

Pupil premium strategy statement – Beech Grove Primary 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	401
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1 of 3 years
Date this statement was published	31.12.2025
Date on which it will be reviewed	31.12.2026
Statement authorised by	Governing Body
Pupil premium lead	Mrs C Steel-Brewster
Governor / Trustee lead	Mrs S Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£402,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,278
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£413,868

Part A: Pupil premium strategy plan

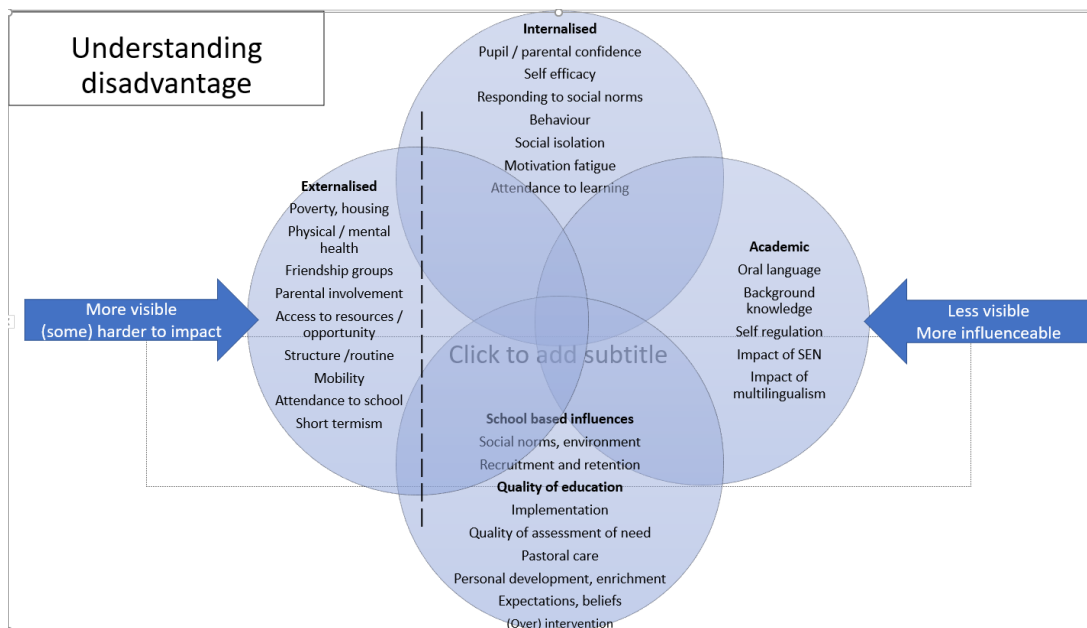


Statement of intent

At Beech Grove Primary, our whole staff team coalesce a culture and belief that all pupils, irrespective of background or starting point, can attain well and thrive in wider school life. We are committed to the principle that working with disadvantaged children is a privilege, not a problem to resolve. We collectively understand how low family income impacts on opportunity, child development and health but are determined to break the link between background and future success. Beech Grove Primary is in the 5th quintile for deprivation and has a well-above national percentage of children who are in receipt of PP (Pupil Premium) funding. The percentage of pupils receiving PP funding for the academic year of 2024/2025 was **72%**. This is almost 3 times the national percentage of children in receipt of PP funding which was **25.7%**. (IDSR.)

	2023	2024	2025
School pupil base deprivation	Well above average	Well above average	Well above average
Local area pupil base deprivation	Well above average	Well above average	Well above average
School location deprivation	Well above average	Well above average	Well above average

Our Pupil Premium strategy sits at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Our school team have a secure understanding of our disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform our approaches to addressing these. We focus on strategies 'within our gift' rather than focusing on a deficit discourse around disadvantage.

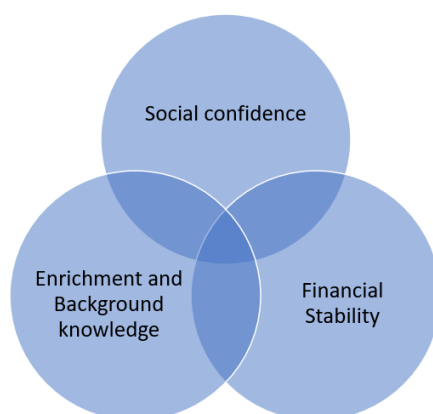


We speak with one voice in our determination to improve the life-chances of our disadvantaged children; this desire is firmly rooted in our school ethos, which is evidenced in our bespoke curriculum design and is interwoven through our School Development Plan.

Beech Grove Primary's Ultimate Aims for Disadvantaged Children

- Outcomes and progress for disadvantaged children is comparable if not better than national average for all children by the end of KS2.
- Disadvantaged children who begin EYFS with very low starting points (particularly in language and communication) make rapid progress.
- All children will leave primary school as fluent readers and will have developed a life-long love of reading.
- Children will have a strong sense of belonging to Beech Grove Primary, develop a sense of agency and social confidence.
- All pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.

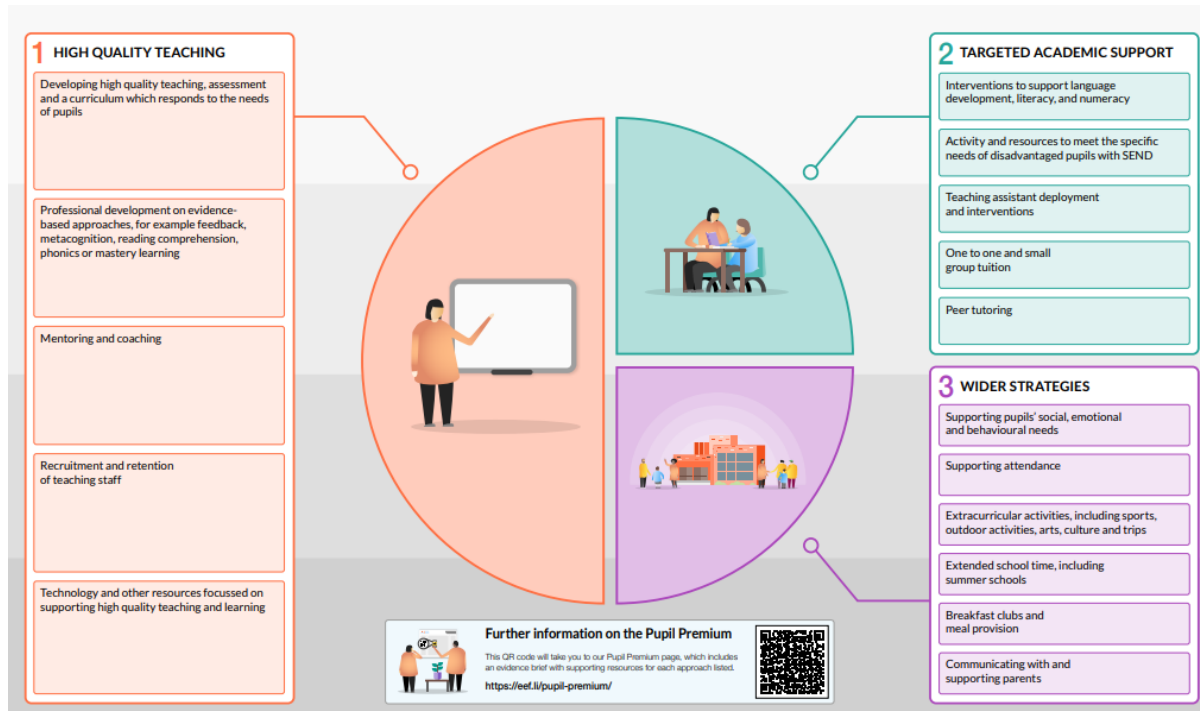
Pupils who thrive in our schools tend to have...



