.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£209,785.00

Challenge number	Detail of challenge
1	Our baseline data for EYFS Good Level of Development (GLD) shows that less than 50% of our pupils are working at local authority set expectation as outlines in the LA Developmental Checkpoint Our baseline was 46% in 2022, 40% in 2023 and 41% in 2024.
2	From assessments, observation and discussions with families, children on entry to the Early Years phase lack independence, dental hygiene and speaking (PSED). This area is a focus across the early years.
3	From assessments, observation and discussions we have found there are a high number of children with low communication and language skills or who use English as a second language – Especially with children in Nurse and Reception intakes and Mid – phase admissions.
4	Our school is beginning to see an increase in social deprivation in the local community. We now have more children living below the poverty line, having to deal with temporary housing arrangements and living with parents with mental health/domestic violence issues.
5	<p>Internal assessment and observation data show that disadvantaged pupils with English as an Additional Language (EAL) underperform compared to their non-disadvantaged peers. Specifically:</p> <ul style="list-style-type: none"> • Attainment for disadvantaged EAL pupils is 3-5% lower in core areas (Reading, Writing, and Maths). • 74% of EAL pupils in the school are on the Pupil Premium (PP) register, indicating a significant overlap between socioeconomic disadvantage and language barriers.
6	Our own internal systems of assessments and observations have identified that to further close the attainment gap for disadvantaged pupils requires a collaborative approach with our parents and local community, addressing barriers such as limited access to learning resources, low engagement with school activities, and inconsistent support for learning at home.

Intended outcomes: This explains the outcomes we are aiming for by the end of our strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensure most mainstream disadvantaged children leave Nursery and Reception at age expected levels.	Analysing data on school’s assessment system regularly throughout the year. At least 85-90% of disadvantaged pupils should meet or exceed age-related expectations across the prime areas of learning
Improved oral, vocabulary and acquisition of language skills amongst disadvantaged pupils	Assessments and observations indicate significantly improved oral and written language in disadvantaged pupils. This is evident when triangulated with other sources of evidence such as engagement in lessons, book scrutiny, ongoing formative assessment, and pupil voice.
Improved attainment in reading for disadvantaged students 2023 drop can be attributed to the National Tutoring Programme, and we employed a graduate to deliver interventions.	To ensure that 90% of disadvantaged children reach age expected levels, by the end of KS2, unless they have an SEN need. Trend: 2022, 2023 and 2024 was 77%, 67% and 84%
Improved attainment in maths for disadvantaged students 2023 drop can be attributed to the National Tutoring Programme, and we employed a graduate to deliver interventions.	To ensure that 90% of disadvantaged children reach age expected levels, by the end of KS2, unless they have an SEN need. Trend: 2022, 2023 and 2024 was 74%, 67% and 80%
Improved attainment in writing for disadvantaged students	To ensure that 90% of disadvantaged children reach age expected levels, by the end of KS2, unless they have an SEN need. Trend: 2022, 2023 and 2024 was 62%, 56% and 76%

2023 drop can be attributed to the National Tutoring Programme, and we employed a graduate to deliver interventions.	
Improved attainment in phonics tests for disadvantaged students	Ensuring 90+% of children score 38+ in the national phonics test in Year 1 and all disadvantaged children score 34+ unless they have SEND need.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance officer to ensure that by 2025 the attendance of all children, especially that of disadvantaged children, is above 97%
To achieve and sustain an improved wellbeing and life experiences for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025 demonstrated by: -Quantitate data from student voice, student and parent surveys and teacher observations - Ensuring all children that want to are participating in enrichment activities, especially our disadvantaged pupils -Ensuring there are many opportunities for all children’s skill sets to flourish -Ensuring all of our children go on worthwhile, interesting and relevant educational visits to build up their life skills

Our priorities Year 1 -2024-2025

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Monitor non-academic barriers to attainment such as attendance and behaviour and sustain progress
- Ensuring that the PPG reaches the pupils who need it most
- Developing teacher metacognition subject knowledge, so that teachers gain awareness about and control over how they think and teach by planning, monitoring, evaluating, and adjusting their instructional goals and teaching strategies in accordance with their pupils' needs and the sociocultural context – applying Rosenshine’s principles within the Gradual Release model or elements of Rosenshine where applicable.

