

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Beckfoot Priestthorpe Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	22.4 % (41 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was published	31.12.25
Date on which it will be reviewed	01.09.26
Statement authorised by	Christina Gunning (Headteacher)
Pupil premium lead	Christina Gunning (Headteacher)
Trustee lead	John Winkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,855
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget	£81,017

Part A: Pupil Premium Strategy Plan 2025-2028

Statement of Intent

As a Beckfoot Trust School, our mission is to create a remarkable school where no child is left behind.

At Beckfoot Priestthorpe Primary School, we have a school sentence that embodies this:

'Beckfoot Priestthorpe community, learning together to build the brightest futures'

To help us realise our school sentence, we have four principles which permeate through all we do:

- Be responsible – doing the right thing because it is the right thing to do
- Be respectful
- Be ready to learn
- Be kind

Whilst we recognise the challenges that our children face, we do not use these as excuses. Instead, we are determined that all pupils are given the best start in life, whatever their background and wherever they come from, through the highest standards of Quality First Teaching, (our Universal Offer), focused support, curriculum enrichment, and pastoral care.

We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. The school considers best ways to allocate Pupil Premium funding annually following rigorous data analysis and the careful consideration of the needs of the pupils. Interventions and activities are tracked throughout the year, evaluated and amended if necessary.

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- *whole-school strategies that impact on all pupils*
- *focused support to target under-performing pupils*
- *specific support targeting pupil premium pupils*

As recognised by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils, and we intend to focus heavily on developing the quality of teaching through focused CPD for teachers and strong recruitment processes.

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified Trustee having responsibility for Pupil Premium, the Headteacher responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Headteacher regularly evaluates pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place to make a difference for the most disadvantaged pupils.

Given the extra financial pressures that the cost-of-living crisis has placed on many of our families, we know that a large proportion of our pupils need increased levels of support to ensure good social and emotional well-being. At Beckfoot Priestthorpe, we aim to ensure that our pupil premium is used effectively to ensure that gaps between disadvantaged pupils and non-disadvantaged (nationally) are closed.

Ultimately, we all strive to ensure we achieve our Trust mission of 'No child left behind'.

Challenges

The table below details the key challenges to achievement that we have identified among our pupils eligible for pupil premium funding in September 2025. To identify these challenges, we have spoken to children, their families, and their teachers to identify strengths and barriers for each individual. We have also analysed student achievement data, behaviour data and attendance data. Our thinking has been informed by research, including various EEF guidance reports and the Strong Foundations in the First Years of School Ofsted report.

Challenge number	Detail of challenge
1	<p>Early language, spoken language and vocabulary development gaps</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from the number of children we are referring to speech and language and interventions required to develop speech and vocabulary.</p>
2	<p>Attendance, punctuality and persistent absence issues</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils.</p> <p>13- 27% of disadvantaged pupils (depending on year) have been ‘persistently absent’ compared to 3- 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
3	<p>Low attainment in reading</p> <p>Attainment in reading is lower across the school for disadvantaged and vulnerable pupils. However, we know from the evidence that we must ensure that the progress and attainment for disadvantaged students rises at the same rate (or faster) than their non-disadvantaged peers.</p> <p>End Year Data for disadvantaged students 2024/25:</p> <p>Y1 At phonics standard 100%</p> <p>Y2 ARE: 55% Y2 GDS: 0%</p> <p>Y6 ARE: 40%; Y6 GDS: 0%</p> <p>November 2025 49% of PP children below age related standard</p>
4	<p>Low attainment in mathematics</p> <p>Attainment in mathematics is low across the school for disadvantaged and vulnerable pupils. However, we know from the evidence that we must ensure that the progress and attainment for disadvantaged students rises at the same rate (or faster) than their non-disadvantaged peers.</p> <p>End Year Data for disadvantaged students 2024/25:</p> <p>Y1 At phonics standard 100%</p> <p>Y2 ARE: 55% Y2 GDS: 0%</p> <p>Y6 ARE: 40%; Y6 GDS: 0%</p> <p>November 2025 41% of PP children below age related standard</p>
5	<p>Low attainment in writing</p> <p>Attainment in writing is low across the school for disadvantaged and vulnerable pupils. However, we know from the evidence that we must ensure that the progress and attainment for disadvantaged students rises at the same rate (or faster) than their non-disadvantaged peers.</p> <p>End Year Data for <u>disadvantaged students</u> 2024/25:</p> <p>Y2 ARE: 55% GDS: 0%</p> <p>Y6 ARE: 60%; Y6 GDS: 0%</p> <p>November 2025 49% of PP children below age related standard</p>

