

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Beechcroft Infant School
Number of pupils in school	221 December 2025
Proportion (%) of pupil premium eligible pupils	17% October 2024
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo-Anne Rutt
Pupil premium lead	Liz Hancock
Governor	Ray Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£80,910

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it the most. The funding is allocated to Local Authorities and schools with pupils in the following circumstances:

- *eligible for free school meals (£1,480)*
- *Are or have previously been looked after (LAC) (£2,570)*
- *have parents in the Armed Forces (£340)*

Schools must publish information on how they spend the Pupil Premium Grant (PPG). We have used the research and evidence from Sutton Trust Education Endowment Fund (EEF) to make informed decisions on the most appropriate actions to achieve our intended outcomes.

At Beechcroft, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who reach or exceed, expected academic milestones. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

This pupil premium strategy prioritises High-Quality Teaching (HQT) as the most effective lever to improve outcomes for disadvantaged pupils, in line with the EEF tiered approach. We aim to close attainment gaps and strengthen social capital, achievement, attendance, and SEND provision through evidence-informed practice.

From January 2026, in Year 1, we will trial a trauma-informed timetable embedding *Five to Thrive* principles (Respond, Engage, Relax, Play, Talk) to support regulation, language, and engagement. Our approach is rooted in diagnostic assessment and responsive teaching, not assumptions about disadvantage.

All staff share responsibility for raising expectations and outcomes for disadvantaged pupils. We will act early to intervene when need is identified, provide an enriched curriculum to raise aspirations, and ensure pastoral and academic support is targeted effectively.

Impact will be measured through termly data analysis, pupil voice, attendance tracking, and governor monitoring, with annual publication and review of this strategy.

Our intent for the strategy is to:

- Ensure disadvantaged pupils are challenged in the work they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes.
- Recognise that not all children receiving the Pupil Premium Grant will need interventions at the same time.
- Understand that not all children who receive free school meals are socially disadvantaged.

Implementation priorities:

- Embed HQT strategies: explicit instruction My Turn, You Turn (MTYT), scaffolding, feedback, metacognition, and assessment.
- Provide targeted academic support for pupils falling behind in phonics and maths.
- Deliver wider strategies to improve attendance, social capital, and wellbeing, including trauma-informed practice and parental engagement.
- Offer enrichment activities to raise aspirations and cultural capital.

Impact will be measured through:

- Termly data analysis of attainment and progress for PPG pupils.
- Attendance tracking and persistent absence reduction.
- Pupil voice and wellbeing surveys.
- Governor monitoring and annual publication of strategy and evaluation.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social Capital (relationships, language, belonging, parental partnerships)</p> <p>Research shows that many disadvantaged pupils have limited opportunities to develop strong social networks and language skills outside school. This can affect confidence, communication, and engagement in learning. Barriers may include reduced access to enrichment experiences, fewer positive peer interactions, and weaker home-school partnerships. Strengthening relationships and cultural capital is essential to build belonging and raise aspiration.</p>
2	<p>Achievement (core attainment, progress in reading/writing/maths; metacognition/feedback; HQT)</p> <p>Attainment gaps persist in core subjects, often linked to vocabulary deficits, missed learning, and reduced access to high-quality instruction. Pupils may struggle with metacognitive strategies and self-regulation, limiting independence. Embedding evidence-based teaching practices—explicit instruction (MTYT), scaffolding, feedback, and assessment—will accelerate progress and close gaps.</p>
3	<p>Attendance (reducing persistent absence; strengthening culture, communication, responsive support)</p> <p>Persistent absence among disadvantaged pupils is significantly higher than peers, impacting continuity of learning and wellbeing. Contributing factors include health issues, family circumstances, and low engagement. Improving attendance requires a proactive, relational approach: clear expectations, positive communication, and targeted support for families to overcome barriers.</p>
4	<p>SEND (inclusive HQT, targeted & structured interventions, effective TA deployment)</p> <p>42% of our disadvantaged pupils also have SEND, creating complex needs. Without inclusive classroom strategies, these pupils risk further marginalisation. Effective provision combines strong universal teaching with precise, time-limited interventions and well-deployed TAs. Collaboration, planning, and monitoring are key to ensure interventions complement, not replace quality first teaching.</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
<p>A) Social capital</p> <p>Aim: Strengthen pupils' sense of belonging, language for learning, and family-school partnerships.</p>	<p>High Quality Teaching</p> <p>Oracy & dialogic talk embedded across the curriculum (structured talk routines; vocabulary teaching; purposeful pair/small-group collaborative learning). Implement daily relationship routines (meet & greet, check-ins), Zones of Regulation-aligned language, and classroom routines to create a feeling of safety.</p> <p>Wider & timetable trial in Year 1</p>