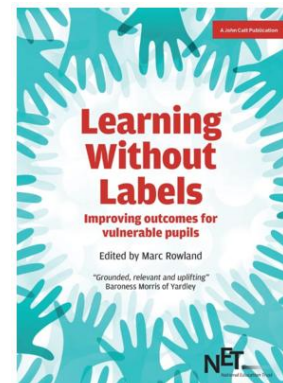
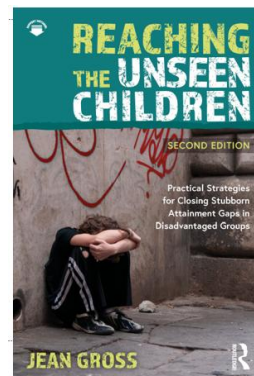
Too often, disadvantaged children have a deficit in one or more of the areas in the above diagram and it is our responsibility to, where possible, compensate for this. Children at Beech Grove Primary are given aspirations and the tools to succeed in their next stage in education and for later life. Children's deficit in cultural capital, background knowledge and enrichment opportunities are addressed through reading for pleasure, school trips and a carefully considered curriculum. This ensures their knowledge of the world is comparable to their more advantaged peers. This is particularly important for our higher ability disadvantaged children: *evidence suggests that they are much less likely than their peers to receive top grades at GCSE. (EEF)* Social confidence is addressed in our developing oracy curriculum and is encouraged by our incredibly nurturing staff. It is our aim that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.

Although financial stability is not within our direct control, our PSAs work tirelessly to source help from charities for our struggling families. Annually, thousands of pounds worth of food vouchers, beds and bedding, washing machines, clothing and help with utility bills are distributed through school. Our weekly ECO shop feeds struggling families and at Christmas, a large percentage of families are helped with Christmas presents and food hampers. All after school clubs are free for all children.

Our Pupil Premium Strategy is supported by recent, relevant research and uses a tiered approach as recommended by The Education Endowment Fund (EEF.) The model focuses upon high-quality teaching, targeted academic support and wider strategies.



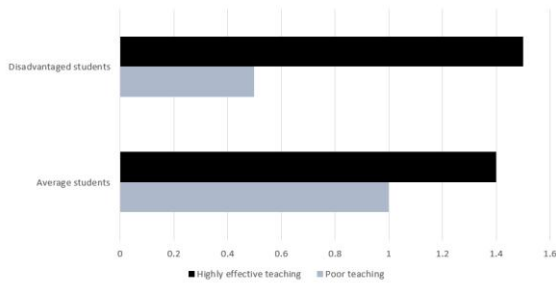
Additionally, our pupil premium strategy references research from the DFE, and eminent authors Jean Gross and Marc Rowland who are experts at understanding how to close the gap for disadvantaged children. By doing so, we demonstrate OFSTED's statement from their inclusion category: *leaders have a secure understanding of their disadvantaged pupils' needs and use the best available evidence, including high-quality research, to inform their approaches to addressing these; this includes regularly reviewing their strategy for pupil premium.*



1) Excellent teaching & learning within a high quality, well-sequenced curriculum

The school's curriculum is designed to give pupils, especially disadvantaged pupils, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life. Our CPD and curriculum development ensures evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions. This in turn ensures our children receive high quality teaching which we know to be the most important lever schools have to improve pupil attainment, including for disadvantaged learners. *Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. EEF*

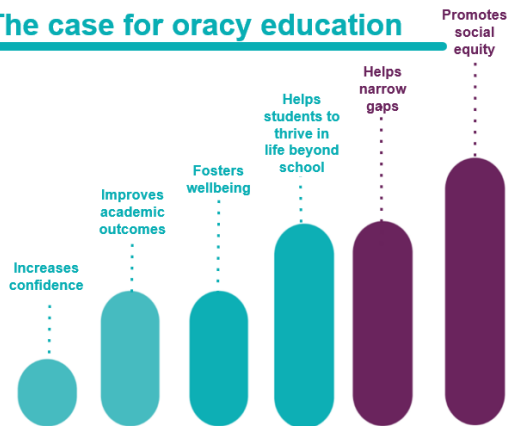
High quality teaching makes more difference to disadvantaged students



Jean Gross

We understand that oracy education helps promote social equity. We are currently developing our school's curriculum so it is intentionally designed to develop students' oracy knowledge and skills. As students move through school, the curriculum will provide new challenges and opportunities for oracy which build on previous learning. As a result, students will be taught how to engage in a range of different types of talk, varying the context and audience.

