

Pupil premium strategy statement

This statement details our school's use of pupil premium funding from 2025-2028 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	Beckers Green Primary School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028 (26-27)
Date this statement was published	1 st September 2026
Date on which it will be reviewed	1 st September 2027
Statement authorised by	Governing Body
Pupil premium lead	Emma Carvalho – Deputy Headteacher
Governor / Trustee lead	Rachel Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,735
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	£164,735

Part A: Pupil premium strategy plan

Statement of intent

This details our three-year strategy, which proposes the spending of the Pupil Premium funding for 2025-2028 at Beckers Green Primary School. Our school is committed to raising the social and academic inclusion of the children entitled to the Pupil Premium Grant by adopting a systematic strategy, dedicated to improving outcomes.

Over the next three years, we aim to use evidence-informed practice to diversify our curriculum, including the provision of enhanced learning environments for our children, with teaching provided by highly-skilled professionals. Our offer will be further enhanced by a focus on building capital, giving opportunities for our children both in and out of the school day to develop skills in a range of areas. This focus will be supported by an increased presence in the local community, developing links and relationships with external stakeholders who can help to support the children's experiences whilst they attend Beckers Green.

High quality teaching is at the heart of our approach, with a strong focus on the areas that we believe, and research tells us, will support disadvantaged children the most: Language development through a focus on vocabulary and oracy, cooperative learning to support positive relationships, meta-cognition, a focus on modelled exemplars and self-regulation. These fundamentals underpin our curriculum and form the basis of both our school development plan and disadvantaged strategy. This ensures all staff take responsibility for the outcomes of disadvantaged pupils alongside those who are not disadvantaged. A planned CPD programme ensures all staff understand and can implement these fundamentals.

A focus on **oracy and co-operative learning** ensures that pupils across the school are learning to talk and learning through talk. At Beckers Green we recognise that language is the key to success in accessing the curriculum, participating in lessons and developing relationships. Strategies are in place to support oracy and ensure equity in the classroom such as the use of sentence stems and specific talk roles to ensure purposeful talk and successful teamwork. Vocabulary is explicitly taught and exposure to vocabulary is carefully planned and modelled to give context.

Metacognition and self-regulation develops independence in learning and supports pupils to not opt out of learning. At Beckers Green our Metawalk and Zones of Regulation toolkits support children with metacognitive development and self-regulation.

Alongside these fundamentals it is very important that children at Beckers Green feel a sense of belonging and positive self-esteem. Our values of Be Resilient, Be Respectful and Be You are widely referred to and all adults are aware of and take responsibility for the SEMH needs of all pupils. Adults are aware that positive health and wellbeing contribute to achievement and life chances.

We will endeavour to ensure that children are always taught by skilled staff. Opportunities to develop capital by employing qualified specialists will be central to this element of the strategy.

Challenges

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

Challenge number	Detail of challenge
1	Academic attainment and enhancing opportunities to learn Assessments, observations and discussions indicate that there continues to be an attainment gap between our disadvantaged and non-disadvantaged group of pupils. There is a strong cross-over between children who are entitled to PP funding and those with additional needs – 44% of our children (PP) also have identified SEND needs. Our current research project aims to look at developing attention for children with and without additional needs.
2	Attendance Attendance data shows that attendance for our disadvantaged children is on average 2.5% below that of all pupils. Absenteeism is negatively impacting pupils' progress.
3	Parental engagement in home learning Feedback in workshops has identified that some parents and carers from disadvantaged families do not feel confident in supporting children with homework and reading due to absent technology or a lack of confidence in own literacy skills.
4	Language skills Assessments and observations indicate under-developed language skills and vocabulary gaps among many disadvantaged pupils across the school. Baseline assessments using Wellcom screening take place in EYFS in the first two weeks.
5	Social, Emotional and Mental Health Assessments and observations have continued to show an increase in social and emotional difficulties, including lower levels of confidence and self-esteem, with higher incidence of anxiety. Observations have identified that this can lead to reduced resilience and ability to self-regulate. Monitoring identifies that many children in disadvantaged families have experienced increased Adverse Childhood experiences. This has sometimes resulted in knowledge gaps leading to pupils falling behind in age related expectations.
6	Limited access to wider experiences School monitoring and pupil surveys show that some children from disadvantaged families are not regularly accessing our extra-curricular offer linked to arts and sport. Some of our pupils and families also report limited access to cultural experiences outside of local area.

