

# Pupil premium strategy statement – Beckermet Church of England Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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.

## School overview

| Detail  | Data                                       |
|---|--|
| School name   | Beckermet Church of England Primary School |
| Number of pupils in school  | 73   |
| Proportion (%) of pupil premium eligible pupils   | 8%   |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2025-2026                                  |
| Date this statement was published   | December 2025                              |
| Date on which it will be reviewed   | Decmeber 2026                              |
| Statement authorised by   | C Birkett                                  |
| Pupil premium lead  | C Birkett                                  |
| Governor / Trustee lead   | K Connor                                   |

## Funding overview

| Detail  | Amount       |
|---|--------------|
| Pupil premium funding allocation this academic year       | £8625        |
| Pupil premium funding carried forward from previous years | £0           |
| <b>Total budget for this academic year</b>                | <b>£8625</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

*At Beckermet Primary School we believe that every child should have the opportunity “To Let their Light Shine” irrespective of any challenges that they may face allowing them to flourish and grow as healthy, positive members of the community. Disadvantage should not be a barrier to personal and academic success.*

*At Beckermet school we aim to support our children and families to overcome any obstacles so that our children can achieve personal and academic success through quality provision and tailored support.*

*To allow this we endeavour to include all stakeholders in the process. Home-school-community. Allowing all children to achieve their best and make good progress.*

*Our key principles are to provide high quality education which is challenging and supportive from highly trained adults who can support with precision. The support will come in a range of ways:*

- provide emotional and wellbeing support to ensure disadvantaged pupils are in a good place to learn and feel safe, happy and calm where their needs are understood and provided for
- Teachers developing their classroom practice through a deep understanding of researched based teaching principles which will increase the provision for all, but in particular those who need support
- Teaching Assistant precision intervention for emotional support (ELSA, Sensory Circuits)
- Teaching Assistant CPD -ELSA – to support the emotional wellbeing of targeted children (additional member of staff trained)
- Specialist counselling and support for children with greater emotional needs
- Additional hours of TA support to deliver interventions
- Early identification and intervention

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Some children demonstrate gaps in knowledge, skills and understanding. This is due to many reasons: concentration, working memory and resilience   |
| 2                | Social and emotional well being of some of vulnerable and disadvantaged children lack confidence, motivation and resilience to learning. Complex family situations sometimes lead to child not being ready to learn. |
| 3                | Internal and external assessments indicate that maths attainment among pupil premium pupils is significantly below that of non-disadvantaged pupils  |
| 4                | Attendance and punctuality for all our pupils needs to improve which is why whole school attendance. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.   |
| 5                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception through to KS2.                               |
| 6                | Ensure high quality CPD is accessed for all  |

## 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   |
|---|--|
| Teaching and support across school to have a high level of consistency in relation to strategies that support effective learning. These will be employed by staff who have developed understanding of why they are required and how to implement them. Consequently knowledge is embedded for long term learning. | <ul style="list-style-type: none"><li>• Continuous high quality staff CPD for all staff</li><li>• Monitoring and coaching opportunities -inhouse and within partnership</li><li>• Opportunities for reflecting on past learning and building on new</li><li>• Pupils learn new material and retain it over the long-term.- use of quizzes etc.</li><li>• Lessons engage pupils and support their confidence through a high success rate and clear small steps building their understanding systematically.</li></ul> |
| Children who demonstrate gaps in learning   | <ul style="list-style-type: none"><li>• Effective use of assessment to</li></ul>   |

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| <p>will be supported through effective adult support and targeted intervention to enhance quality learning and teaching so they can make swift progress.</p> <p>Specific skills will be targeted with good communication, assessing progress consistently throughout the intervention and adapting where needed</p> <p>.</p> | <ul style="list-style-type: none"> <li>identify gaps in particular children and set targets to achieve and make progress- invest in high quality assessment procedures</li> <li>High quality targeted support 1-2-1/small group interventions, using high quality TA/HLTA's</li> <li>Parental commitment to additional hours of learning/intervention groups-attendance and punctuality</li> <li>Skills learned in groups to be applied when back in classroom- MITA</li> <li>Committed time timetabled for staff and TA/HLTA to communicate and shared planning</li> <li>Clear and ambitious curriculum building on learning and knowledge</li> <li>Pupils will make good progress</li> </ul> |
| <p>Children will display high levels of fluency in relation to basic skills in mathematics. They will be able to recall basic concepts and knowledge with increasing confidence</p>  | <ul style="list-style-type: none"> <li>Mastery teaching will build pupils conceptual understanding and fluency through carefully structured learning programmes.</li> <li>Precision teaching to target basic skills in maths</li> <li>Use of daily activities to show retention of math skills- 5 min maths- invest in high quality schemes working alongside Maths co-ordinator</li> <li>High expectations of all children</li> </ul>   |
| <p>The attendance of PP and vulnerable children will be in line with the national average</p>  | <ul style="list-style-type: none"> <li>Monitoring of attendance, exploring trends</li> <li>Good communication home school</li> <li>Support families engage other agencies if necessary such as Access and Inclusion Officers</li> <li>Clear messaging through classdojo /website and discussion</li> <li>Use of external agency advice to support</li> <li>Sharing of attendance expectations County wide</li> <li>Termly letters indicating attendance figures for those who are falling below expectations-90%</li> </ul>  |
| <p>Children to have a safe place/person to share worries and concerns with. To engage other agencies to support in emotional well being and staff to be suitably trained in supporting children with emotional well being</p>  | <ul style="list-style-type: none"> <li>High quality staff training (ELSA/Behaviour training) – continue with up-to-date training</li> <li>Engagement of other agencies</li> <li>Timetabled small group /1-2-1</li> </ul>   |