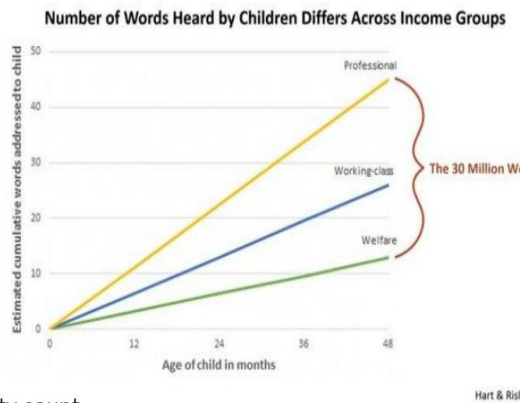
The case for oracy education



Interlinked with oracy, is our commitment to ensure vocabulary is explicitly 'taught not caught' throughout school with particular attention on improving high-quality interactions in EYFS to counteract the 'Mathew Effect (see graph below)' *At both primary and secondary level, the gap between those who are word-rich and those who are word-poor correlates with lasting socio-economic and health inequalities. Children with a language deficit at the age of 5 are 4 times more likely to have reading difficulties when they are adults.* At Beech Grove Primary we prioritise EYFS by giving staff the capacity, expertise, knowledge and support to help pupils to thrive. *Roughly 40% of the overall gap between disadvantaged 16-year-olds and their peers has already emerged by age five, and these differences continue to widen as children move through the education system. Vocabulary skills at age 13 strongly predict both Maths and English Literature GCSE results more strongly than socio-economic background (Oxford language Report)* Assessments on entry to nursery indicate that many children enter school with very little vocabulary. It is our aim to close this gap as a priority, for children to know, explain and use vocabulary that is useful and to build a depth of knowledge of new words by revisiting them often, in different ways and contexts as they journey through school.

The Word Gap

The 30 Million word Gap!



Closing the 'Word Gap'

"When we talk of closing the word gap, we actually mean something much bigger than that unassuming phrase implies. We mean welcoming a child into a world of new ideas, insights and emotions, into a world that we, the word-rich, take for granted, and which we will routinely guarantee for our own children."



- Geoff Barton

Quantity and Quality count

At Beech Grove Primary, reading is consistently given the highest priority. We believe it is the key to unlocking learning and the wider world for children who have limited life experiences. Learning to read and reading to learn is a golden thread in our curriculum. We are also passionate about reading for enjoyment and have a member of our leadership team whose sole responsibility is to promote reading for pleasure and to create lifelong readers. *Being a frequent reader is more of an advantage than having well-educated parents. Finding ways to engage students in reading may be one of the most effective ways to leverage social change (OECD)*

In our school, we respond to research which indicates that a 'sense of agency' is almost as important as cognitive ability for achieving educational qualifications. A 'sense of agency' is lower on average in children of less well-off parents and plays an important role in the inter-generational transmission of disadvantage. We empower children through our environmental curriculum and after school clubs to improve their local area and be a global next-door neighbour. Children are actively taught about the importance of democracy voting within school for school council leaders and writing persuasively to their local MP. Our developing oracy curriculum gives children the voice and the skills needed to express opinions and to disagree agreeably.

2) Targeted Academic Support

We acknowledge that there is a strong evidence base showing the impact that high quality interventions can have on the outcomes of disadvantaged children. Our teachers and teaching assistants expertly deliver a range of interventions underpinned by good relationships with their target children. Reactive and pre-learning interventions are planned to ensure our children keep up not catch up. TAs deliver high quality 1:1 and small group structured interventions, which are informed by educational research and by accurate, forensic assessment. The bottom 20% of children in maths and reading are quickly identified and gaps are analysed to inform precise interventions aligned to the individual needs of the pupils. Staff receive CPD regularly to ensure their effectiveness. *Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy EEF*

3) Wider Strategies

The high level of deprivation of our school's wider community means that significant non-academic barriers to success include attendance, behaviour and social and emotional support. We employ expert staff to directly address these issues. Learning mentors support with the wellbeing and behaviour of vulnerable children. They are highly skilled at promoting self and social awareness, self-management, relationship skills and responsible decision making.



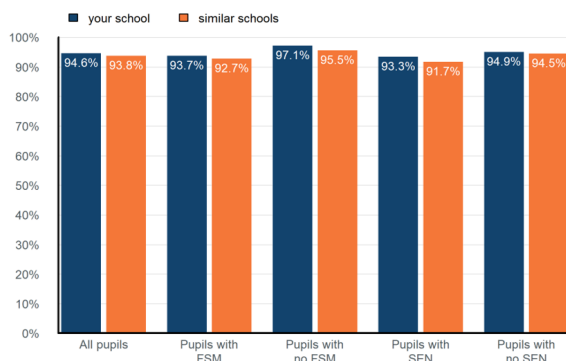
Diagram adapted from CASEL 2017

A safeguarding team, which includes two Parental Support Officers, have rich insights and professional knowledge of our context, of our families with whom they have developed strong relationships and of the children's individual needs. They also work closely and regularly with our local Police Community Support Officers to share intelligence in relation to contextual safeguarding issues. In addition to the staff team, we access a broad range of agencies to support children and their families including e.g. Schools in Mind and Inside Out. *It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood (Public Health England.)* At Beech Grove Primary, staff and children talk about the school as a family; this sense of belonging matters most to our disadvantaged children. *There are fewer absences in schools where students reported greater sense of belonging and better peer relationships – this is especially important for those who struggled most academically (Jackson et al, 2020)*

At Beech Grove Primary, we are committed to improving the attendance of all children, especially our most disadvantaged. The attendance of all groups of children (including our disadvantaged children) was above that for similar schools (DFE) and for national disadvantaged (IDSR) however, we are determined to improve this further. *Nationally almost 2 in 5 poorer pupils were persistently absent last year. Children eligible for FSM were more than twice as likely to miss 10% or more sessions.*

Pupil group comparison

Figure 2: Bar chart showing attendance percentage for pupils with and without free school means (FSM) and special educational needs (SEN) compared to similar schools. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	267	93.6%	92.4%	Close to average	Relative improvement	High - FSM
2023/24 (3 term)	261	92.9%	92.0%	Close to average	Relative decline	High - FSM
2022/23 (3 term)	257	93.0%	91.6%	Above	Relative improvement	High - FSM

As the DFE states, *there are significant costs associated with poor attendance rates including lower attainment, reduced earning potential and poorer mental health and wellbeing. Schools should consider using their pupil premium to support improving attendance, where appropriate, including tackling underlying causes of absence.* At Beech Grove Primary, we employ an Education Welfare Officer, who works weekly with school and in particular our PSAs, to address absence. This is in addition to multiple in-house school drives to promote attendance.

Evidence shows that extra-curricular enrichment participation is associated with higher educational achievement and positive outcomes in adulthood. For example, a report from the Education Policy Institute found *that children who attended sport clubs were more likely to be in education or employment as young adults, and children who attended clubs for hobbies, arts and music were significantly more likely to progress to higher education than those who did not.* Our school breakfast club and after school clubs are over-prescribed. Disadvantaged children are prioritised to attend.

Finally, as a school community, we take our responsibility seriously to be the champions and advocates for pupils and families who often have little power or strong voices. Counteracting social disadvantage is at the heart of all we do.