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 learning stamina, leading to greater academic attainment	- Sustained implementation of Outdoor Learning project in conjunction with the Essex Research School - Staff having ongoing training as part of their Continued Professional Development - Outcomes continue to be monitored for effectiveness - Pupils utilise Zones of Regulation toolkits within class
Children have increased opportunities for experience, aspiration and enjoyment of a wider range of subjects, developing their capital	- The curriculum is continually monitored to ensure that opportunities for experience are maximised - A range of extra-curricular clubs are offered at lunch and after-school, with no cost to parents where possible - A list of gifted and talented children is established to ensure that potential high achievers are identified and given increased opportunities to develop where appropriate - A specialist music teacher and qualified primary teacher are used to cover teacher PPA, so that all teaching in KS1 and KS2 is delivered by professionals or skilled staff.
Strengthen community and relationships by employing an Engagement Mentor/Assistant SENCo	- An increase in parental engagement at SEND meetings, currently less than 10 parents attend networking opportunities. - At least one family engage with TPP for Families in order to understand their trauma. - The cross-school EAL network continues to be developed by BGPS staff - Links with local businesses are made, with staff enabling and promoting relationships to enhance the curriculum

Address increasing numbers of the school community presenting with SEMH needs	- Continued employment of our Pastoral Support Manager, whose primary responsibility is to mentor children, families and staff, signposting and referring to external agencies when appropriate - Continued employment of our Assistant SENCo, who will make health referrals for all stakeholders when needed - Pupil voice and wellbeing surveys indicates improved levels of wellbeing for disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils	- All pupils engage successfully in oracy opportunities and outcomes - Steady improvement in disadvantaged writing outcomes
Improved attainment in phonics for disadvantaged phonics	- Parents of disadvantaged families attend phonics workshops and use phonics materials at home - Improved outcomes for disadvantaged pupils in phonics screening in Year 1
Improved attendance for disadvantaged pupils	- Both absence data and persistent absentee data improves for disadvantaged pupils
Increased focus on teaching of foundational skills within English and Maths curriculum	- Pupil's number fluency improves – continued high attainment in MTC - Improved phonics outcomes

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: £138,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustained implementation of the Outdoor Learning project. Extension of school day and reduction in lunch hour to allow Outdoor learning for all.	Research project completed Summer 2025. Ongoing collaboration with Essex research School.	1, 2, 4 and 5
Ensure that children are taught by qualified teachers or skilled staff (PE, music, languages) and all classes have the benefit of skilled additional adult support. This will include regular CPD for all staff employed by the school.	Research (Department of Fundamental Neurosciences, Geneva, 2014) shows that children who undergo musical training have better verbal memory, second language pronunciation accuracy, reading ability and executive functions. This finding is supported by countless other research projects, including the EEF (Arts Participation, 2021).	2 and 6
Teaching staff to ensure that lessons and extracurricular activities support and challenge all pupils. This will include a revised list of high achieving pupils, and increased adult support in class allowing for smaller group provision. Additional support staff allow for pre teaching of vocabulary, Phonics Keep up and Catch up sessions, precision teaching and increased flexible grouping within class.	The EEF (2021) cites the benefit (+ four months) of smaller group teaching, especially in disadvantaged groups. This is possible when teaching staff are complemented to deliver the curriculum by skilled Learning Support Assistants, who work to the recommendations set out in the Deployment of Teaching Assistants (EEF, 2025).	1, 2, 4

Further training for all staff on oracy and co-operative learning to ensure equity and to develop self-efficacy.	EEF report on Effective Professional development notes that professional development opportunities that are carefully designed and have a strong focus on pupil outcomes will have a significant impact on pupil achievement (EEF 2021). EEF Great Teaching Toolkit on collaborative learning approaches notes impact of +5 months	1, 5
Ongoing monitoring and development of Ordinarily available offer to ensure needs of all pupils are met		1 and 4
Employment of full-time speech and language LSA to deliver interventions to individuals and small groups	EEF Great Teaching Toolkit on Oral language interventions noted high impact on pupil progress (+6 months)	1 and 4
Enhancement of our maths teaching for mastery. Funding teacher release time to engage in updated Mastering number training in EYFS and KS1 and delivery of Mastering number in all Key Stage 1 classes. Also the introduction of increased fluency practice across Key Stage 2 to further embed foundational number skills.	EEF Early Years mathematics guidance notes there is also evidence that promoting fluency is effective in improving maths outcomes for children from lower-income families and children at risk of falling behind in maths	1 and 5

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

Budgeted cost: £10,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Assistant SENCo to facilitate referrals and support parent engagement	According to the EEF (May 2025), parental engagement has a positive impact on progress, especially when in conjunction with promoting home learning opportunities, although this may include parenting support.	1,2 and 5
Tutoring in phonics and Year 6 for disadvantaged pupils to address knowledge gap.	EEF Great teaching toolkit notes that small group tuition can increase progress by +4 months.	1, 2 and 3

