

## 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	316
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028 (25-26)
Date this statement was published	1 <sup>st</sup> September 2025
Date on which it will be reviewed	1 <sup>st</sup> September 2026
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
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£164,735</b>

## 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 closing the gap in attainment of the children entitled to the Pupil Premium Grant by adopting a systematic strategy, dedicated to improving outcomes. Underpinning our strategy and linked to our SDP are three interrelated elements: Breaking Boundaries, Building Capital and Strengthening Community.

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.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Academic attainment and enhancing opportunities to learn</b> 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	<b>Developing Capital</b> 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.
3	<b>Community and relationships</b> A continued focus on developing relationships with families and establishing further links with external stakeholders will promote attendance and compliment the curriculum.
4	<b>Social, Emotional and Mental Health</b>

	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.
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## 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 <b>academic attainment</b>	<ul style="list-style-type: none"> <li>- Completion of project in conjunction with the Essex Research School</li> <li>- Staff having ongoing training as part of their Continued Professional Development</li> <li>- Outcomes continue to be monitored for effectiveness</li> </ul>
Children have increased opportunities for experience, aspiration and enjoyment of a wider range of subjects, developing their <b>capital</b>	<ul style="list-style-type: none"> <li>- The curriculum is continually monitored to ensure that opportunities for experience are maximised</li> <li>- A range of extra-curricular clubs are offered at lunch and after-school, with no cost to parents where possible</li> <li>- 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</li> <li>- 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.</li> </ul>
Strengthen <b>community and relationships</b> by employing an Engagement Mentor/Assistant SENCo	<ul style="list-style-type: none"> <li>- An increase in parental engagement at SEND meetings, currently less than 10 parents attend coffee mornings.</li> <li>- At least one family engage with TPP for Families in order to understand their trauma.</li> <li>- The cross-school EAL network continues to be developed by BGPS staff</li> <li>- Links with local businesses are made, with staff enabling and promoting relationships to enhance the curriculum</li> </ul>

<p>Address increasing numbers of the school community presenting with SEMH needs</p>	<ul style="list-style-type: none"><li>- 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</li><li>- Continued employment of our Engagement Mentor/Assistant SENCo, who will make health referrals for all stakeholders when needed</li></ul>
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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** 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
<p>Completion of the research project on the effect of Outdoor Education on attention levels in the classroom.</p> <p>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.</p> <p>Teaching staff to ensure that lessons and extracurricular activities support and challenge all pupils. This will include a revised list high achieving pupils, and increased adult support in class allowing for smaller group provision.</p>	<p>Current research in progress (September 2025).</p> <p>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).</p> <p>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).</p>	<p>1, 2</p>

### 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 Engagement Mentor/Assistant SENCo	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.	3, 4

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

Budgeted cost: £16,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on social, emotional and behavioural aspects – to develop the emotional wellbeing of all children, parents and staff:</p> <ul style="list-style-type: none"> <li>-TPP completed, with refresher training delivered to all staff throughout 2025-2026</li> <li>-A Pastoral Support Manager is employed to support individuals with emotional well-being. Strategies implemented in class</li> </ul>	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.	4

**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 2024 to 2025 academic year.

<p>The attainment gap continued to be stubbornly wide in some statutory assessment outcomes last year:</p> <p>EYFS: PP 67%, NPP 61%</p> <p>Y1 phonics: PP 55%, NPP 91%</p> <p>KS2 reading: PP 65%, NPP 75%</p> <p>KS2 writing: PP 47%, NPP 71%</p> <p>KS2 maths: PP 53%, NPP 82%</p> <p>On reflection, although we have continued to ensure that a significant amount of funding is allocated to Teaching and Learning through highly-skilled and increased adult support, we will also be focussing on alternative strategies such as relationships with the wider community and developing opportunities for high achieving pupils.</p>
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### 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
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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)