Challenges

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



Challenge number	Detail of challenge
1	The number of children living in income deprived households means our pupils are not always healthy, happy, safe and ready to learn.
2	Limited financial stability means parents cannot provide varied experiences or opportunities for their children to understand there is a world outside their locality. As a result, our children's knowledge, experience, cultural capital, social confidence and aspirations are often limited.
3	Assessments and observations indicate exceptionally low starting points for children entering EYFS particularly with language and communication.
4	Data for our attendance indicates that our disadvantaged children's attendance is lower than our non-disadvantaged children. Data shows several of our disadvantaged children are persistently absent. Poor attendance and lateness have a negative impact on all but especially disadvantaged children's progress.
5	Adverse effect of peer group influences and prevalent contextual safeguarding issues in the local community.

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
Pupil Premium (PP) children will know more and remember more, fulfilling their academic potential	<ul style="list-style-type: none"> Disadvantaged children's outcomes at KS2 in reading, writing and maths will be comparable to children nationally.
(PP) children's low starting points will be addressed swiftly. A carefully designed curriculum will address gaps and seek to compensate for a language and communication deficit on entry.	<ul style="list-style-type: none"> Disadvantaged children will have made accelerated progress. Pupil premium children will reach or excel national standards in phonics screening.
(PP) children will leave primary able to read fluently (with minimal exceptions) and have a love of reading.	<ul style="list-style-type: none"> Disadvantaged children's outcomes at KS2 in reading will be comparable to children nationally. Pupil voice surveys through the National Literacy Trust will indicate positive attitudes to reading
(PP) children have aspirations for later life, social confidence and have enhanced cultural capital through learning opportunities in the curriculum.	<ul style="list-style-type: none"> Children can talk about their future with hope and confidence.
(PP) children come to school happy, healthy and ready to learn through focussed mentor/PSA/outside agency support	<ul style="list-style-type: none"> Disadvantaged children's outcomes at KS2 in reading, writing and maths will be comparable to children nationally. Disadvantaged children have access to a range of targeted support through our school team and outside agencies to address their social, emotional and behavioural needs.
(PP) children have good attendance and punctuality	<ul style="list-style-type: none"> Attendance of pupil premium pupils is in-line with non-pupil premium pupils and at least in line with pupil premium children nationally.

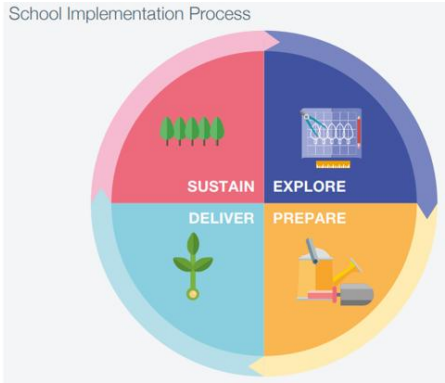
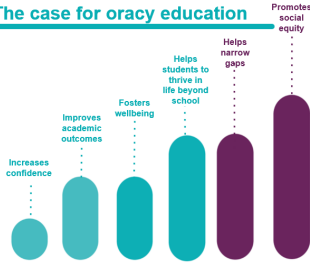
Activity in this academic year



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: **£147,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching and a curriculum which responds to the needs of pupils.</p> <p><u>Continual development of the school's wider curriculum.</u></p> <p>Following EEF's School Implementation Process continue to explore, prepare, deliver and sustain foundation subject's curriculum development focussing on Science, oracy and writing (2025-2027)</p> <p>Science: Focus4TAPS programme draws together research from the Teacher Assessment in Primary Science (TAPS) project into a one-year package of training and resources to support teaching, learning and assessment in primary science. (EEF trial found a positive impact on pupil attainment)</p> <p>Oracy and Writing: Attending DFE and English Hub CPD.</p> 	<p><i>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments (EEF)</i></p>  <p>Voice 21</p>	<p>2,3</p>

<p><u>Developing High Quality Teaching</u></p> <p>CPD for staff on dialogic teaching as part of our oracy strategy. Dialogic teaching is rooted in the belief that conversation is a powerful tool for learning. It encourages students to engage in meaningful discussions, where they can share ideas, question assumptions, and collaboratively construct knowledge.</p> <p>CPD for adaptive teaching. Adaptive teaching is about teachers increasing and decreasing challenge, usually via scaffolding, to make an ambitious curriculum accessible to all. By providing scaffolds to those needing additional support, we retain high expectations for all</p>		
<p>Focus on EYFS low starting points in Speech, Communication and Language and continual vocabulary development through school</p> <p><u>Prioritise staffing for EYFS</u></p> <p><u>Speech Communication and Language interventions and CPD</u></p> <p>Supporting Early Language Development Speech and Language UK's Early Talk Boost research project with EEF</p> <p>Launchpad for Literacy to identify hidden skills gaps which create a barrier to specific ELG in literacy</p> <p>Attend <i>Early Language CPD</i> with the Westgarth Hub to develop knowledge of typical speech, language and communication development, identify opportunities to develop language and vocabulary and engage parents</p> <p>Revisit CPD on high quality interactions and the SHREC approach.</p>	<p><i>At both primary and secondary level, the gap between those who are word-rich and those who are word-poor correlates with lasting socio-economic and health inequalities. Children with a language deficit at the age of 5 are 4 times more likely to have reading difficulties when they are adults</i></p> <p><i>The attainment gap at end of the reception year is 4.6 months, and that gap doubles by end of primary and doubles again by end of secondary. A key focus of your Pupil Premium strategy should be to intervene early to prevent gaps from growing EEF</i></p> <p><i>Roughly 40% of the overall gap between disadvantaged 16-year-olds and their peers has already emerged by age five, and these differences continue to widen as children move through the education system. Vocabulary skills at age 13 strongly predict both Maths and English Literature GCSE results more strongly than socio-economic back-ground (Oxford language Report)</i></p>	3
<p><u>Reading For Pleasure Focus</u></p> <p>TLR for Reading For Pleasure: VD</p> <p>Continual restocking of engaging, relevant literature for whole class, individual and library use.</p>	<p><i>Being a frequent reader is more of an advantage than having well-educated parents. Finding ways to engage students in reading may be one of the most effective ways to leverage social change (OECD)</i></p>	1,2,3