- Professional development for teachers on high-quality instruction (EEF: +6 months impact for mastery learning) - I do & Rosenshine's Principles
- Refine **feedback systems** (+6 months impact) to improve academic performance.
- Target **literacy and numeracy gaps** with structured phonics (+5 months) and early numeracy interventions (+6 months).
- Deploy **Learning Support Assistants effectively** (+4 months when trained) for targeted interventions.
- **Nurture Groups and Counselling Programs** to address social-emotional barriers (+4 months).
- Ensuring an excellent teacher is in every class and that they are encouraged to maintain focus on teaching and subject knowledge so that each child's progress is maximised. This means reducing unnecessary workload, so teachers can concentrate on teaching.
- Further refine our robust tracking system for academic progress and to monitor class well-being metrics.
- Broaden access to **enrichment opportunities**, like arts programs (+3 months) and outdoor learning (+4 months).
- Use EEF's Implementation Framework to document successes and lessons learned.

Our priorities Year 2 -2025-2026 Scaling and Embedding Practices

Investing in high-quality teaching, this will include:

- Expand **metacognition and self-regulation programs** (+7 months impact) by embedding them in daily teaching practice.
- Enhance parental engagement strategies (+4 months) to support learning at home.
- Foster **peer tutoring** programs (+5 months) to improve collaboration and engagement

- Teachers to build on Rosenshine’s Principles and finely tune their use of Thinking Frames - a distinct and highly effective metacognitive strategy which will enable disadvantaged pupils to cultivate excellent and more effective attitudes to learning that raise their attainment.
- Ensure that all teachers and support staff (including new staff) have received training to deliver phonics teaching effectively
- Develop the Gradual Release model (implementing Rosenshine’s Principles and at least 10 of the Teach Like a Champion Techniques) for the most able, EAL & neurologically diverse disadvantaged pupils across the curriculum.
- support for teachers early in their careers
- providing cultural capital opportunities
- Ongoing CPD focused on adaptive teaching and managing classroom behaviours (+4 months).
- Analyse Year 1 data to refine and scale interventions - Evaluate and Adjust
- Conduct pupil voice surveys to align strategies with needs - Evaluate and Adjust

Additional support for some pupils focussed on their specific needs, this will include:

- one-to-one tuition
- small group tuition
- speech and language therapy with our onsite therapist.
- Therapeutic interventions, mental health and support services, Emotional and Social Support Programs, Holistic Support Services

Our priorities Year 3 -2026-2027 Consolidation and Sustained Impact

Investing in high-quality teaching, this will include:

- Fully integrate evidence-based practices (e.g., mastery learning, structured interventions) into daily classroom routines.
- Transition successful small-group tuition into sustained, scalable models.
- Train staff in leadership positions to continue practices beyond funding cycles - Sustainability
- Build partnerships with external organisations - Sustainability
- Assess impact against key outcomes: attainment, attendance, and social-emotional progress.
- Use EEF’s Implementation Framework to document successes and lessons learned.
- training and professional development for teachers and staff including senior leaders - Verbal Feedback, Social and Emotional Learning

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- Analysis of data and end of key stage results.
 - Share outcomes with stakeholders (parents, governors, local authorities).
 - Promote the school’s strategy as a model for effective Pupil Premium use.

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.

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. [Teaching \(for example, CPD, recruitment and retention\)](#)
2. [Targeted academic support \(for example, tutoring, one-to-one support, structured interventions\)](#)
3. [Wider strategies \(for example, related to attendance, behaviour, wellbeing\)](#)

This focussed approach ensures the best chance of success for each intervention.

1. Teaching (for example, CPD, recruitment and retention) Budgeted cost: £37,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding diagnostic assessments into the pedagogical cycle of teaching and learning.</p> <p>Training for staff to use diagnostic assessment tools to facilitate application of Rosenshine’s principles</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3, 5</p>
<p>Training for SLT to track trends within year groups and phases.</p> <p>Refine the use of a range of diagnostic assessment tools (hinge, quizzing, reading fluency scale and pre-topic mind map) making sure that they are for the intended purpose. (Afl, Curriculum planning, ascertain prior knowledge)</p> <p>Implement and monitor interventions for PP children who are not on track to achieve EOYT</p>		

<p>Embedding dialogic activities across the school curriculum, particularly within the 'we do' phase, with teacher and LSA to monitor and model.</p> <ul style="list-style-type: none"> • Early Years to use the ECAT model: <ul style="list-style-type: none"> ○ Comment, comment, question/ • Within gradual release model to build on this and develop to: <ul style="list-style-type: none"> ○ model, model question <p>These can help pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase</p>	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3, 5, 6</p>
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resources and fund ongoing teacher training and release time.		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Episodic teaching and intelligent practice.</p> <p>Development of Shanghai Maths for our More Able mathematicians and 11+ concepts</p> <p>We will fund teacher release time to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3, 5, 6

<p>Enhance the quality of social and emotional (SEL) learning.</p> <p>SEL approaches are mostly embedded in routine educational practices and through curriculum.</p> <p>To embed the principles of the Rights Respecting School.</p> <p>With our comprehensive curriculum to make explicit the links, thus developing pupil awareness.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>4, 6</p>
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2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£106,970**