	<p>Integrate Five to Thrive sequence within the timetable blocks: Relax → Engage → Play → Talk to co-regulate, build connection, and then move into Explore (guided learning).</p> <p>Parental engagement</p> <p>Provide practical home-learning prompts (shared reading, routines, goal-setting) and tailored communications celebrating progress.</p> <p>Success criteria</p> <p>EYFS:</p> <p>Children demonstrate improved confidence in speaking during carpet sessions and small-group activities.</p> <p>Increased use of taught vocabulary in play and adult-led tasks.</p> <p>Positive engagement in routines (e.g., meet & greet, check-ins) and cooperative play observed daily.</p> <p>Year 1:</p> <p>Improved classroom engagement indicators (cooperative play and smooth transitions observed daily.)</p> <p>Pupil voice on belonging</p> <p>Fewer low-level incidents</p> <p>Year 2:</p> <p>Pupils use subject-specific vocabulary accurately in oral and written tasks.</p> <p>Evidence of purposeful partner talk in lessons</p> <p>Reduction in low-level behaviour incidents linked to social interaction.</p>
<p>Raise attainment in reading, writing and maths for disadvantaged pupils via HQT, curriculum, and assessment.</p>	<p>High Quality Teaching</p> <p>Explicit instruction (My Turn, Your Turn), scaffolding, flexible grouping, and diagnostic assessment to address misconceptions and plan responsive teaching.</p> <p>Strengthen feedback (clear success criteria; immediate, actionable feedback; routines for pupils to use feedback).</p> <p>Embed metacognition & self-regulation routines (planning, monitoring, evaluating learning).</p> <p>Maintain our robust teaching and assessment procedures for our DfE-validated systematic, synthetic phonic programme - Unlocking Letters and Sounds (ULS) with timely catch-up processes.</p> <p>Targeted support</p> <p>Time-limited, high-quality small-groups (in Reading Writing and Maths), 1:1 intervention (in Phonics) link to class learning; ensure trained TAs supplement, not replace teacher instruction.</p> <p>Success criteria</p> <p>EYFS:</p> <p>Increase of at least 10 percentage points in disadvantaged pupils achieving expected progress in phonics by end of Reception.</p> <p>Children can segment and blend Phase 4 (with Phase 2 GPCs) words confidently in daily phonics sessions.</p> <p>Improved fine motor skills evidenced through writing samples and observation.</p> <p>Year 1:</p> <p>Termly data shows accelerated progress in ULS Phonics and reading fluency</p> <p>Improved writing outcomes via modelling & feedback</p> <p>Maths overall 'on track' data increase.</p> <p>Year 2:</p> <p>Disadvantaged pupils make accelerated progress in reading fluency (tracked termly).</p>

	<p>Writing shows improved sentence structure and vocabulary use</p> <p>Maths monitoring shows secure understanding of number bonds and problem-solving strategies.</p> <p>Pupils can articulate metacognitive steps (e.g., “What do I need to do first?”) during tasks.</p>
<p>Improve overall attendance and reduce persistent absence (PA) in disadvantaged pupils.</p>	<p>High Quality Teaching</p> <p>Strengthen classroom culture of belonging and engagement (consistent routines, positive relationships) — classroom experience positively impacts daily attendance.</p> <p>Wider strategies</p> <p>Diagnose barriers by pupil; coordinate responsive interventions</p> <p>Continue with the communication procedures: letters, parent meetings, targeted mentoring, practical support</p> <p>Success criteria</p> <p>EYFS:</p> <p>Persistent absence among disadvantaged pupils reduced by at least 5 percentage points by July.</p> <p>Parents respond to attendance communications promptly and attend meeting if concerns arise</p> <p>Year 1</p> <p>Persistent absence among disadvantaged pupils reduced by at least 5 percentage points by July.</p> <p>Improve on-time arrival</p> <p>Year 2:</p> <p>Persistent absence among disadvantaged pupils reduced by at least 5 percentage points by July.</p> <p>Disadvantaged pupils’ attendance improves to 95%+ where possible.</p> <p>Fewer late arrivals recorded compared to autumn term baseline.</p>
<p>Ensure pupils with SEND who are disadvantaged receive excellent HQT and well-selected, structured interventions.</p>	<p>High Quality Teaching</p> <p>Follow EEF SEND guidance to create supportive environment, build holistic understanding (‘assess-plan-do-review’),</p> <p>Ensure access to best teaching.</p> <p>Emphasise explicit instruction, scaffolding, metacognition, flexible grouping, appropriate use of available technology.</p> <p>Work effectively with TAs (pre-briefing; guided practice; avoid dependency; precise roles).</p> <p>Success criteria</p> <p>EYFS:</p> <p>Individual plans show progress on priority outcomes (e.g., communication, sensory regulation).</p> <p>Pupils access core EYFS provision with minimal withdrawal for intervention.</p> <p>Reduction in dysregulation incidents during transition time</p> <p>Targeted interventions</p> <p>Time-limited, high-quality small-groups (in Reading Writing and Maths), 1:1 intervention (in Phonics) link to class learning; ensure trained TAs supplement, not replace teacher instruction.</p> <p>Year 1</p> <p>Individual plans show progress on priority outcomes; improved access to core lessons; reduction in “out-of-class” minutes due to behaviour or dysregulation.</p>