<p>Professional development on evidence-based approaches: <u>Archimedes Maths Hub:</u> Sustaining Mastery Mastery of Number <u>Read Write Inc</u> Continuing CPD for the enhanced delivery of phonics teaching and maintaining the level of excellence as a RWI model school (RWI portal) Talk Through Stories CPD targeting vocabulary development</p> <p><u>Recognised professional subject association membership for CPD and resources</u></p> <p>Computing Association, Historical Society, Geographical Association, Design and Technology Association. National Society for Education in Art and Design.</p> <p><u>Membership of School's North East A</u> school-led regional network, representing 1,150 schools in our region. To keep up with regional and national priorities through the attendance of educational conferences and CPD</p>	<p><i>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. (EEF Pupil Premium Menu)</i></p> <p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom (EEF – Effective Professional Development)</i></p> <p><i>Careful consideration is also required to ensure PD is evidence-based, and that content is drawn from trusted sources. (EEF – Effective Professional Development)</i></p>	<p>2,3</p>
<p>Mentoring and coaching: <u>Support Early Careers Teacher</u> Ensure school mentor (KP) has up to date training and resources. Early Career Framework support through University College London. <u>Professional Development Accreditation Lead focussed support</u> Targeted support for teachers/cohorts in mathematics identified through whole school data.</p>	<p><i>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. (EEF Pupil Premium Menu)</i></p>	<p>2,3</p>

<p>Recruitment and retention of staff: <u>Follow a distributed leadership model</u> Recruit/promote leaders into roles that contribute to the whole school development. <u>Ensure leaders access and apply professionally accredited CPD which is relevant and impactful</u> AM: Post-graduate certificate Specific Learning Difficulties (Dyslexia) BM: Professional Development Accreditation in Mathematics CSB, VD: LA Writing Moderation Accreditation (CSB Lead Moderator)</p> <p>NPQEYL – RM, KK NPQTL – LB NPQLTD – KP</p> <p><u>Help with management of workload</u> Retain staff by promoting collaboration in working parties and year group teams to share planning.</p> <p>Leverage technology (resources) and embrace AI responsibly (CPD) Filter parent communication through PSA Support wellbeing – School Wellbeing Premium Package Data tech to analyse data</p>	<p><i>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders. (EEF Pupil Premium Menu)</i></p>	<p>2,3</p>
--	--	------------

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




Budgeted cost: **£85,675**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted group teaching DHT targets Y6 chn just below ARE for specialist teaching in maths and English.</p> <p>Teaching assistant (TA) deployment and interventions</p> <p><u>Reciprocal Reading Intervention:</u> a structured dialogue between the teacher and pupils to jointly construct the meaning of a text. An interactive technique to improve the reading of readers who are confident at decoding but poor at comprehending</p> <p><u>Early Talk Boost</u></p> <p><u>RWI phonics interventions</u></p> <p><u>Oral language interventions:</u> Targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum focused, dialogue and interaction.</p> <p><u>Mathematics</u> Rapid Recall, x tables</p> <p>In addition to evidence based, structured interventions, TAs deliver responsive and pre-learning interventions where explicit connections are made between learning from everyday classroom teaching</p>	<p><i>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum (EEF Pupil Premium Menu)</i></p> <p><i>Oral language interventions are about making the most of spoken language and verbal interaction for learning. Very high impact for very low cost based on extensive research The average impact of the small group tuition is six additional months' progress, on average, over the course of a year.</i></p> <p><i>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. (EEF Pupil Premium Menu)</i></p> <p><i>The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</i></p>	<p>2,3</p>

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



Budgeted cost: **£162,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils’ social, emotional and behavioural needs and developing a sense of agency and belonging</p> <p><u>Behaviour</u> 3 learning mentors Regular Team teach accreditation JD (Advanced Trainer) and JH (Intermediate Trainer)</p> <p><u>Social and Emotional</u> 3 learning mentors 2 PSAs Highly effective safeguarding team and vigilant staff Outside agency involvement: Bungalow Project, Schools in Mind, Inside Out, Barnardos</p>  <p>Diagram adapted from CASEL 2017</p>	<p><i>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. (EEF Pupil Premium Menu)</i></p> <p><i>It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood (Public Health England.)</i></p> <p><i>There are fewer absences in schools where students reported greater sense of belonging and better peer relationships – this is especially important for those who struggled most academically (Jackson et al, 2020)</i></p> <p><i>‘sense of agency’ is almost as important as cognitive ability for achieving educational qualifications. A ‘sense of agency’ is lower on average in children of less well-off parents and plays an important role in the inter-generational transmission of disadvantage. Jean Gross</i></p>	<p>1,2,4,5</p>
<p>Supporting attendance</p> <p><u>Employment of school Education Welfare Officer</u> who regularly monitors and analyses attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place</p> <p><u>Maintain a whole school culture that promotes the benefits of high attendance.</u> Leaders and teachers promote the value of attendance through whole school assemblies, end of term reward parties for individual</p>	<p><i>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.: (EEF Pupil Premium Menu)</i></p> <p><i>Working Together to Improve school Attendance DFE</i></p> <p><i>Nationally almost 2 in 5 poorer pupils were persistently absent last year. Children eligible for FSM were more than twice as likely to miss 10% or more sessions.</i></p> <p><i>There are significant costs associated with poor attendance rates including lower</i></p>	<p>4</p>

<p>attendance and rewards for whole class attendance. We build a culture of community and belonging for pupils</p> <p><u>Our PSAs build a holistic understanding of pupils and families and diagnose specific needs.</u> They listen to and understand barriers to attendance and work with families to remove them.</p>	<p><i>attainment, reduced earning potential and poorer mental health and wellbeing. Schools should consider using their pupil premium to support improving attendance, where appropriate, including tackling underlying causes of absence.</i></p>	
<p>Breakfast Clubs and After School Clubs</p> <p>Daily breakfast club</p> <p>A variety of sporting and creative after school clubs are offered 3 times a week. PP children are prioritised.</p>	<p><i>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. (EEF Pupil Premium Menu)</i></p> <p><i>Education Policy Institute found that children who attended sport clubs were more likely to be in education or employment as young adults, and children who attended clubs for hobbies, arts and music were significantly more likely to progress to higher education than those who did not</i></p>	<p>1,2,4,5</p>

Part B: Review of the previous academic year



Outcomes for disadvantaged pupils

The percentage of pupils receiving PP funding for the academic year of 2024/2025 was 72%. This is almost 3 times the national percentage of children in receipt of PP funding which was 25.7%. Beech Grove Primary provides a high-quality education for all pupils, especially disadvantaged pupils that gives them the necessary knowledge, skills and qualifications to succeed in life, and equips them for the next stage of their education.