We will fund relevant CPD for staff development and training.		
Improve the attainment of PP EAL learners	<p>EEF Evidence: High-quality teaching benefits all pupils but is particularly impactful for disadvantaged pupils, including those with EAL. A focus on clear explanations, scaffolding, and metacognitive strategies helps bridge gaps.</p> <ul style="list-style-type: none"> • Actions: • Explicit vocabulary teaching: Ensure regular teaching of subject-specific vocabulary alongside academic language. • Scaffolding techniques: Use sentence starters, structured frames, and visual aids to support language development. • Cognitive and metacognitive approaches: Encourage pupils to think about their own learning strategies, e.g., selfquestioning or summarising. 	5, 6

- a. Structured interventions: Introducing reading Catch-up interventions for (phase 2) pupils
- b. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations through pre/postteaching
- c. Creating additional teaching and learning opportunities using LSAs to support accurately identified needs and mentors to ensure learning is facilitated.
- d. Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly e. Equity in Assessment for EAL pupils

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. For EYFS use of the LAs Developmental Check Points to track whether pupils are meeting age related expectations. Staff meet regularly to moderate. Phonics Catch-Up, Early Identification for S&L, Parental Workshops Borough & External Support</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised scores 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/tools/assessingand-monitoring-pupilprogress/testing/standardised-tests</p>	<p>3,6</p>
<p>Ensure all pupil premium children receive a quality Universal and Targeted offer by trained staff.</p>	<p>Ensure all children are taught by qualified teachers which means they get the best learning experiences available.</p> <p>Staff CPD is regularly undertaken to ensure all teachers are equipped to teach their classes following Beam’s ethos and principles. https://educationendowmentfoundation.org.uk/support-forschools/school-planningsupport/1-high-quality-teaching</p>	<p>1,2,3,6</p>

<p>(Little Wandle) Implementation of the SEND Phonics within Little Wandle to secure stronger phonics teaching for all pupils.</p> <p>Parental workshops</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessary comprehension), particularly for disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk</p>	<p>1,2,3,6</p>
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	k/educationevidence/teaching-learningtoolkit/phonics	
Embedding our reading for pleasure resources within the school to support reading at home as well as school (Book Corners, Improve and modernise the Library, Phonics Library, Little Wandle books, intervention books, Little Wandle books, Vending Machine - to read to the children and ambitious texts used in Reading and English lessons). These along with additional resources will ensure the children are exposed to a range of texts, new language and support their progress in reading and its key skills. This will enhance the level of pupil oracy in all children.	There is robust evidence that suggest oral language interventions, including dialogic activities, such as high-quality discussion in the classroom, are inexpensive to implement with high impacts on reading. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/oral-language-interventions	1,2,3,6
CPD staff meetings every Wednesday to allow SLT and ML the chance to embed what they expect to see in their curriculums and across the school in a clear concise manner. Staff will also have the opportunity to put themselves on external training courses to support and extend their curriculum knowledge. Coaching has also been implemented amongst teachers	CPD sessions in our school are vital to the running and structure of the school. Staff take ownership of their own curriculum areas and lead sessions on what they plan to implement allowing them to take full ownership of their curriculum area. CPD is also shaped by current trends of our school and nationally. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development	1,2,3,6

<p>CPD sessions have been undertaken by all members of staff on feedback to ensure our children receive high quality feedback from all members of staff.</p>	<p>Research has shown that giving oral feedback in the moment is one of the most powerful tools to drive progress in children’s learning. https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/feedback</p>	<p>1,2,3,6</p>
<p>Improve the quality of social and emotional (SEL) learning, by embedding the principles of the Rights Respecting School.</p>	<p>There is extensive evidence associating childhood social and emotion skills with improved outcomes at school and in later life</p>	

	<p>in areas such as improved academic performance and attitudes to learning. development and training for staff. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotionallearning</p>	
<p>Targeted Interventions to improve the attainment of PP EAL learners</p>	<p>Literacy Deve EEF Toolkit Highlights:</p> <ul style="list-style-type: none"> ○ Phonics (+5 months impact): Especially effective for early-stage EAL learners to improve reading fluency. ○ Reading comprehension strategies (+6 months impact): Focus on inference skills, summarization, and comprehension monitoring. 	