	<p>Year 2:</p> <p>SEND pupils demonstrate improved independence in class tasks (observed through reduced adult prompts).</p> <p>Structured interventions show measurable gains</p> <p>Pupils use assistive tools, visual prompts or scaffolds effectively to complete core learning tasks.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2025/2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

HQT Targeted Wider	Activity	Evidence that supports this approach	Challenge number(s) addressed
HQT	Embed structured oracy and dialogic talk routines across the curriculum (e.g., partner talk, sentence stems, vocabulary walls).	Oral Language Interventions have high impact on reading and language development (+6 months). Parental Engagement strategies improve attainment when practical and linked to learning (+3–4 months). Parental engagement EEF	1
HQT	Implement daily relationship routines (meet & greet, check-ins) and Zones of Regulation language.		
Wider	Provide parental engagement workshops on reading and routines.		
HQT	Deliver explicit instruction (My Turn, Your Turn), scaffolding, and diagnostic assessment in core subjects.	Explicit Instruction & Feedback: Proven to accelerate progress when combined with scaffolding (+6–8 months). Metacognition & Self-Regulation: High impact (+7 months) when taught explicitly. Phonics: Strong evidence for improving word reading accuracy. Metacognition and Self-Regulated Learning EEF	2
HQT	Strengthen feedback routines (clear success criteria; actionable next steps).		
HQT	Embed metacognition and self-regulation strategies in daily lessons through the Five to Thrive routines and opportunities.		
HQT Targeted	Maintain a DfE-validated SSP phonics programme with robust assessment.		
Targeted	Use diagnostic attendance reviews to identify barriers for each pupil.	EEF's Attendance Review highlights promise for targeted, relational	3

Wider	Implement positive communication strategies (personalised messages, praise calls).	approaches and parental engagement.	
Wider	Provide mentoring and practical support for families (e.g., transport help, routines coaching).		
HQT Targeted	Follow EEF SEND guidance: inclusive HQT first, then structured interventions.	Teaching Assistant Interventions: Positive impact when planned and linked to classroom learning. SEND in Mainstream Schools Guidance: Emphasises HQT and structured, time-limited interventions. Deployment of Teaching Assistants EEF	4
HQT Targeted	Deploy TAs effectively (pre-briefing, guided practice, avoid dependency).		

A) High-Quality Teaching & Achievement — £60,000

Item	Cost	Notes / Intended impact
Teacher release/cover for coaching, peer observation & co-planning (short, regular cycles)	£54,000	Build HQT using effective PD mechanisms (modelling, feedback, action planning) to change classroom practice.
Leadership time to run the HQT cycle (data meetings; learning walks; coaching records)	£6000	Careful implementation increases impact and sustainability of PD/HQT changes.

Subtotal A: £60,000

B) Targeted Academic Support (Achievement & SEND) — £16,400

Item	Cost	Notes / Intended impact
Structured small-group tuition (Phonics) tightly aligned to class teaching	£15,000	Positive gains when sessions are short, regular and integrated with class learning.
Standardised screening & progress measures (PSC) 3X per year	£1,400	Accurate identification & monitoring ensure timely exit from interventions.

Subtotal B: £16,400

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

C) Wider Strategies (Social Capital & Attendance) — £6,810

Item	Cost	Notes / Intended impact
Attendance casework & communication (admin time; print/SMS nudges; positive messaging & incentives)	£1,000	EEF attendance resources support diagnostic, responsive approaches; REA shows promise for parental engagement & targeted interventions (overall evidence mixed—monitor carefully).
Pastoral/child & family support (brief solution-focused sessions; signposting)	£5,810	Aligns with behaviour guidance on proactive support and consistent routines.

Subtotal C: £6,810

Total budgeted cost: £80, 910

Grand total: £60,000 (A) + £16,400 (B) + £6,180 (C) = £83,180