Pupil premium strategy statement – Beechcroft Infant School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	13% (27 children)
Academic year/years that our current pupil premium strategy plan covers	2026 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	J Rutt
Pupil premium lead	L Hancock
Governor / Trustee lead	R Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,490
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 61,490

Part A: Pupil premium strategy plan

Statement of intent

At Beechcroft Infant School, we are committed to ensuring that every child has the opportunity to succeed, regardless of background, circumstance or starting point. We recognise that disadvantage can affect pupils in different ways and that barriers to learning are often complex, changing and not always captured by eligibility for Pupil Premium funding alone. Alongside pupils identified as disadvantaged, we support a wider group of families who may experience financial pressures, insecure employment, challenges to wellbeing or limited access to services and opportunities. These factors can influence children's confidence, attendance, engagement and readiness to learn.

Our understanding of disadvantage is informed by a range of evidence, including assessment information, attendance data, pastoral records, pupil voice and our Learners Experiencing Disadvantage (LED) mapping tool. Through this analysis, we have identified a number of common barriers facing some of our disadvantaged pupils, including delays in communication and language development, limited vocabulary, challenges in early reading and mathematical understanding, reduced attendance and emotional wellbeing needs. Some pupils may also have fewer opportunities to participate in enrichment activities that support wider development and cultural capital.

We believe that the most effective way to improve outcomes for disadvantaged pupils is through consistently high-quality teaching that enables all children to access and succeed within an ambitious curriculum. This is complemented by targeted academic support, responsive pastoral provision and early intervention where barriers are identified. Our approach is guided by evidence-informed practice, including the Education Endowment Foundation (EEF) tiered model, and is closely aligned to the priorities within our School Development Plan.

Central to our strategy is our trauma-aware and relational approach, which recognises the importance of secure relationships, emotional wellbeing and a strong sense of belonging. By

working closely with families and ensuring that pupils are fully included in the life of the school, we aim to remove barriers, broaden opportunities and help every child develop the knowledge, skills and confidence needed to flourish both now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	Assessments on entry and ongoing monitoring show that some disadvantaged pupils begin school with delayed speech, language and communication skills, impacting vocabulary development, literacy acquisition and access to the wider curriculum.
2	Disadvantaged pupils are more likely to require support with emotional regulation, resilience and readiness to learn. Some pupils experience adverse childhood experiences, family adversity or additional wellbeing needs which can affect engagement, behaviour and attendance.
3	Attainment data indicates that disadvantaged pupils, particularly those who are also identified as SEND, are less likely to achieve age-related expectations in reading, writing and mathematics.
4	Attendance data indicates that disadvantaged pupils are disproportionately represented within persistent absence and are therefore at greater risk of missing key learning opportunities.
5	Some disadvantaged pupils have fewer opportunities to access enrichment experiences, extracurricular activities and wider cultural opportunities, limiting background knowledge, vocabulary development and confidence.

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
Improve early language development and school readiness *SDP Priority: EYFS Language and GLD*	Increased proportion of disadvantaged pupils achieving expected outcomes in Communication and Language and Good Level of Development (GLD) in EYFS. The attainment gap between disadvantaged and non-disadvantaged children narrows. WellComm assessments, on entry data and ongoing assessment demonstrate improved language development and school readiness.
Improve attainment in reading, writing and mathematics *SDP Priorities: KS1 Writing and Maths Development*	Increased proportion of disadvantaged pupils achieving age-related expectations in reading, writing and mathematics by the end of KS1. Progress measures demonstrate accelerated progress for identified pupils. Book scrutiny, pupil voice and assessment information show increased confidence, independence and application of learning.
Improve emotional wellbeing, self-regulation and readiness to learn *SDP Priority: Trauma-Informed Practice*	Pupils demonstrate improved self-regulation, resilience and readiness to learn. Pupils develop understanding and language to help them explain how they are feeling and develop tools to use independently to regulate. Behaviour records, learning walks, pupil voice and pastoral monitoring indicate increased engagement, confidence and positive participation in learning.
Improve attendance and reduce persistent absence	Attendance for disadvantaged pupils improves and persistent absence reduces. Attendance monitoring demonstrates

SDP Priority: Trauma-Informed Practice	improved attendance patterns and earlier identification and support for pupils experiencing barriers to attendance
Increase participation in wider opportunities and strengthen social capital *SDP Priority: Outdoor provision and wider school aims*	Educational visits, enrichment opportunities and extracurricular experiences during the academic year are accessible to all. Participation tracking and pupil voice demonstrate increased engagement, belonging, confidence and aspiration.