	<p>Actions:</p> <ul style="list-style-type: none"> ○ Small-group or one-to-one tuition for reading and writing. ○ Incorporate dual-language books and contextual resources where possible. <p><i>Oral Language Interventions</i></p> <p>EEF Evidence: Oral language interventions can provide up to +6 months of additional progress for disadvantaged pupils, particularly for those with EAL.</p> <p>Actions: ○ Structured speaking and listening activities.</p>	
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3, Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted

cost: **£69,550**

1. Wider health focus: Our Personal Development Plan for 2024/25 will focus on:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Breakfast Club Initiative: Our Breakfast Club offers all children access to a complimentary bagel each morning. We are committed to supporting disadvantaged students by providing them with complimentary entry to our Breakfast Club. This includes children identified as Persistent Absentees (PA) or those with irregular attendance. Our aim is to ensure these students receive a healthy breakfast and a safe environment before the school</p>	<p>Through observations we have found this club helps to settle the children and ensure they eat a meal that prepares them for their day at school. https://educationendowmentfoundation.org.uk/news/breakfastclubs-foundto-boost-primary-pupils-reading-writing-andmaths-res</p>	<p>4,5,6</p>
	<ul style="list-style-type: none"> ○ Paired reading or collaborative learning to practice oral communication in English. 	

- keeping the children physically, mentally healthy). Staff training will focus on mental well-being,
- Embedding OPAL (Outdoor Play and Learning for Schools) which has included training for all staff: teachers, teaching assistants and lunchtime supervisors on emotional well-being and the benefits of play. We will be renewing our Wellbeing Award this academic year.

2. Behaviour: Refinement of our Behaviour Policy to enhance Positive Noticing and Parental CPD for our Behaviour policy.

We invested in this approach to ensure that all pupils, and particularly those who are disadvantaged use these skills to develop resilience and intrinsic motivation.

3. See also: [Externally provided programmes](#)

<p>day begins and to encourage them to attend school early so, they are prepared emotionally and physically.</p>		
<p>Collaborating with the local community and families within our school is essential to ensure their well-being, safety, and overall satisfaction.</p>	<p>Internal observations and assessments show working with families in need and running adult classes to ensure parents are supported and equipped with the skills to teach and help their children both academically and with life skills has been very beneficial. Parents are becoming more confident with the new ways of leaning that differ from their own experiences.</p> <p>Go4School to inform our parents of both positive and negative actions to improve both parental engagement and children engagement in lessons.</p> <p>We also hold many parent workshops, with fantastic turnouts, based on a range of key topics within the school year. We cover things such as SEND support, early reading, writing and maths. Parents have said this is beneficial in seeing the journey their children may go on throughout their academic year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</p>	<p>4,6</p>

<p>SEL - Enrichment activities as part of the curriculum for key children identified by senior leaders, coordinators and class teachers.</p> <p>Training to embed the principles of the Rights Respecting School (RRS).</p> <p>Time for middle leaders to work collaboratively to deepen the concepts of the RRS.</p>	<p>Implementation of Rights Respecting School</p> <p>We have supplemented the academic curriculum with some pastoral areas to ensure all children are catered for. These include but are not limited to:</p> <ul style="list-style-type: none"> -Art Therapy – - Drama teacher/Actor -Educational Psychologist/Counsellor -Musical instruments (Every child has a right to learn/play an instrument) - <p>Music and Play productions show several benefits and transferrable skills that can help accelerate children’s learning potential.</p> <ul style="list-style-type: none"> -Play Leaders <p>https://educationendowmentfoundation.org.uk/guidance-forteachers/lifeskills-enrichment</p>	<p>6</p>
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<p>Residential costs/ Educational visits (also in house courses)</p>	<p>Improving the real-life experiences of our children, some who have never been outside of London, or even into London. Also, we book trips to contrasting areas of the country all linked to the curriculum.</p> <p>Evidence shows several benefits and transferrable skills that can help accelerate children’s learning potential.</p> <p>https://educationendowmentfoundation.org.uk/guidance-forteachers/lifeskills-enrichment</p>	<p>4,6</p>
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	<p>The Impact of Poverty on Education</p> <p>Research from the Joseph Rowntree Foundation highlights the long-term impacts of poverty on children's education, including lower achievement levels, absenteeism, and social exclusion. Schools play a vital role in mitigating these effects through targeted interventions, staff training, and community engagement.</p> <p>Joseph Rowntree Foundation - Education and Poverty</p> <p>2. Housing Instability and Child Well-Being</p> <p>The Children's Commissioner for England provides data on the impact of temporary housing and "hidden homelessness" on children, including poor mental health, reduced academic performance, and challenges in forming stable friendships. The report calls for school-based measures to provide continuity and support for affected children. Children's Commissioner: Bleak Housing Report</p> <p>3. Mental Health and Domestic Violence</p> <p>Research from the UK Data Service explores the interlinked effects of poverty, parental mental health issues, and exposure to domestic violence on children. It emphasises the need for whole-family approaches to address these challenges, including school-based mental health support for students.</p> <p>UK Data Service - Social and Behavioral Impacts UK Data Service</p>	
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	<p>4. Temporary Accommodation and Education</p> <p>A report from the Shared Health Foundation discusses the specific issues faced by children in temporary housing, including poor living conditions, stress, and frequent school moves. Schools are highlighted as critical anchors for stability and support.</p> <p>Shared Health Foundation - Housing and Children Shared Health Foundation</p> <p>5. Child Poverty in the UK</p> <p>Research by the Child Poverty Action Group (CPAG) outlines the current statistics on child poverty and its effects on education and mental health. It provides actionable steps for schools, including breakfast clubs, financial guidance for families, and partnerships with local organisations.</p> <p>CPAG - Tackling Child Poverty</p>	
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<p>of PP EAL learners</p>	<p>EEF Evidence: Engaging parents of EAL pupils can be a cost-effective way to improve attainment, though the challenge is ensuring sustained engagement.</p> <p>Actions:</p> <ul style="list-style-type: none"> ○ Provide translated communications and workshops to support parents in assisting their child’s learning. ○ Develop culturally relevant school-home projects to encourage dialogue in both the home language and English. <p><i>Social and Emotional Learning (SEL)</i></p> <p>EEF Evidence: SEL approaches can support up to +4 months progress. EAL pupils may benefit from interventions that build confidence and peer relationships.</p> <p>Actions:</p> <ul style="list-style-type: none"> ○ Peer mentoring or buddy systems to foster a sense of belonging. 	
	<ul style="list-style-type: none"> ○ Incorporate cultural diversity into school-wide SEL programs to make EAL pupils feel valued. <p>Professional Development for Staff:</p> <ul style="list-style-type: none"> • Equip teachers with strategies to support EAL learners, such as training in culturally responsive teaching. • Technology Use: • Digital platforms can provide adaptive language-learning support, offering EAL pupils additional practice tailored to their proficiency levels. • Monitoring and Feedback: • Use formative assessments to monitor both language proficiency and subject understanding, ensuring that interventions are targeted effectively. 	