6	<p>Lower Engagement and lack of self-belief</p> <p>We recognise that our disadvantaged children, who find learning more difficult than their peers, often struggle with their resilience and motivation. We use My Happy Mind weekly lessons to promote well-being, good mental health and proactively equip children and young people with the knowledge and skills to thrive. My Happy Mind empowers educators to better support the needs of their pupils without relying on external services.</p>
7	<p>Lack of home reading and weaker family engagement</p> <p>For our disadvantaged pupils, partnership with families is vital to support accelerated progress in school. Many of our more vulnerable children do not have this and this is reflected in the frequency with which they read to an adult in the house, engagement with online Apps which support the curriculum and attending events and workshops.</p>
8	<p>Funding for experiences and opportunities</p> <p>Whilst we offer a broad range of trips and extra-curricular clubs across year groups, we must subsidise these where possible to enable our disadvantaged pupils to attend</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2027-28)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> ★ qualitative data from student voice, student and parent/carer surveys and teacher observations (more positive compared to current) ★ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To improve foundational knowledge and skills as mapped out across year groups and DfE 'Strong Foundations'	<p>Improved attainment by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> ★ meeting government phonics target at Y1 ★ raised attainment in reading as children have increased reading fluency and improved reading ages ($\geq 90\%$ for disadvantaged at KS1, KS2) ★ raised attainment in writing as children have sustained and cursive style of writing which promotes fluency in writing ★ increased attainment in maths due to a strong knowledge of number facts which support fluency in maths ($\geq 90\%$ for disadvantaged at KS1, KS2)
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Improved language and vocabulary skills by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> ★ Improvements in KS2 SATs (QLA of vocabulary based questions) ($\geq 90\%$ ARE for disadvantaged at KS1, KS2) ★ Improvements in proportions of students (especially disadvantaged) achieving the ELGs of 'speaking', 'comprehension' and 'word reading' ($\geq 90\%$) ★ Students with an identified SLCN need on the SEND register make good progress towards their targets and achieve well
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> ★ the school meeting, then exceeding its ABIE targets ★ the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.

	<ul style="list-style-type: none"> ★ the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers. ★ Punctuality for all pupils is $\geq 99\%$
Improved reading attainment among disadvantaged pupils.	<p>Improved reading outcomes demonstrated by:</p> <ul style="list-style-type: none"> ★ KS2 reading outcomes in 2027/28 show that at least 90% of disadvantaged pupils met the expected standard. ★ KS1 reading outcomes in 2027/28 show that at least 90% of disadvantaged pupils met the expected standard. ★ ELG 'word reading' and 'comprehension' outcomes in 2027/28 show that at least 90% of disadvantaged pupils met the expected standard. ★ Phonics screening outcomes in 2027/28 show that at least 90% of disadvantaged pupils met the expected standard. ★ GDS or High Score for Reading exceeds national (other) figures
Improved mathematics attainment among disadvantaged pupils.	<p>Improved mathematics outcomes demonstrated by:</p> <ul style="list-style-type: none"> ★ KS2 mathematics outcomes in 2027/28 show that at least 90% of disadvantaged pupils met the expected standard. ★ KS1 mathematics outcomes in 2027/28 show that at least 90% of disadvantaged pupils met the expected standard. ★ ELG number outcomes in 2027/28 show that at least 90% of disadvantaged pupils met the expected standard. ★ Y4 MTC outcomes in 2027/28 show that at least 90% of disadvantaged pupils met the expected standard. ★ GDS or High Score for Mathematics exceeds national (other) figures
Improved writing attainment among disadvantaged pupils.	<p>Improved writing outcomes demonstrated by:</p> <ul style="list-style-type: none"> ★ KS2 writing outcomes in 2027/28 show that at least 90% of disadvantaged pupils met the expected standard. ★ KS1 writing outcomes in 2027/28 show that at least 90% of disadvantaged pupils met the expected standard. ★ ELG writing outcomes in 2027/28 show that at least 90% of disadvantaged pupils met the expected standard. ★ GDS or High Score for Writing exceeds national (other) figures

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: £30,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement coaching for staff on improving teaching focussed on inclusion</p> <ul style="list-style-type: none"> → Group and individual coaching on maths, English and inclusive teaching strategies → Implement our trust wide PGP → Alongside 'Professional Growth Trackers' 	<p>Incremental next step coaching is proven to support teachers to get better:</p> <p>https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Incremental_Coaching_-_12-page_report_summary.pdf</p>	1,3, 4, 5, 6,
<p>Embed Ark Mathematics Mastery curriculum</p> <ul style="list-style-type: none"> → Develop a new middle leader for maths → Co-planning with teachers to support inclusive teaching → Further improve math meetings to fill gaps → Identify key representations and methods across all year groups and key constructs → Use of key constructs from lower years for children working out of year group 	<p>The EEF found that schools adopting the Ark MM approach made on average 2 months extra progress per year.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery</p>	4
<p>Provide CPD for staff on Read, Write, Inc, phonics</p> <ul style="list-style-type: none"> → Train new middle leader → Bespoke CPD from consultant → Embed 1:1 tutoring → Train all staff and then include speed sounds session in spelling lessons in KS2 	<p>The teaching of synthetic phonics is widely accepted to be the best way of teaching phonics. The RWI approach has paid dividends in similar schools and progress for all students, including disadvantaged is rapid when fidelity is shown to the programme:</p>	3,5
<p>Implement Numbersense from EY upwards</p> <ul style="list-style-type: none"> → Allocate a leader → Train staff → Implement daily sessions in addition to maths teaching → Use for interventions in KS2 	<p>Our approach to improving reading, writing and maths is embedded within the research from EEF of improving literacy at KS1 and KS2 and maths at EYFS/KS1 and KS2.</p>	4
<p>Provide staff training on supporting the learning of children with a low reading age using:</p> <ul style="list-style-type: none"> → Widget online → Dual coding → Reading strategies to access texts → Use of VIPERS to support all reading domains in the curriculum → Visual support essentials 	<p>Our approach to improving reading, writing and maths is embedded within the research from EEF of improving literacy at KS1 and KS2 and maths at EYFS/KS1 and KS2.</p>	2,3

<p>Train and coach middle leaders/UPR teachers to develop their leadership on:</p> <ul style="list-style-type: none"> → Phonics and early reading → KS2 reading → Early writing → KS2 writing → Maths Mastery lead teacher 	<p>Our approach to improving reading, writing and maths is embedded within the research from EEF of improving literacy at KS1 and KS2 and maths at EYFS/KS1 and KS2.</p> <p>It is widely accepted that distributed leadership enables rapid development of initiatives and all our middle leaders will be trained on the EEF implementation guide.</p>	1,3, 4, 5,
<p>Use of Accelerated Reader to improve:</p> <ul style="list-style-type: none"> → Reading age → Reading comprehension strategies → Fluency and accuracy 	<p>Our approach to improving reading is embedded within the research from EEF of improving literacy at KS1 and KS2 and maths at EYFS/KS1 and KS2.</p>	3
<p>Embed 'No Child Left Behind' Plans by:</p> <ul style="list-style-type: none"> → Purchasing standardised diagnostic assessments for reading (PiRA) and Maths Mastery → Using QLA and other assessment information to identify gaps → Quality assuring actions within each year group's plans to ensure the right interventions are happening at the right time → Making effective use of all available teaching time in the school day for pupil feedback (globally, in small groups and 1:1) 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>When feedback is done well, it can accelerate pupil progress exponentially. We will be using the EEF guide to support us in providing remarkable feedback</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4, 5, 6

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

Budgeted cost: £10,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategically deploy volunteers and teaching assistants to provide:</p> <ul style="list-style-type: none"> → 1:1 reading opportunities for disadvantaged and vulnerable children 	<p>We are ringfencing some time of our skilled HLTA who will prioritise interventions for disadvantaged or vulnerable children</p> <p>EEF Making Best Use of Teaching Assistants Guidance Report: Recommendations 5 & 6</p> <p>The EEF found that schools adopting the Ark MM approach made on average 2 months extra progress per year.</p>	1, 3, 4, 5, 6
<p>Strategically deploy HLTA to deliver a targeted maths meeting session daily and co-ordinate iPad based interventions to ensure engagement and progress</p> <ul style="list-style-type: none"> → Maths in KS2 → Reading in KS2 	<p>We are ringfencing some time of our skilled HLTA who will prioritise interventions for disadvantaged or vulnerable children</p> <p>EEF Making Best Use of Teaching Assistants Guidance Report: Recommendations 5 & 6</p> <p>The EEF found that schools adopting the Ark MM approach made on average 2 months extra progress per year.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery</p>	3, 4, 5