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

Budgeted cost: £16,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on social, emotional and behavioural aspects – to develop the emotional wellbeing of all children, parents and staff: -TPP completed, with ongoing refresher training throughout the year -A Pastoral Support Manager is employed to support individuals with emotional well-being through mentoring and drawing and talking therapy.	Ensuring all children are ‘emotionally’ ready for learning is vital. The Education Endowment Foundation has shown that effective behaviour programmes can impact on pupil’s progress by three months and SEMH appears as a core value in recent work (2021). Further to this, Maslow’s Hierarchy of Needs states that emotional wellbeing (including feeling belonging) is key (after physiological and safety needs) to motivating humans.	1, 2 and 5

Strategies implemented in class.		
Contribution to employment of Attendance Officer – shared with feeder Secondary allows for consistency of approach and knowledge when supporting poor attendance	Working Together to improve school attendance (DFE 2026) notes the importance of building relationships with families to support good attendance	2
Purchase of PE Kit and outdoor learning kits to ensure access for all		5 and 6
Commitment to keep all extra curricular clubs free to all to promote increased attendance by disadvantaged pupils		6
Some clubs include invite only members to improve attendance by disadvantaged pupils		6
School trip costs carefully considered and subsidised by PTA to allow increased cultural capital for all	Evidence from Cultural learning alliance suggests that cultural capital passed on through families helps children do better in school.	6
Coffee mornings and parent workshops throughout the year to welcome parents into school community and impart information to support home learning in a non-threatening, parent friendly manner	EEF Teaching and Learning Toolkit notes that actively involving parents in their pupil's learning is shown to have a positive impact on attainment.	3

Total budgeted cost: £164,735

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

Although generally the children entitled to Pupil Premium have not generally performed quite as well as their non-disadvantaged peers, there has been significant improvements on previous years:

	School 25-26 Disadvantaged	School 25-26 Non Disad	National Disadvantaged
EYFS GLD	80%	65%	
Year 1 phonics	64%	84%	
Year 2 phonics	55%	97%	
Year 6 Reading	76%	85%	
Year 6 Writing	60%	75%	
Year 6 Maths	68%	85%	
Year 6 combined RWM	52%	75%	

EYFS Disadvantaged cohort = 5 pupils (11%)

Year 1 Disadvantaged cohort = 11 pupils (25%)

Year 2 Disadvantaged cohort = 11 pupils (24%)

Year 6 Disadvantaged cohort = 25 pupils (55%)

Year 6, Phonics in year 1 and EYFS Disadvantaged figures are all improved on last two years. Year 2 phonics outcomes are only area where improvement not seen, however strong crossover between disadvantage and SEND (73%) provide clear reasoning.

Our outcomes are often impacted by the percentage of SEND/Disadvantage crossover in a specific cohort. Figures below show how this is not consistent. This does not always demonstrate the progress made by individuals.

% of children within the disadvantaged cohort that are SEND

EYFS	1 pupil (20%)
Year 1	4 pupils (36%)
Year 2	8 pupils (73%)
Year 6	9 pupils (36%)

IDSr TREND DATA to ADD IN

Although attendance last year was below National levels Disadvantaged attendance did increase by 0.2% this year to 91.1% and disadvantaged persistent absenteeism fell by 3.7% to 28.7%.

4.1% more disadvantaged children this year had excellent attendance (over 99%) than year before.

Lates after register closed fell by 195 this year for disadvantaged cohort

Unauthorised absence for disadvantaged cohort also fell by 0.8% - days lost to illness had also increased from last year suggesting this was main factor in attendance reduction for 25-26

A recent Trust review found that “Oracy was embedded throughout lessons, including EYFS, with strong oral rehearsal before writing, purposeful talk contributing to high engagement, equity, and on task behaviour, consistent use of talk structures (e.g., Rally Robin, lolly lotto) and pupils responding in full sentences and a strong focus on vocabulary development. It also noted an audible enthusiasm for learning and highly effective LSAs, contributing meaningfully to learning and mirroring teacher practice where appropriate. All these areas are key to our Pupil Premium and Inclusion strategy.

Specialist music teaching has seen attainment rise steadily in the years this provision has been in place – last year 76% of children were age related in music, up from 71% the year before.

Inviting children of disadvantaged families to clubs was a successful strategy – club attendance for disadvantaged children rose by 20% on the previous year. This strategy will continue this year alongside lunchtime clubs to encourage attendance.

Our Pastoral Support Manager offered support to 63 children in 2025-2026, this included daily support for emotional based school avoidance, mentoring and drawing and talking therapy. This also included work with parents to offer consistent support at home.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)