Contingency funds for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set out a small amount of funding aside to respond quickly to need that have not yet been identified.	
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Total budgeted cost: £213,120

Externally provided programmes

Programme	Provider
When the Adults Change - Behaviour	Paul Dix
Physical and Mental Wellbeing	Boxing Futures
Karate	Steve
Work Week	Inspire World of work
Children's University	East London Inspire

Ballet	The Royal Ballet
Basic First Aid for Children	K'sAid First Aid Training
Performing Arts for Oracy	Lasana Shabazz
Arts Learning (SEND)	Bow Arts
Outdoor Learning Activity Centre	Trewern
Bug Club	Pearson
Google Classroom	Google
CPoms	Raptor Technologies
Timetables Rock Stars	Maths Circle
Little Wandle	Wandle Learning Trust

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our review processes

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. According to research by the EFF and the DFE This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. During our regular monitoring and SEF review, we evaluate the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding, or ceasing the intervention as required. Where applicable, year group or Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with class teachers and they are reported separately as a group in our termly data drops and in our termly 'Data Summary' which will be provided to Governors. This means that the progress of disadvantaged pupils is closely monitored, Once the three-year term has been completed, a new three-year strategy will be created considering the lessons learned during the execution of the previous strategy and updated by any new guidance and evidence of best practice that becomes available.

