

Pupil premium 3 Year Strategy Statement 2025-2028

Beacon Rise 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	Beacon Rise Primary School
Proportion (%) of pupil premium eligible pupils	13% (83 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	Term 1 2026, 2027, 2028
Statement authorised by	Kirsty Chambers
Pupil premium lead	Lily Cairns
Governor / Trustee lead	Leanne Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£129,620

Part A: Pupil premium strategy plan

Statement of intent

At Beacon Rise Primary School, we believe all children – regardless of their background - deserve access to the best education. All members of staff and the governing body are responsible and committed to ensuring the academic, social, emotional and pastoral needs of all pupils are met.

Our ultimate objective is for there to be no gap between our disadvantaged and non-disadvantaged pupils. We meet three times a year with staff from all year groups in order to continuously monitor the progress of all our pupils to ensure that they are achieving their full potential. These meetings enable us to identify any potential barriers for these pupils and address them accordingly. For the past few years, the achievement of our pupil premium pupils has been above the national average by the end of KS2.

We offer a wide range of extra-curricular activities and enrichment opportunities for our pupils across school and work in partnership with parents to ensure equal access to these experiences. Not only do we track academic progress, but we closely monitor the wellbeing of our pupil premium pupils through meetings, staff voice and pupil voice.

We are free to spend this funding as we see fit to raise attainment and ensure a package of support is in place to remove any barriers pupil premium pupils may face. The headteacher spends this money in a variety of ways to improve pupils' learning to ensure the benefit of each child. We follow Ofsted recommended successful approaches including:

- Well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Ensuring support staff (particularly teaching partners) are highly trained and understand their role in helping pupils to achieve.
- Allocated the best teachers to teach intervention groups to improve academic success.
- Involving governors in the decision making and evaluation process.

The EEF Guide to Pupil Premium suggests a five-point plan to sustain an effective Pupil Premium Strategy: diagnose pupils' needs, use strong evidence to support your strategy, develop your strategy, deliver and monitor your strategy and evaluate and sustain your strategy. Following this guidance, we have used a range of methods to gather data about our disadvantaged pupils and the challenges that they face, including internal and external data, pupil voice and staff voice.

Challenges

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

Challenge number	Detail of challenge																												
1	Internal and external assessment (where available) indicates a gap in attainment for reading between pupil premium and non-pupil premium children. This gap reduces as the children move through the school. Exploration into the barriers pupil premium children face in reading indicates poorer reading fluency and comprehension skills.																												
	<table><tr><th>Reading 2024-25</th><th>Pupil Premium</th><th>Non-Pupil Premium</th><th>Differential</th></tr><tr><td>Year 1</td><td>36%</td><td>75%</td><td>-39%</td></tr><tr><td>Year 2</td><td>50%</td><td>82%</td><td>-32%</td></tr><tr><td>Year 3</td><td>43%</td><td>83%</td><td>-40%</td></tr><tr><td>Year 4</td><td>70%</td><td>81%</td><td>-11%</td></tr><tr><td>Year 5</td><td>77%</td><td>88%</td><td>-11%</td></tr><tr><td>Year 6</td><td>82%</td><td>87%</td><td>-5%</td></tr></table>	Reading 2024-25	Pupil Premium	Non-Pupil Premium	Differential	Year 1	36%	75%	-39%	Year 2	50%	82%	-32%	Year 3	43%	83%	-40%	Year 4	70%	81%	-11%	Year 5	77%	88%	-11%	Year 6	82%	87%	-5%
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	Furthermore, there is a gap between pupil premium and non-pupil premium children passing their phonics test in Year 1.																												
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2	Internal and external assessment (where available) indicates a gap in attainment for writing. Exploration into the barriers indicates a lower understanding of grammatical skills and poorer spelling and handwriting. This gap closes as the children move through the school. Last year, our PP children outperformed non-PP in the Year 6 SATS.																												
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3	Internal and external assessment (where available) indicates a gap in attainment for maths. Exploration into the barriers has identified maths fluency and number knowledge, including recall of numbers bonds and times tables, as the main barrier. This gap reduces as the children move through the school. Last year, our PP children outperformed non-PP in the Year 6 SATS. <table><tr><th>Maths 2024-25</th><th>Pupil Premium</th><th>Non-Pupil Premium</th><th>Differential</th></tr><tr><td>Year 1</td><td>43%</td><td>84%</td><td>-41%</td></tr><tr><td>Year 2</td><td>57%</td><td>84%</td><td>-27%</td></tr><tr><td>Year 3</td><td>43%</td><td>88%</td><td>-45%</td></tr><tr><td>Year 4</td><td>70%</td><td>85%</td><td>-15%</td></tr><tr><td>Year 5</td><td>71%</td><td>86%</td><td>-15%</td></tr><tr><td>Year 6</td><td>100%</td><td>95%</td><td>+ 5%</td></tr></table> In addition, there was a significant difference between PP and non-PP children getting full marks in their multiplication timestable check in Year 4. <table><tr><th>MTC 2024-25</th><th>Pupil Premium</th><th>Non-Pupil Premium</th><th>Differential</th></tr><tr><td>Year 4</td><td>50%</td><td>70%</td><td>-20%</td></tr></table>	Maths 2024-25	Pupil Premium	Non-Pupil Premium	Differential	Year 1	43%	84%	-41%	Year 2	57%	84%	-27%	Year 3	43%	88%	-45%	Year 4	70%	85%	-15%	Year 5	71%	86%	-15%	Year 6	100%	95%	+ 5%	MTC 2024-25	Pupil Premium	Non-Pupil Premium	Differential	Year 4	50%	70%	-20%
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4	Attendance data shows that pupil premium children attend school less than non-pupil premium children. Therefore, they do not fully benefit from school life. This can have a negative impact on their social and emotional development as well as academic progress. <table><tr><th></th><th>Pupil Premium</th><th>Non-Pupil Premium</th><th>Differential</th></tr><tr><td>Year 2024-25</td><td>93.2%</td><td>95%</td><td>-1.8%</td></tr></table>		Pupil Premium	Non-Pupil Premium	Differential	Year 2024-25	93.2%	95%	-1.8%																												
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5	Staff and pupil voice internally show reduced confidence and lower resilience in pupil premium pupils. This can impact them both in the classroom and on the playground with peers. Due to this, some pupils are not adequately equipped to face challenges in their learning.																																				
6	Lack of funding for extra-curricular activities, school trips and residential trips.																																				