“The difference between the attainment rate of the school’s disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally.” *OFSTED achievement grading – EXCEPTIONAL*

The children at Beech Grove Primary consistently, overtime significantly outperform national disadvantaged children and additionally outperform national non-disadvantaged children. There is no gap to close. The following data is taken from the school’s IDSR for 2024/2025

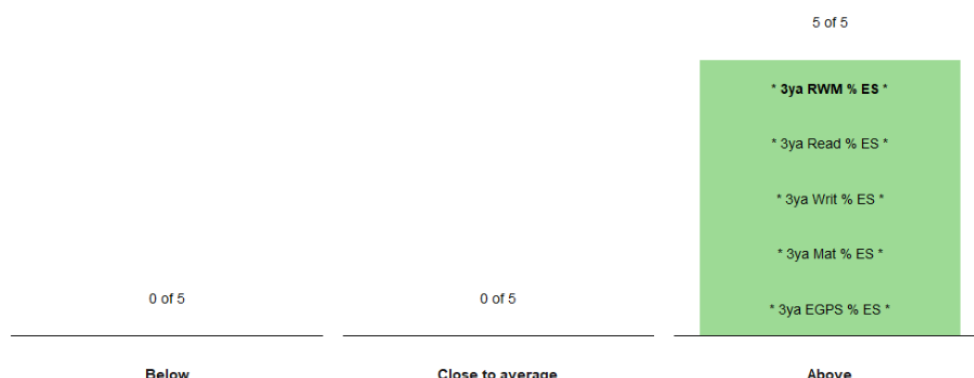
Disadvantaged

Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school’s measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year	Key stage 2 (Year 6) cohort	MTC (Year 4) cohort	Phonics (Year 1) cohort
2025, 2024, 2023	129	-	-



Phonics Screening Data Pupils Meeting the Expected Standard in Year 1

School disadvantaged	National disadvantaged	National non-disadvantaged
91%	67%	80%

KS2 Combined RWM

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	129	77%	46%	Above (sig+)	68%	9	Not applicable	Not applicable
2025	45	76%	47%	Above (sig+)	69%	6	Positive gap	High - FSM, Low - Stability
2024	44	77%	46%	Above (sig+)	67%	10	Positive gap	High - FSM
2023	40	78%	44%	Above (sig+)	66%	11	Positive gap	High - FSM

Reading

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	129	82%	62%	Above (sig+)	80%	3	Not applicable	Not applicable
2025	45	84%	63%	Above (sig+)	81%	4	Positive gap	High - FSM, Low - Stability
2024	44	82%	62%	Above (sig+)	80%	2	Positive gap	High - FSM
2023	40	80%	60%	Above (sig+)	78%	2	Positive gap	High - FSM

Writing

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	129	79%	59%	Above (sig+)	78%	1	Not applicable	Not applicable
2025	45	80%	59%	Above (sig+)	78%	2	Positive gap	High - FSM, Low - Stability
2024	44	80%	58%	Above (sig+)	78%	2	Positive gap	High - FSM
2023	40	78%	58%	Above (sig+)	77%	0	No gap	High - FSM

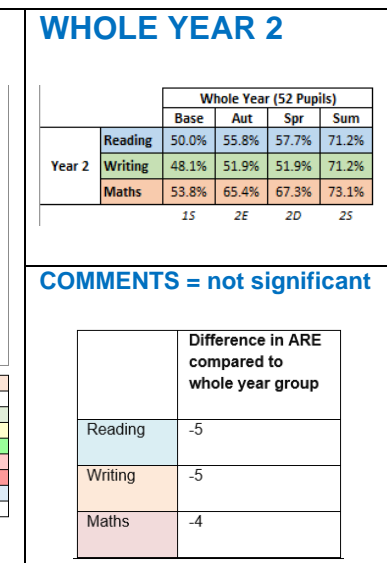
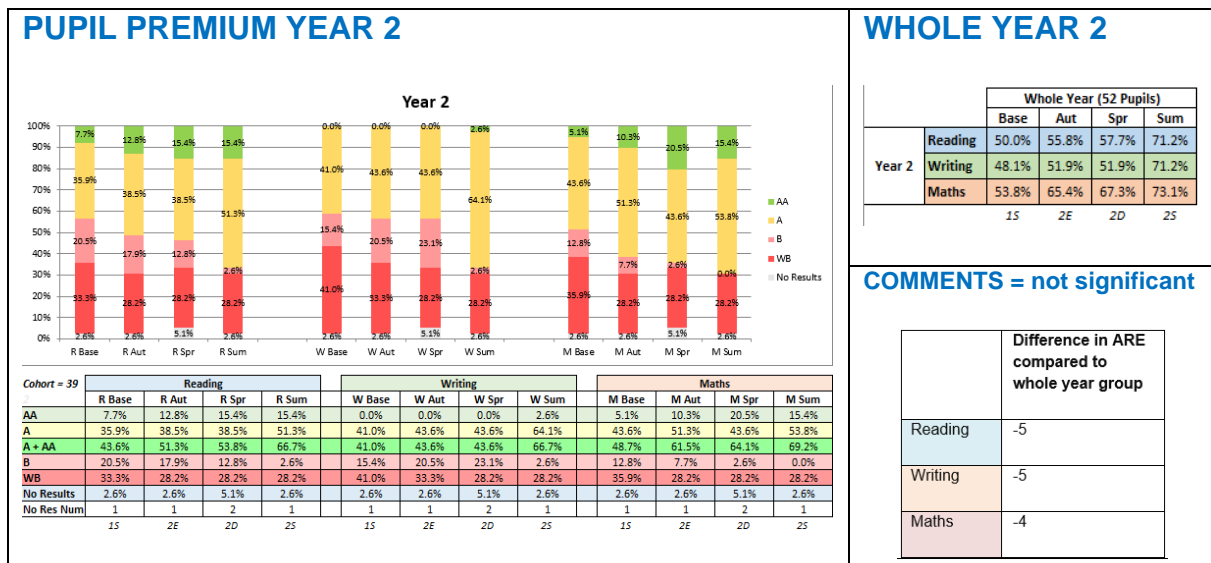
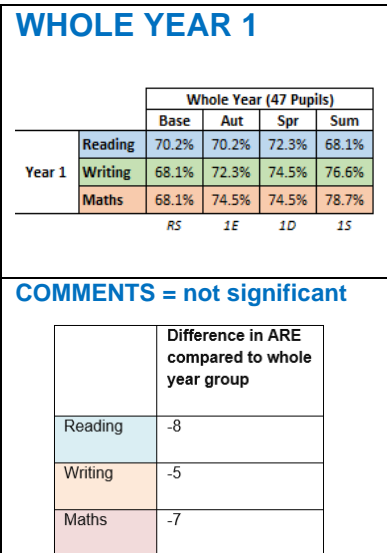
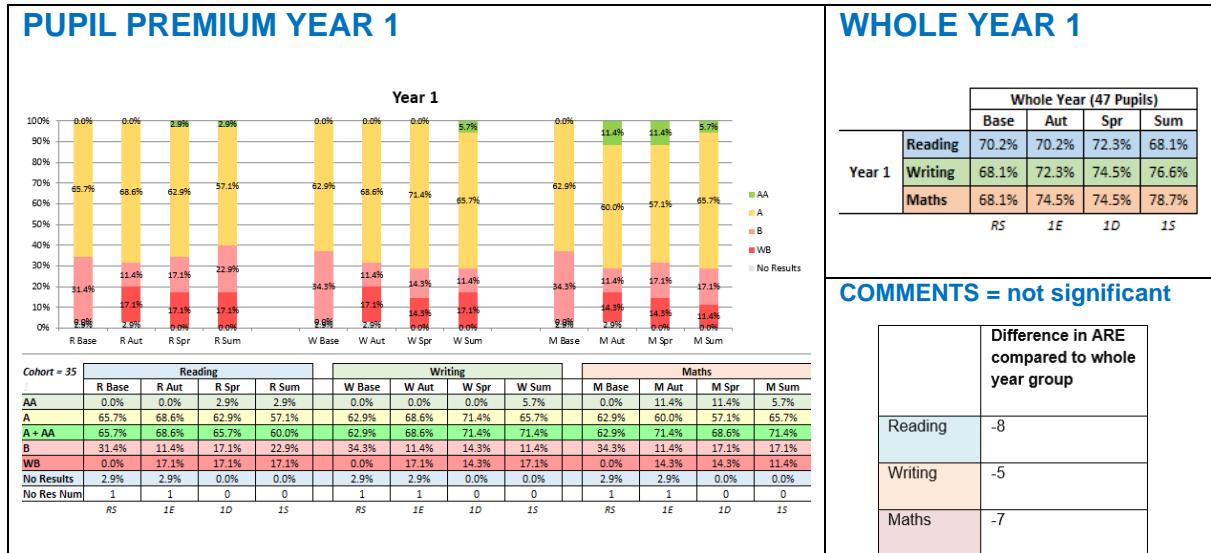
Maths