Challenge number	Detail of challenge	3-year Review
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1	Our on – entry assessments show that our pupils start point is low.	<p>Quality of teaching: Encouraging self-led professional development: We have implemented the system BlueSky to provide staff with the flexibility to engage with learning modules, thus facilitating intrinsic motivation and self-directed learning. Our work with NACE will be focusing on sharing effective, evidencebased uses of pupil premium funding to address some of the barriers to learning and achievement faced by more able disadvantaged learners.</p> <p>Professional development by accessing high quality subject input: In 2019-2020 remote Latin CPD and internally CPD we delivered high-quality remote training to staff to ensure that we were equipped to provide high quality education.</p> <p>In 2020 - 2021 staff also accessed professional development from Thinking Matters to develop metacognition and its application for our pupils and Little Wandle training. These programmes and strategic support for teachers' development will be continuing.</p>
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2	From assessments, observation and discussions with families, children on entry to the Early Years phase lack independence (PSED). This area is a focus across the early years.	<p>Our observations indicate that pupils are increasingly demonstrating the ability to manage their emotions, follow routines independently, and adapt to transitions with minimal adult intervention. Furthermore, children are initiating and sustaining positive peer interactions, engaging in sharing, and collaborating effectively within group activities.</p> <p>In 2024, the percentage of children meeting key developmental milestones is as follows:</p> <ul style="list-style-type: none">• Self-Regulation: 80%• Managing Self: 80%• Building Relationships: 82% <p>While these improvements are significant, it has been identified that the cohort joining in 2024/25 exhibits similar or greater levels of need compared to the 2023/24 cohort.</p>
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3	<p>From assessments, observation and discussions we have found there are a high number of children with low communication and language skills or who use English as a second language – Especially with children in Nursey and Reception intakes and Mid – phase admissions.</p>	<p>We have implemented robust interventions to ensure that all new children acquire the essential communication skills needed for their development.</p> <p>Children have been provided with structured opportunities to observe effective communication practices and rehearse their thoughts, fostering their ability to express themselves clearly and confidently.</p> <p>As a result of these efforts, we have observed notable improvements in key developmental areas. In 2024, the percentage of children achieving developmental milestones is as follows:</p> <ul style="list-style-type: none"> • Listening, Attention, and Understanding: 67% • Speaking: 75% <p>While these figures demonstrate a steady increase in attainment, we acknowledge the need to sustain and enhance these outcomes. In particular, we are committed to creating additional opportunities for children, especially those with English as an Additional Language, to experience high-quality communication modelling and to practice and refine their language skills across the curriculum.</p>
4	<p>Our PSA is beginning to see an increase in social deprivation in the local community. We now have more children living below the poverty line, having to deal with temporary housing arrangements and living with parents with mental health/domestic violence issues.</p>	<p>In collaboration with Lifeline Projects, we support our school community by organising regular Coffee Mornings, where parents receive guidance from a Champion Peer Mentor. These sessions include workshops focused on topics such as parenting, conflict resolution, setting boundaries, enhancing self-esteem, and improving communication skills.</p>

attendance and punctuality issues in disadvantaged children has been between 3-

with Pupil Premium children achieving a slightly lower rate of 94.74%, thus closing the 3 – 5% gaps. This demonstrates a positive overall attendance trend; the data

	5% lower than their non-disadvantaged peers – There were issues with term time leave / persistent absent or lateness.	reveals a positive pattern: 75% of persistent absentees were from the Pupil Premium group attended school on a regular basis.
6	Our own internal systems of assessments and observations found there was a lack of reallife experiences and enrichment activities in disadvantaged children’s everyday lives – They were missing key aspects such as day trips, holidays experiencing different landscapes, experiencing the culture capital of London etc. for a number of varying reasons.	<p>Personal Development: A comprehensive and well-structured schedule of experiences was implemented to enhance pupils' learning and personal development. All trips and enrichment activities have been carefully sequenced through close collaboration between the Personal Development Lead and the Curriculum Lead to ensure alignment with curriculum objectives.</p> <p>We have achieved 100% participation in trips and enrichment activities among pupils eligible for Pupil Premium, ensuring equitable access to these valuable opportunities.</p> <p>Curriculum: Each trip or enrichment activity is linked to a specific curriculum component, enabling pupils to reflect on their learning and apply the knowledge gained to subsequent components. This intentional integration supports a deeper understanding and practical application of key concepts.</p>

Pupil Premium Outcomes

The below details the impact that our pupil premium activity had on pupils in the 2024/2025. We have included the overall end of KS2 outcomes in comparison to Pupil Premium outcomes.

The KS2 SAT’s attainment measures, are national and local for our disadvantaged children. During KS2 for our PP we needed to develop our strategy for Maths, which aligned with our SIP and our Mastery approach to Maths. Year groups working below their peers tend to be those with significant SEND rather than those from disadvantaged backgrounds.

Overall End of KS2 outcomes

	% Average Scaled Score			% Expected Standard+		
	Beam	LBBD	England	Beam	LBBD	England
Reading	109	106	105	89	78	75
Writing				81	74	72
Maths	108	106	104	86	78	74
RWM				76	66	62
GPS	112	107	105	92	77	73
Science						

Disadvantaged Attainment Outcomes

%	Beam	LBBD	England
Reading	EXS - 88 GDS - 56	EXS - 74 GDS - 31	EXS - 63 GDS - 21
Writing	EXS - 84 GDS - 12	EXS - 69 GDS - 8	EXS - 59 GDS - 7
Maths	EXS - 88 GDS - 40	EXS - 72 GDS - 24	EXS - 61 GDS - 15
RWM	EXS - 76 GDS - 8	EXS - 59 GDS - 5	EXS - 47 GDS - 4

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website (this document). The school publishes a link to the school and college performance tables and the schools' performance tables page on the school website.

Governors hold the Headteacher to account for the progress of disadvantaged children.