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025-2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading outcomes.	Number of pupil premium children reading regularly will improve (monitored internally).

	• Difference between PP and non-PP children passing reading comprehension tests will reduce. • Difference between PP and non-PP children passing phonics test in Year 1 will be reduced.
Improved writing outcomes. A greater understanding and use of grammatical skills taught.	• Improved understanding of year group grammar skills shown through independent writing and key skills GPS tests (internal data). • Reduced difference between PP and non-PP children showing age-related writing ability (internal and external where appropriate). • Handwriting is legible and formed correctly.
Improvement in mathematical fluency and basic skills (including number bonds and times tables).	• Basic number knowledge will improve demonstrated through key skills tests. • Reduced difference between PP and non-PP children showing age-related arithmetic ability. • Improved rapid recall of times tables and a reduction in the difference between PP and non-PP pupils getting full marks in their MTC (Year 4).
Improved attendance.	Internal data will show: • Attendance of pupil premium pupils will improve and be in line with non-pupil premium pupils (95%).
Improvement in pupils' resilience.	Through staff and pupil voice, there will be an improvement in: • Pupils facing challenges with positivity. • Learning attitudes. • Resilience to learning and development of learning attitude.
Support equality of access to trips, residential visits and whole school events.	Internal data will show: • Pupils will have equal access to school events. • Pupils will have equal attendance at clubs where desired. • Support will be provided to help with financial implication of residential visits, trips and whole school events.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £63,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development around accurate identification of individual needs and assessment systems and processes Deliver: All teachers know how to accurately assess to ensure gaps in knowledge are correctly identified. Sustain: Ensure school assessment trackers are being used effectively and accurately to identify gaps and track next steps through progress meetings. Sustain: Continue to regularly monitor and assess pupils progress against the learning objectives.	The EEF Guide to the Pupil Premium https://educationendowmentfoundation.org.uk/using-pupil-premium • Step 1 identifies how data could be used to diagnose pupils' needs and how to effectively explore starting points for developments. • Engage and unite staff when identifying the challenges facing pupils and ensure they explore the needs of pupils in their class effectively	1, 2, 3, 5
Accurate use of assessment to identify gaps in basic maths knowledge and fluency and teaching adapted to address this. Sustain: continue to ensure lessons are focused on the objective and key skills in basic maths knowledge and fluency. Sustain: ensure assessment data informs intervention groups to address gaps in children's fluency and number knowledge (e.g. times tables and number bonds)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 • Recommendation 1 suggests using assessment to build upon pupils' existing knowledge and understanding. • Recommendation 7 suggests using structured interventions to provide additional support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths • Recommendation 4 suggests ensuring teaching builds on what children already know. • Recommendation 5 suggests using high quality targeted support to help all children learn mathematics.	3
Accurate use of assessment to identify gaps in basic writing knowledge.	Improving Literacy in Key Stage 1 EEF - https://educationendowmentfoundation.org	1, 2