Disadvantaged pupils - Mathematics expected standard

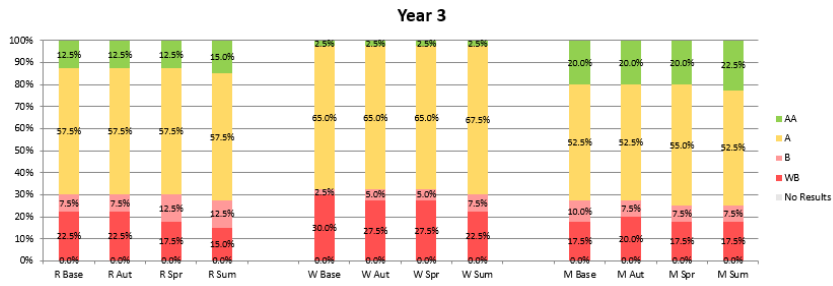
Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	129	82%	60%	Above (sig+)	80%	2	Not applicable	Not applicable
2025	45	78%	61%	Above (sig+)	81%	-3	Widening	High - FSM, Low - Stability
2024	44	86%	59%	Above (sig+)	79%	7	Positive gap	High - FSM
2023	40	83%	59%	Above (sig+)	79%	3	Positive gap	High - FSM

INTERNAL DATA 2024/2025

Data suggests that in general as PP children progress through primary, their attainment gap decreases to be more in line with their non-disadvantaged peers. This is especially significant in reading and writing.



PUPIL PREMIUM YEAR 3



Cohort = 40	Reading				Writing				Maths			
	R Base	R Aut	R Spr	R Sum	W Base	W Aut	W Spr	W Sum	M Base	M Aut	M Spr	M Sum
AA	12.5%	12.5%	12.5%	15.0%	2.5%	2.5%	2.5%	2.5%	20.0%	20.0%	20.0%	22.5%
A	57.5%	57.5%	57.5%	57.5%	65.0%	65.0%	65.0%	67.5%	52.5%	52.5%	55.0%	52.5%
A + AA	70.0%	70.0%	70.0%	72.5%	67.5%	67.5%	67.5%	70.0%	72.5%	72.5%	75.0%	75.0%
B	7.5%	7.5%	12.5%	12.5%	2.5%	5.0%	5.0%	7.5%	10.0%	7.5%	7.5%	7.5%
WB	22.5%	22.5%	17.5%	15.0%	30.0%	27.5%	27.5%	22.5%	17.5%	20.0%	17.5%	17.5%
No Results	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
No Res Num	0	0	0	0	0	0	0	0	0	0	0	0
	25	3E	3D	3S	25	3E	3D	3S	25	3E	3D	3S

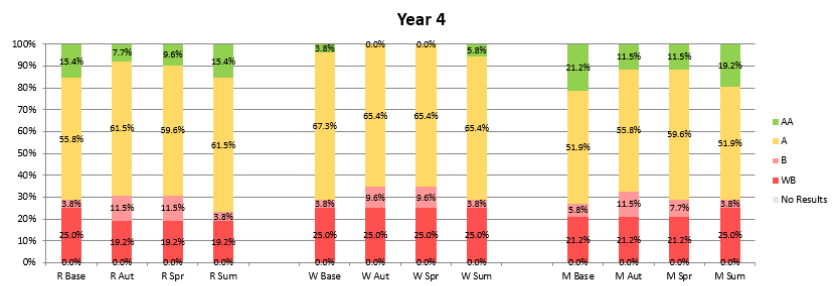
WHOLE YEAR 3

		Whole Year (59 Pupils)			
		Base	Aut	Spr	Sum
Year 3	Reading	62.7%	64.4%	66.1%	69.5%
	Writing	61.0%	62.7%	62.7%	67.8%
	Maths	62.7%	66.1%	71.2%	72.9%
		25	3E	3D	3S