During the three-year period, we also had children who receive PPG funding because they were previously looked after children ('post LAC') and we have a link Governor, currently Cllr Phil Waker who is the Governor monitoring our pupil premium provision. Governors also receive regular reports from the Headteacher regarding LAC.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, pupils, and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Every year our pupil premium strategy is supplemented by money from other areas as our goal is to aid, firstly, the disadvantaged, but secondly the whole school. We have children from many different economic backgrounds, but finances can be tricky for many children, many who do not meet the stated criteria for PP.

Impact Evaluation

Barriers to future attainment – PESTLE analysis

External factors to consider

Factors affected within my industry

Importance to Beam

Political	Government policy – 10	Ofsted policy- Framework	The Ofsted framework will directly affect how Beam is assessed.
	Government Education Funding:	Labour change of government - possible policy change	Changes to the framework will impact how the curriculum is designed, assessed and monitored.
	Political stability - 10	Cuts or increases to funding for schools in deprived areas can affect the quality of resources, staff, and support available to pupil premium children.	Due to high rental increase and landlords selling, many long-established families are moving out of the area to 'cheaper' areas in Essex. Families moving in are in temporary housing from other LAs where rent is expensive (but cheaper in B&D)
	Tax	Change in Ofsted Inspector-Martyn Oliver appointed in Jan 24	
	Increase in Landlord taxes	Changes in Education ministers	Policy direction and initiatives may change.
9	Historical local legacies e.g.: Far Right parties.		
Industry regulations			
10			
Global trade agreements and or restrictions			
8			

	<p>Social Welfare Policies:</p>	<p>Global instability</p> <p>Changes to benefits, Universal Credit, or housing policies may directly impact families' financial stability and children's ability to focus on education</p> <p>DfE Expectation to provide 32.5-hour week</p> <p>Local Government Policies - inner London boroughs have allocated additional resources for schools or child-focused initiatives like free school meals.</p>	<p>Impact on Staff/Teacher wellbeing</p> <p>Rising cost of resources and materials</p> <p>Higher levels of refugees - Impact ON EAL</p> <p>Cost impact - staffing</p> <p>Workload impact - Directed Time</p>
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Economic

Exchange rates - 10 Globalisation
- 10 Economic growth/ decline- 10
Inflation- 8 Interest rates – 10
Cost of living – 10
Labour costs - 10
Consumer spending habits – 10

Funding for Pupil Premium:

Cuts in budgets

Census budget- October- not receiving funding for all pupils who join school.

High living costs in London, especially rent and utilities, may place financial strain on families, leaving fewer resources for education-related expenses.

Rising food prices may make schools' provision of free meals more crucial for child nutrition.

Labour costs increasing i.e. rising national minimum wage/London living wage

The adequacy of the pupil premium grant affects the school's ability to provide additional support, such as Learning Support assistants, extracurricular activities, or pastoral care.

School needing to find money in their current budgets for teacher pay rises

Movement of pupils

Low attaining baselines of pupils joining

Parent food workshops - how to cook on a budget

Increased costs to school e.g. School Trips/Enrichment opportunities.

Cost of staffing becoming more expensive-reduced staffing?

Impact on cost of living- parents working longer hours- risk of neglect, poor well-being

Parents in low-paid, unstable, or part-time jobs may struggle to support their children's education due to time or financial constraints.

		<p>LBBB was worst affected by the energy crisis</p> <p>Mayor of London has increased free school dinners to 2025- therefore less applications for pupil premium- less funding for schools</p> <p>LBBB has the highest percentage of lone parent households with dependent children in England and Wales</p>	<p>Less applications for pupil premium- less funding for schools</p>
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Social			
	Consumer trends/ tastes, Fashions Consumer buying habits Lifestyle factors Career attitudes Work-life balance Population demographics	LBBB have the highest number of Under 16's in the country Life expectancy for men in LBBB is 58.1 years Cultural and religious tensions Highest domestic abuse figures in London Cost of Living crisis	Parents working different shift patterns resulting in pupils taking care of siblings to support with childcare-safeguarding Lack of parental engagement/support. Pupils travelling during term time- extended periods out of school- cheaper for parents Social and Racial Justice-Changes made to curriculum, Equality Award.
	Deprivation and Inequality:		
	Cultural and Language Barriers:	Pupils from deprived backgrounds may face stigma, bullying, or a lack of aspiration, which can affect self-esteem and performance. Parents may lack access to resources or networks to support their children's learning.	Higher percentage of children with ACEs - poor well-being leading to poor attainment - Wellbeing Lead and wellbeing charter.
	Mental Health Challenges:		
	Community Support:		Importance of the continuation of Work Week and the continual development of the Beam Alumni; and graduate LSA deployment.
		LBBB has the 2 nd highest rate of unemployment in the country Media- inaccurate information shared of new incentives from Government	Poor aspiration and usually poor parental engagement. Beam- Reading- Benchmarking CPD for teachers- impact-future aspirations of pupils going on to Secondary school (children not being able to read).