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.

Teaching

Budgeted cost: £ *46,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school instructional coaching focused on explicit instruction, adaptive teaching, formative assessment and high-quality classroom interactions	EEF evidence demonstrates that improving the quality of teaching has the greatest impact on outcomes for disadvantaged pupils. School monitoring identifies the need for consistency in questioning, feedback, vocabulary development and adaptive practice across the school.	1, 2, 3
Consistent implementation of communication and language approaches including WellComm, vocabulary instruction and high-quality adult interactions in EYFS and KS1	Internal assessment and SDP evidence identify communication and language as a significant barrier for a number of disadvantaged pupils. Strong oral language provision improves literacy, learning and confidence.	1, 2
Robust implementation of the BKAT Writing Framework and ULS handwriting programme	School assessment identifies writing attainment as an area for improvement. Consistent modelling, transcription practice and vocabulary development support disadvantaged pupils to achieve age-related expectations.	1, 2, 3
Embedding Oak Maths, Mastering Number and mathematical talk routines across EYFS and KS1	Internal assessment indicates that some disadvantaged pupils require further support to secure number fluency, mathematical language and confidence when explaining their thinking.	1, 3
Trauma-informed classroom practice through Five to Thrive, Zones of Regulation and consistent relational approaches	Evidence from SDP monitoring highlights the importance of regulation, belonging and positive relationships in supporting engagement, attendance and readiness to learn.	1, 2, 3, 4, 5
Fully engaging in the 'Moving the Box' programme with SBC	Impact on GLD results over time and adaptions in EYFS environments and practise.	1, 3

Implementation Indicators

- 100% of staff engage in instructional coaching and professional development cycles.

- Learning walks demonstrate consistent use of explicit instruction and adaptive teaching.
- WellComm and vocabulary development approaches evident across EYFS and KS1.
- Book scrutiny demonstrates consistent implementation of writing and maths expectations.
- Trauma-informed routines and Zones of Regulation language are consistently embedded.
- Practise and environments reflect the evidence-based research from Moving the Box programme.

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

Budgeted cost: £*10,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics intervention through Unlocking Letters and Sounds for disadvantaged pupils working below age-related expectations	Strong evidence demonstrates that targeted phonics intervention improves early reading outcomes when closely aligned to classroom teaching. *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics*	1, 3
WellComm language assessments and actions	Early language development is a key priority identified through baseline assessment and SDP monitoring. *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions*	1
Pre-teaching and targeted curriculum support for disadvantaged pupils with SEND	Supports access to high-quality classroom learning and reduces barriers to participation. *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send*	1, 2, 5
Butterfly Room Provision and Tranquillity Suite access	Provides carefully planned, low-arousal spaces where identified pupils with SEND and sensory or emotional regulation needs can receive targeted support, access appropriate sensory resources and practise co-regulation and self-regulation strategies. The provision is informed by individual pupil profiles and reviewed through observation, pupil voice, behaviour and engagement records. *This reflects EEF guidance to create a positive and supportive environment, build a holistic understanding of pupils' needs and complement high-quality teaching with targeted support*.	2, 3

Implementation Indicators

- Intervention attendance exceeds 95%.
- Progress reviewed every six weeks.
- Intervention entry and exit assessments demonstrate measurable impact.
- Teacher assessment shows accelerated progress for targeted pupils.
- Pupil voice and observations (for non-verbal pupils) indicate increased confidence and readiness for learning.