Sustain: Continue to ensure lessons are focused on the objective and key skills in grammar when teaching writing and then applying in wider curriculum. Deliver: ensure grammar starters are planned based on the assessment information. Ensure handwriting and spelling interventions are based on gaps in knowledge. Deliver: build foundations for writing through handwriting and spelling in EYFS.	.uk/education-evidence/guidance-reports/literacy-ks-1 - Recommendation 7 identifies how to successfully respond individual pupils needs to ensure they make progress. It also identifies how scaffolds can be used to successfully adjust and support individuals. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 - Recommendation 6 identifies how formative assessment strategies can help to ensure pupils needs are identified and teaching is targeted. Writing Framework (2025) - https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf - suggests that a focus on sentence structure and grammar to help build writing fluency. It also suggests that the reception year is vital in building the foundations that support pupils' writing.	
Accurate use of assessment to identify gaps in reading and phonics knowledge. Sustain: rigorous tracking of children reading at home and teaching adapted to ensure all children are reading regularly. Sustain: rigorous monitoring of phonics and adapt phonics interventions to ensure gaps in knowledge are secured. Sustain: explicit teaching of reading comprehension strategies across KS1 and KS2.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths - EEF phonics interventions + 5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies - teaching of reading comprehension strategies + 7 months progress	1

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

Budgeted cost: £42,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention work with small groups of children across the school. Sustain: ensure interventions for reading, writing and maths are addressing gaps in pupil understanding. Sustain: social and emotional interventions to support pupils' emotional wellbeing and build resilience. Sustain: reading assistants and teaching partners to listen to children read regularly based on need. Sustain: family support worker to work with children to support emotional wellbeing and development where required. Sustain: assistant headteachers to deliver daily small group interventions in Year 6.	Education Endowment Foundation: • Small group tuition + 4 months • 1:1 tuition + 5months • Early Years interventions + 5 months • Reading comprehension strategies +7 months • Social and emotional learning +4 months	1, 2, 3, 5
Staff understanding of executive function skills and how to develop these in pupils to increase independence. Deliver: staff CPD to understand what is executive function and how does this benefit pupils learning. Deliver: staff CPD on how to develop pupils' executive function.	https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function The above EEF research paper identifies the benefits of developing children's self-regulation and executive function. It identifies how to support children to develop these skills. https://educationendowmentfoundation.org.uk/news/eeef-blog-the-power-of-wondering	5

Explore: how to promote ‘talk for learning’ skills – how to encourage and engage pupils in talk about their learning. Explore: how can the development of executive function skills be included in curriculum lessons. Explore: how can interventions include and prioritise the development of executive function skills.	The above blog describes the benefit of ‘Talk for Learning’ and how this can be established successfully in the classroom to develop pupils’ executive function.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23, 512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce the number of absences for pupil premium children. Explore: what are the barriers to regular attendance for our disadvantage learners. How can we overcome the barriers? Sustain: regular, accurate monitoring of attendance data. Deliver: reflect on parent communication when addressing attendance concerns. How do we effectively communicate with families regarding attendance? Deliver: how to create effective relationships with parents to ensure consistent communication.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance The Working Together to Improve School Attendance guidance supports school staff to understand their role when working with families to improve attendance of all pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement This article from the EEF details the key mechanisms for parental engagement. + 4 months progress	4

Deliver: Staff CPD on developing effective relationships with parents and carers.		
Increased attendance of PP pupils attending clubs. Deliver: Regular monitoring of PP children attending clubs. Sustain: offer places to those who express interest.	All children have equal access to extra-curricular activities including sports, outdoor activities, arts and culture.	6
Provide financial support to ensure equal access to trips and experiences. Deliver: provide a range of curriculum enrichment opportunities linked to the curriculum Sustain: provide financial support so pupils can attend residential trips and visits. Sustain: pupils requiring before and after school care are supported, including breakfast provision. Explore: how the use of enrichment opportunities can increase pupils' engagement and attendance in schools.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions This article demonstrates how you can raise the aspiration of disadvantage pupils by including a range of opportunities linked to the curriculum.	5, 6
Regular check ins with PP children to support wellbeing and build relationships. Deliver: Key stage leaders to check in termly with PP children to support wellbeing and address any concerns. Deliver: PP Lead and Key stage leaders to monitor attendance for PP children and support where possible in improving this.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1763400042 Recommendation 1 suggests teaching SEL skills explicitly to children.	4, 5

Sustain: school mental health lead to refer children, where appropriate, for work with mental health practitioner. Explore: introducing explicit teaching of social and emotional learning skills through curriculum.		
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Total budgeted cost: £129,620