		<p>Recruitment and retention of teachers</p> <p>Cultural stigma associated with SEND leading to poor parental engagement with services and lack of early identification</p> <p>Increased rise in children with complex SEND</p> <p>Some families may not have English as their first language, creating communication challenges between home and school.</p> <p>Economic stress in families may contribute to mental health issues in both parents and children, affecting attendance and engagement in school.</p> <p>Local community initiatives (or lack thereof) can play a role in providing support networks for disadvantaged families.</p>	<p>Children with SEND not being identified before joining school plus resistance from parents to refer/assess</p> <p>Lack of funding for pupils with SEND- cost to the school- lack of qualified staff</p>
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External factors to consider to organisation industry

Factors affected within my Importance

<h2>Technology</h2>	<p>Automation Innovation Disruptive technologies social networking Upgrades Robotics Artificial Intelligence Security</p> <p>Access to Technology</p> <p>Digital Divide:</p>	<p>Online Safety Bill</p> <p>Chat GPT</p> <p>Use of Technology in School</p> <p>Schools with better technological resources may bridge the gap, but this depends on funding and teacher training/funding for schools</p>	<p>Maintenance of devices and software within the school- cost</p> <p>Low-income families lack access to devices - Lack of access to devices or reliable internet at home could limit a child's ability to complete homework or access online learning resources.</p> <p>Even if technology is available, families may lack digital literacy to support children's education effectively.</p> <p>Effective PSHE and Computing curriculum.</p>
		<p>Beam Studios</p>	<p>Opportunities for Beam pupils to have different experiences - raise expectations and give pupils an insight into the different careers that they may go into.</p>

<p>Legal</p>	<p>Employment law Common law Local labour law Health and safety regulations</p> <p>Education Laws</p> <p>Safeguarding and Inclusion</p> <p>Discrimination Protections</p>	<p>Union advice</p> <p>Updated EYFS Framework Jan 2024</p> <p>Introduction of 30-hour childcare for 2year-olds.</p> <p>Compulsory education policies ensure attendance, but enforcement (like fines for non-attendance) might create stress for families already facing difficulties.</p> <p>BREXIT- Change to EU laws and impact.</p> <p>Qualifications for Overseas teachers</p> <p>Legal requirements around safeguarding could support vulnerable children but may also place additional administrative demands on schools.</p> <p>Children and Families Act (CAFA)- 2014</p> <p>SEND Code of Practice - 2014 (revised 2015)</p> <p>SEND and alternative provision improvement plan - 2023</p> <p>Laws against discrimination support inclusion but may not always translate into practice in school environments.</p>	<p>Staff well-being and workload</p> <p>Pediatric First Aid trained staff members within EYFS</p> <p>Ratios within EYFS particularly if accepting ‘risers’ and lunch cover.</p> <p>Increased proportion of parents wanting full time places- lunchtime arrangements, staff ratios</p> <p>Parental complaints</p> <p>CAFA - still in place. Places duty on schools and LAs to meet medical and SEND needs</p> <p>SEND CoP - Statutory Guidance</p> <p>SEND and alternative provision improvement plan - reforms ‘will take several years’</p>
<p>Environmental</p>	<p>Environmental restrictions imposed by in-country governments</p> <p>Sustainable resources CSR (Corporate social responsibility) Ethical sourcing Transportation Procurement</p>	<p>ULEZ</p> <p>Inner London schools may face issues like air pollution, lack of green space, or overcrowding, which can impact children’s health and well-being.</p>	<p>The cost of a school transport passes i.e. coaches may go up as newer vehicles may be required.</p> <p>Maintenance of outdoor area- cost across the school</p>

	<p>Supply chain management Future pandemics Urban Challenges Safe Routes to School Housing Quality</p>	<p>Rising cost of foods and materials due to ethical sourcing i.e. palm oil/ wood. Global warming - extreme weather</p> <p>Families in deprived areas may have concerns about safety on the way to school, such as traffic or crime.</p> <p>Poor-quality or overcrowded housing can negatively affect children’s ability to study or sleep, impacting school performance</p>	<p>Weathering of resources</p> <p>Beam ECO team- less pollution/ cleaner air - healthier pupils and higher attendance.</p> <p>Beam Eco Team-</p>
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Key considerations to be embedded into future interventions

- **Basic Needs:** We often fill the gaps in nutrition and emotional support that are unmet at home.
- **Barriers to Engagement:** Financial, cultural, or technological challenges may hinder active parental involvement.
- **Opportunities for Growth:** Targeted interventions funded by pupil premium can provide tutoring, mental health support, and extracurricular activities, helping to break the cycle of deprivation.