|   |  |
|---|--|
|   | <p>interventions</p> <ul style="list-style-type: none"> <li>• Worry Monsters/reflection pods developed in class</li> <li>• Develop ELSA environment</li> </ul>   |
| Have termly meetings with parents to support engagement in expectations and learning in school  | <ul style="list-style-type: none"> <li>• Timetabled meetings to engage parents in learning and expectations</li> <li>• Regular updates via classdojo to further develop parental communication</li> <li>• Curriculum evenings</li> <li>• Meetings involving other agencies to pull on expertise</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Pupils in Early Years will have constant opportunities to develop their communication and will speak with developing confidence, accuracy and clarity in various contexts</li> </ul> | <p>Staff will model effective communication.</p> <ul style="list-style-type: none"> <li>• Teaching will provide quality opportunities to model and scaffold accurate communication.</li> <li>• Use of books to support the delivery of the curriculum will focus on vocabulary and language development.</li> <li>• Interventions will emphasise language development regardless of the subject.</li> <li>• Phonics teaching will be effective in developing pupils' ability to read with clarity</li> <li>• Targeted TA support</li> <li>• All curriculum leads to emphasise oracy focus in action plans</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: £ 5000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD – Provide training for teachers regarding research-based pedagogy so that they can identify gaps in learning and develop their expertise in teaching and learning | Quality first teaching supports all learners to make effective progress.<br>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”<br><a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF</a><br>( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) | 6                             |
| <i>Additional TA hours to support delivery of high quality 1-2-1 or small group support and interventions across school and support higher needs chn</i>              | HLTA and TA to be used to help pupils develop independent study skills and given direction to deliver high-quality one-to-one and small-group support.<br><a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF</a><br>( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  | 1 2 3 5                       |

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

Budgeted cost: £ 3625

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Deployment of support staff to target individuals | <a href="https://educationendowmentfoundation.org.uk">2. Targeted academic support   EEF</a><br>( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )<br><br>1-2-1 tuition can be effective, accelerating learning | 1 2 3 5                       |

|  |   |        |
|--|---|--------|
| <i>Additional phonic and precision maths teaching</i>  | <a href="#">2. Targeted academic support   EEF (educationendowmentfoundation.org.uk)</a><br><br>1-2-1 tuition can be effective, accelerating learning | 12 3 5 |
| <i>Targeted social and emotional well being groups -Draw and Talk/Lego Therapy/Sand Play</i> | Targeted support for specific individuals and families<br><a href="#">EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</a> | 2 3 5  |

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

Budgeted cost: £ 0

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <i>Trained staff to deliver high quality emotional support</i>   | <a href="#">EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</a>  | 6                                    |
| <i>Work closely with families and other agencies to support those who have attendance/punctuality issues</i> | <a href="#">Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)</a><br><br><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a> | 4                                    |
| <i>Embed morning routines in class of wellbeing – sharing/working as part of a team/resilience</i>           | <a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>   | 2,4,5,6                              |

**Total budgeted cost: £8625**

## 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.

Staff have had access to high quality training – ensure that momentum does not drop and embed the high quality training in school

Early support accessing other agencies were essential to complimenting the range of interventions and support going on in school.

Staff, families and children were given training again on maths intervention in school.

Good communication with parents to support with attendance and support from other agencies.

Use of other agencies to support persistent absentees- good monitoring timetable effectively designed and delivered

### Externally provided programmes

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

| Programme | Provider                                  |
|-----------|---|
| ELSA      | County Council Ed Psych provided training |