COMMENTS = comparable in reading and writing and exceeding in maths

	Difference in ARE compared to whole year group
Reading	-3
Writing	-2
Maths	+2

PUPIL PREMIUM YEAR 4



Cohort = 52	Reading				Writing				Maths			
	R Base	R Aut	R Spr	R Sum	W Base	W Aut	W Spr	W Sum	M Base	M Aut	M Spr	M Sum
AA	15.4%	7.7%	9.6%	15.4%	3.8%	0.0%	0.0%	5.8%	21.2%	11.5%	11.5%	19.2%
A	55.8%	61.5%	59.6%	61.5%	67.3%	65.4%	65.4%	65.4%	51.9%	55.8%	59.6%	51.9%
A + AA	71.2%	69.2%	69.2%	76.9%	71.2%	65.4%	65.4%	71.2%	73.1%	67.3%	71.2%	71.2%
B	3.8%	11.5%	11.5%	3.8%	3.8%	9.6%	9.6%	3.8%	5.8%	11.5%	7.7%	3.8%
WB	25.0%	19.2%	19.2%	19.2%	25.0%	25.0%	25.0%	25.0%	21.2%	21.2%	21.2%	25.0%
No Results	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
No Res Num	0	0	0	0	0	0	0	0	0	0	0	0
	3S	4E	4D	4S	3S	4E	4D	4S	3S	4E	4D	4S

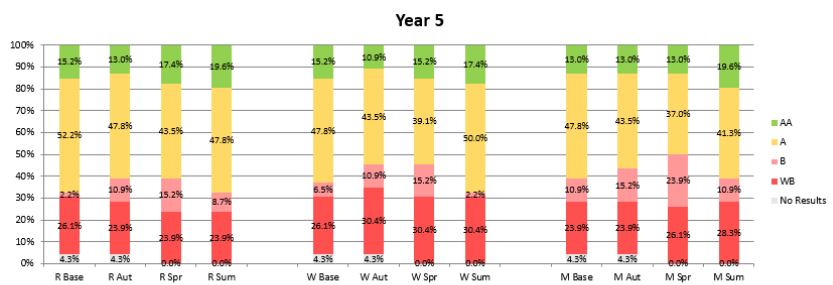
WHOLE YEAR 4

		Whole Year (65 Pupils)			
		Base	Aut	Spr	Sum
Year 4	Reading	72.3%	70.8%	70.8%	76.9%
	Writing	72.3%	67.7%	67.7%	72.3%
	Maths	73.8%	69.2%	72.3%	73.8%
		3S	4E	4D	4S

COMMENTS = comparable

	Difference in ARE compared to whole year group
Reading	0
Writing	-1
Maths	-2

PUPIL PREMIUM YEAR 5



Cohort = 46	Reading				Writing				Maths			
	R Base	R Aut	R Spr	R Sum	W Base	W Aut	W Spr	W Sum	M Base	M Aut	M Spr	M Sum
AA	15.2%	13.0%	17.4%	19.6%	15.2%	10.9%	15.2%	17.4%	13.0%	13.0%	13.0%	19.6%
A	52.2%	47.8%	43.5%	47.8%	47.8%	43.5%	39.1%	50.0%	47.8%	43.5%	37.0%	41.3%
A + AA	67.4%	60.9%	60.9%	67.4%	63.0%	54.3%	54.3%	67.4%	60.9%	56.5%	50.0%	60.9%
B	2.2%	10.9%	15.2%	8.7%	6.5%	10.9%	15.2%	2.2%	10.9%	15.2%	23.9%	10.9%
WB	26.1%	23.9%	23.9%	23.9%	26.1%	30.4%	30.4%	30.4%	23.9%	23.9%	26.1%	28.3%
No Results	4.3%	4.3%	0.0%	0.0%	4.3%	4.3%	0.0%	0.0%	4.3%	4.3%	0.0%	0.0%
No Res Num	2	2	0	0	2	2	0	0	2	2	0	0
	4S	5E	5D	5S	4S	5E	5D	5S	4S	5E	5D	5S

WHOLE YEAR 5

		Whole Year (65 Pupils)			
		Base	Aut	Spr	Sum
Year 5	Reading	63.1%	58.5%	58.5%	67.7%
	Writing	56.9%	50.8%	53.8%	64.6%
	Maths	61.5%	56.9%	56.9%	64.6%
		4S	5E	5D	5S

COMMENTS = comparable in reading and maths and exceeding in writing

	Difference in ARE compared to whole year group
Reading	0
Writing	+3
Maths	-4

READING FOR PLEASURE





The National Literacy Trust's annual survey (March 2025) demonstrates that children throughout school have a positive attitude to reading. Interestingly, children in both key stages prefer reading in school than at home and the vast majority of children believe themselves to be good readers.

KS1

3. The next questions ask you about reading. By reading we mean books, magazines, newspapers, comics or anything you might read on a screen. How much do you like reading ...





Answer Choices	Very much	Quite a lot	A bit	Not at all	Response Total
at home?	41.89% 31	14.86% 11	25.68% 19	17.57% 13	74
at school?	64.29% 54	23.81% 20	5.95% 5	5.95% 5	84

4. How good are you at reading?





Answer Choices	Response Percent	Response Total
1 Very good 	40.86%	38
2 Good 	33.33%	31
3 OK 	21.51%	20
4 Not very good 	4.30%	4

KS2






7. The next questions ask you about reading. By reading we mean books, magazines, newspapers, comics or anything else you might read in print or on a screen (e.g. on your phone, tablet or computer). How much do you enjoy reading in your free time?

Answer Choices	Response Percent	Response Total
1 Very much 	24.67%	37
2 Quite a lot 	23.33%	35
3 A bit 	40.67%	61
4 Not at all 	11.33%	17

8. And now, how much do you enjoy reading in school?

Answer Choices			Response Percent	Response Total
1	Very much		29.05%	43
2	Quite a lot		27.70%	41
3	A bit		34.46%	51
4	Not at all		8.78%	13

10. How good a reader do you think you are?

Answer Choices			Response Percent	Response Total
1	Very good		33.10%	48
2	Good		37.24%	54
3	Not very good		15.17%	22
4	Not very good at all		4.14%	6
5	Don't know		10.34%	15

ATTENDANCE DATA

At Beech Grove Primary we are committed to improving the attendance of all children, especially our most disadvantaged. The attendance of all groups of children (including our disadvantaged children) in 2024/2025 was above that for similar schools (DFE) and for national disadvantaged (IDSR) however, we are determined to improve this further.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	267	93.6%	92.4%	Close to average	Relative improvement	High - FSM
2023/24 (3 term)	261	92.9%	92.0%	Close to average	Relative decline	High - FSM
2022/23 (3 term)	257	93.0%	91.6%	Above	Relative improvement	High - FSM

Pupil group comparison

Figure 2: Bar chart showing attendance percentage for pupils with and without free school means (FSM) and special educational needs (SEN) compared to similar schools. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