Strategically deploy teaching assistants and EYP's to deliver: <ul style="list-style-type: none"> → 1:1 tutoring in KS1 → Pinny time in EY and Y1 → Phonics teaching to children in KS2 who still need it 	The teaching of synthetic phonics is widely accepted to be the best way of teaching phonics. The RWI approach has paid dividends in similar schools and progress for all students, including disadvantaged is rapid when fidelity is shown to the programme:	3
Maths lead to develop and coordinate: <ul style="list-style-type: none"> → number fact intervention and catch up for identified children 	Times Tables Rock Stars - SHINE	4
Implement speech and language support for all identified pupils	Use of resources recommended by speech and language therapists to support the development of speech and language development in EY and Y1 Improving Literacy in Key Stage 1 EEF	1
Introduce iPad-based Reading intervention in KS2: <ul style="list-style-type: none"> → focus on children who are below ARE for reading and those with a reading age that makes accessing the curriculum challenging 	Our approach to improving reading, writing and maths is embedded within the research from EEF of improving literacy at KS1 and KS2	3

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

Budgeted cost: £ 40,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategically deploy an Attendance officer to: Continue to embed our system of tiered, structured support and challenge so that attendance is $\geq 97\%$ and punctuality is $\geq 99\%$	EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4	2, 3, 4, 5
Embed termly whole school incentives for families to promote 'Imagine what your child could be doing tomorrow' as part of the strategy to raise attendance and reduce persistent absence.	EEF Working with Parents to Support Children's Learning (2018): Recommendation 3 Working together to improve school attendance - GOV.UK	2, 3, 4, 5
Integrate and model SEL skills through everyday teaching, introducing 'The Story Project' PSHE curriculum, complimented by MHM, pastoral support sessions and drop-ins for vulnerable children across school.	EEF Preparing for Literacy Guidance Report (2018): Recommendation 4 EEF Improving Social and Emotional Learning in Primary Schools Guidance Report (2021): Recommendations 1 & 2	6
Early Help Lead Practitioner to be a member of SLT to develop the school's 'Family Support Toolkit' to support parents to understand how to help their children learn (including parent workshops and drop-in sessions with lead practitioners).	EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4 EEF Preparing for Literacy Guidance Report (2018): Recommendation 5	2,3,4,5,7
Develop a strategy of how best to involve families when their child has SEND including, reviewing and evaluating the current system, signposting to external support, how to meet needs, training, SEND processes, K3 individual plans and further developing our SEND Intent and in school provision	EEF supporting parents of children with SEND EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4	2, 3, 4, 5, 7
Improve children's engagement in learning and self-esteem through embedding My Happy Mind and link to: <ul style="list-style-type: none"> → learning → in school relationships → setting goals 	myHappyMind - Digital Mental Wellbeing Support for Young People - NHS Innovation Accelerator	6

→ character strengths		
Improve our wider experiences for our disadvantaged pupils by: <ul style="list-style-type: none"> → developing more opportunities for pupil leadership → embed and improve our range of trips and visits → provide free access to clubs 	Pupil premium - GOV.UK	8

Total budgeted cost: £81,017

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.

- ✓ We have eradicated the disadvantage gap in EYFS with 100% of disadvantaged children achieving GLD in 2024 and 2025
- ✓ We have eradicated the disadvantage gap in Phonics with 100% of disadvantaged pupils passing the phonic screen
- ✓ Children in receipt of pupil premium have been invited to attend extra-curricular clubs at no cost and these have been well attended
- ✓ We have significantly reduced the attendance gap for disadvantaged pupils from 4.3% in 2024 to 1.3% in 2025. Our attendance for disadvantaged children was also significantly higher than the national figure of 92.1% at 94.8%

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
Wordshark	Wordshark
My Happy Mind	My Happy Mind
1: 1 phonics	Read, Write, Inc.
Numbots	Maths Circle
Time Table Rockstars	Maths Circle
Ready to Progress	Ark Mathematics Mastery

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

All strategic decisions that are made by the school are to support our most vulnerable learners. For example, we have updated our PSHCE and RSE curriculum offer to make it more accessible and with a greater focus on emotional literacy, social and emotional learning, personal development and promoting good mental and physical health. We seek funding and local opportunities to widen the experiences of our pupils. For example, inviting in guest speakers, running careers events, and taking part in sporting competitions. We have also increased leadership opportunities for children and outreach work in the community to build a sense of responsibility, power to make a difference and increase self-esteem.