Wider strategies

Budgeted cost: £ *5,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relational attendance support, first-day response systems and attendance mentoring	Attendance analysis identifies persistent absence as a significant barrier for some disadvantaged pupils. Relational approaches are shown to improve engagement and attendance.	4
Family support meetings, Early Help referrals and Children's Champion support	Early intervention and partnership working help families overcome barriers affecting attendance, wellbeing and learning.	2, 4
Trauma-informed pastoral support including Draw and Talk, sand therapy and trusted adult provision	Emotional wellbeing and self-regulation directly impact attendance, participation and learning outcomes.	3
Subsidised educational visits, clubs, enrichment activities and wider opportunities	Participation data indicates disadvantaged pupils are less likely to access enrichment opportunities without targeted encouragement and financial support.	5
Targeted support to strengthen transition, belonging and parental engagement	Strong home-school partnerships support attendance, wellbeing and achievement.	2, 4

Implementation Indicators

- Timely attendance review meetings held.
- Persistent absence among disadvantaged pupils reduces.
- Allocated space in clubs, visits and enrichment activities.
- Increased parental engagement in workshops and support meetings.
- Pupil voice indicates improved belonging, confidence and wellbeing.

Total budgeted cost: £ 61,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils Social Capital, Belonging and Language for Learning

Oracy and explicitly taught vocabulary strengthened pupils' confidence and participation across the curriculum. In EYFS, children increasingly used taught vocabulary in play and adult-led learning, while WellComm assessment showed improvement for children initially working below age-related expectations. Daily relational routines, including meet and greet and check-ins, supported positive engagement, independence and cooperative play.

The Year 1 wider-timetable trial, structured around the Five to Thrive sequence, created valuable opportunities for co-regulation, purposeful play and social communication. Staff reported smoother transitions and more time to explore triggers and repair relationships when low-level incidents occurred. In Year 2, partner talk and subject-specific vocabulary were increasingly evident, and pupils used Zones of Regulation language to explain and manage social interactions. The impact was strongest where routines were consistently modelled; this consistency will remain a focus.

Attainment in Reading, Writing and Mathematics

Explicit instruction, responsive assessment, scaffolding and feedback improved access to learning, supported by targeted groups and one-to-one phonics intervention linked to classroom teaching. In Year 1, the proportion of the cohort on track in maths rose from 41% to 59%; for disadvantaged pupils, it rose from 35% to 56% between July 2025 and July 2026. Year 2 evidence also showed stronger reading fluency, sentence construction, vocabulary use and secure fluency objectives in maths.

The intended ten-percentage-point improvement in Reception phonics was not achieved, with low attendance limiting pupils' access to daily teaching and catch-up. Nevertheless, children developed greater confidence in segmenting and blending, and fine-motor development improved. Leaders concluded that structured intervention is most effective when attendance is secure, delivery is closely aligned with whole-class teaching and progress is reviewed frequently. These principles will shape provision next year.

Attendance and Persistent Absence

Attendance procedures combined prompt communication, parent meetings, targeted mentoring and practical support with a relational classroom culture. Punctuality remained a concern: late marks were 1.64% for disadvantaged pupils in EYFS compared with 0.51% for non-disadvantaged pupils, and 0.65% compared with 0.17% in Year 1. Year 2 disadvantaged attendance reached 93.8%, below the 95% aspiration.

The evidence indicates that communication alone was insufficient where pupils experienced complex family, wellbeing or engagement barriers. Progress was strongest when barriers were considered individually and families received timely, practical and relational support. Attendance and punctuality will therefore remain priorities, with earlier identification, closer monitoring and coordinated support for pupils at risk of persistent absence.

Disadvantaged Pupils with SEND

The combination of high-quality adaptive teaching, structured interventions and clearer deployment of teaching assistants improved access and independence for disadvantaged pupils with SEND. Individual plans showed progress in communication, sensory regulation and priority learning outcomes. EYFS pupils generally remained within core provision, while Year 1 showed significant improvements in access to lessons and fewer periods out of class because of behaviour or dysregulation.

Incident records support this positive trend and indicate fewer incidents later in the year. In Year 2, pupils made better use of visual prompts, scaffolds and assistive tools, although independence remained variable. Leaders concluded that provision is most effective when interventions are time-limited, outcomes are precise and support builds independence rather than adult dependence. Development of the Butterfly Room and Tranquillity Suite will strengthen this graduated approach.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils