

Pupil Premium Strategy

This statement details our school's use of pupil premium for 2025/26 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
Beck Row Primary Academy	
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	31 st December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Charley Minter Principal
Governor / Trustee lead	

Funding overview

Detail	
Pupil premium funding allocation this academic year	£90,900

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£90,900

Part A: Pupil Premium Strategy Plan

Statement of intent

At Beck Row Primary Academy, we aim to ensure that any, and all, barriers that students face to access learning are removed. The Pupil Premium funding is ring fenced for this purpose in order to ensure support students who;

- Are, or have been from low-income families
- Live with families who are serving members of the armed forces
- Looked after, or previously looked after

We recognise that children who fall into these three categories face significant barriers to their learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of language acquisition upon entry to the academy, continuing throughout the academy.</p> <p>Our baseline assessments on entry to Reception class demonstrate that 68% of our disadvantaged pupils arrive below age-related expectations compared to only 63% of others.</p> <p>This then leads to disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. Phonics baseline in Y1 indicate that 30% of our disadvantaged children are on track to pass the phonics screening.</p>
2	Low levels of attendance & punctuality

	Autumn 1 2022 indicates that of the 12.92% PA list 52% of the pupils are disadvantaged & of the PL pupils 70.3% are disadvantaged. Overall PP attendance YTD is 93.20%.
3	<p>Historical Socio-cultural & economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are further supported by a number of national studies on partial school closures.</p>
4	<p>Through professional dialogue and observations, we have identified social and emotional/ self-confidence & behavioural issues for some disadvantaged pupils.</p> <p>19 pupils in Autumn 1&2 receiving pastoral intervention, of which a high percentage were PP pupils; with a waiting list for Spring.</p>

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
Improved spoken language with a wider vocabulary bank that emphasis the use of Standard English. Leading to improved Reading, Writing and SPAG.	Teacher assessment of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support will verify these findings in pupils' day to day learning.
Targeted support at the earliest stage for pupils identified with language difficulties. Leading to improved spoken language and oracy.	Teacher, and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.	PA for disadvantaged pupils reduces every half term. PP attendance YTD maintained at 95%
Pupils are able to see past the socio-cultural cycle they are in and have the ability, means & support approach things differently. Leading to higher	Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-

<p>aspirations and an improved attitude to learning, resulting in better outcomes.</p> <p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character- building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p>	<p>disadvantaged peers.</p> <p>This includes Tutoring, Afterschool clubs, Breakfast club, trips & residential.</p> <p>Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p>
<p>Pupils engage in extracurricular support and tutoring to support improved outcomes.</p>	<p>Discussions with pupils, parents, teachers & support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning</p>
<p>Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. Leading to reduced behaviour incidents, and better outcomes across all subjects.</p>	<p>Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.</p> <p>Assessment data for these identified pupils shows improved attainment, comparable to that of non- disadvantaged pupils.</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention): £25, 565. 64

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
SLT ensuring that adequate support is provided for children who are entitled to PP funding.	£14,788	EEF Guide to the Pupil Premium – Autumn 2021 EEF-Guide-to-the-Pupil PremiumAutumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) Pupil premium – GOV.UK (www.gov.uk)	1-4
Targeted intervention in the form of Boosters and Tutoring	£10,777.64	EEF Guide to the Pupil Premium – Autumn 2021 EEF-Guide-to-the-Pupil PremiumAutumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) Pupil	1-4

delivered by qualified teachers.		premium – GOV.UK (www.gov.uk)	
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Targeted academic support: £9,810.18

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant to be trained and to deliver interventions throughout the school, with a focus on speech and language.	£5,799	<p>Oral language interventions can provide progress of +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Early communication and language interventions can provide +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</p>	1, 4
Purchase web and physical-based programs to be used in school and at home. <ul style="list-style-type: none"> • Times table rock stars- £269.30 • Accelerated reader - £2,719.88 • CPG Books: £707.00 • Music service: £486.50 	£4,011.18	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	1-4

<ul style="list-style-type: none"> No More Marking: £535.50 			
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Wider Strategies: £55,524.18

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance, Behaviour & parent liaison lead in school to work with families on reducing PA and improve Whole school attendance.</p> <p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</p>	<p>£22,117</p> <p>£4,827 + £600 for an EWO service</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	1-4
Rewards for improved attendance and 100% attendance. Certificates and books for improved and above	£5,000	Internal evidence from 2019-2020 even with the impact of COVID school's attendance improved and pupil feedback supports the use of rewarding improvement in attendance.	2

95%.			
Breakfast Club	£6,055	<p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration.</p> <p>Evidence suggests hungry children are unable to sustain concentration over sustained periods of time.</p>	1-4
All pupils are exposed to first- hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.	£16,925.18	<p>Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations.</p> <p>Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.</p> <p>http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC- Manifesto.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	3

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium, Recovery and NTP activity had on pupils in the 2025 to 2026 academic year.

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend

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

Activity	Impact of this approach	Actual Spend

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

Activity	Impact of this approach	Actual Spend

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
NA	NA