

Pupil Premium Strategy Statement Beaford Community Primary and Nursery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	<i>Dan Polak</i>
Pupil premium lead	<i>George Myers</i>
Governor / Trustee lead	<i>Kiri Snell</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,730
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£17,730

Part A: Pupil premium strategy plan

Statement of intent

At Beaford Community Primary and Nursery School it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. When these starting points are lower, which is commonly associated with children in receipt of PP, we know how important it is to use this funding to accelerate their progress and bring them in line with their peers.

Our curriculum ensures that we take account of our rural and isolated context, creating children who are ready and well-prepared for life in modern Britain. Our geographical disadvantage is viewed as a catalyst for the actions in this statement.

Our key drivers of Building Learning Power, Building Self-esteem, Building Communities and Building Futures sit at the heart of our curriculum, but we recognise that some disadvantaged children will need more help to access these important pillars.

High-quality teaching is at the core of our approach, following guidance from the EEF that 50% of this spend should focus on the quality first teach. With a focus on areas in which disadvantaged pupils require the most support, such as early reading or fluency.

THE PUPIL PREMIUM TIERED MODEL



Implicit in the outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is:

- High quality teaching will be our priority and attracts 50% of the PP spend.
- Enrichment opportunities close the cultural advantage back and take up 25% of the spend.
- Interventions to address low performance are regular, well designed and prioritised. This is the final 25% of the spend.

Challenges

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

Challenge number	Detail of challenge identified in 2024/2025- to be addressed over the three years of strategy
1	Through observations and child support it is evident disadvantaged children have more difficulties with playtimes, including developing positive relationships, appropriate and happy play, meeting school expectations for less structured times- impacting upon learning time through resulting lower self-esteem and preparedness for learning.

2	Ensure attendance of disadvantaged children is in line with their peers across the school (which is consistently above national average). Keeping the levels of persistent absence across vulnerable groups well below national average.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is less developed, particularly around arithmetical fluency.
4	Internal and external assessments show our disadvantaged children are less successful in phonics.
5	Writing outcomes show that our disadvantaged children don't make the required progress at their age-related expectation.
6	There are limited experiences for disadvantaged children of wider opportunities which are easier to access for more affluent peers.

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
Improved social and emotional abilities resulting in empowered children making positive choices.	<ul style="list-style-type: none"> • Reduced play time incidents in children falling out. • Children are making positive choices in difficult situations and are able to support others appropriately.
To improve attendance for all pupils	<ul style="list-style-type: none"> • School attendance target of 96% met. • Attendance of disadvantaged pupils in line with attendance of their peers • Persistent absence reduced below 10% and in line for disadvantaged pupils and their peers. <ul style="list-style-type: none"> ○ Strategies to improve attendance have a positive impact: Breakfast club, pastoral support, ○ interventions.
To ensure vulnerable children have commensurate arithmetical fluency with their peers.	<ul style="list-style-type: none"> • The attainment gap between disadvantaged children and their peers becomes insignificant. • Assessments show pupil progress matches national expectation or higher. • MTC data and arithmetic data is above national average.
To ensure all pupils read with fluency, confidently and able to comprehend.	<ul style="list-style-type: none"> • RWI and AR show disadvantaged pupils are making good progress. • Whole class reading develops vocabulary and understanding of age-related texts. • Phonics data is above national average and there is an urgent approach to making those who missed the mark at year 1 phonetically secure.
To use Ready, Steady, Write to improve disadvantaged writing outcomes.	<ul style="list-style-type: none"> • Disadvantaged children make increased progress at their ability. • They can articulate their learning and make suggested ways on how to improve it. • Comparative judgements/Assessments show improved (ARE) outcomes for disadvantaged children.

<p>Big Event opportunities provide disadvantaged children the opportunity to participate and immerse themselves in wider learning experiences.</p>	<ul style="list-style-type: none"> • Disadvantaged children have similar life experiences to that of their peers. • They can make connections in their learning to real life scenarios. <ul style="list-style-type: none"> ○ They have increased cultural capacity and are global citizens and can articulate this through pupil conferencing.
--	--

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 Budgeted cost: £8,865

Activity	Evidence to support the approach	Challenge Number
<p>Purchasing and CPD: Jigsaw - PSHE This is fully embedded throughout all Year groups.</p>	<ul style="list-style-type: none"> • Empowered children over their thoughts, feelings, emotions and wellbeing. • Children can SLAE about their feelings/emotions. • Reduced CPOMS around behaviour. <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement/planning</p>	<p>1,2,6</p>
<p>Accelerated Reader: Scheme and resources to provide high quality online reading texts and teacher assessment. Accelerated Reader is a proven tool for raising engagement in</p>	<ul style="list-style-type: none"> • Reading comprehension strategies. • Diagnostic assessments outlining strength and areas for <ul style="list-style-type: none"> ○ development. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</p>	<p>2,4,5,6</p>

<p>Read Write Inc: Established throughout EYFS and KS1 - An approved DFE scheme to develop early reading.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?</p>	<p>2,4,5</p>
<p>Ready, Steady, Write</p>	<p>Aligned scheme with three other trust schools which focuses on direct instruction and practice in writing in order to raise the standard to above national average.</p>	<p>5</p>

<p>White Rose Maths and TTRS: To ensure there is high quality T&L, resourcing, support and consistency of mathematical knowledge and skills acquisition across the school.</p>	<p>WRM helps children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking. This inclusive approach is based on the principles of cognitive psychology and child development. https://www.structurallearning.com/post/white-rose-maths-a-teachers-guide#:~:text=White%20Rose%20Maths%20helps%20children,cognitive%20psychology%20and%20child%20development.</p>	<p>2,3</p>
<p>Subscriptions: Speech and Language Link TT Rockstars Twinkle (WRM, AR)</p>	<p>Through bespoke subscriptions this will support Home Learning, tailor specific areas for learning needs and provide families and children support materials and resources to close the gap for disadvantaged children. https://swgfl.org.uk/magazine/what-has-been-the-impact-of-remote-learning/</p>	<p>1,2,3,4,5,6</p>

Targeted academic support

Budgeted cost: £4,432

Activity	Evidence that supports this approach	Challenge addressed
Morning and Afternoon interventions (delivered by Support Staff).	<p>Quality second wave teaching delivered to support additional needs of children shows positive outcomes on pupil performance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2,3,4,5

Phonics and Reading interventions in KS1 and KS2, including 1:1 reading: Daily phonics interventions delivered across Key Stage 1 and 2.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4,5
--	--	-----

Wider strategies

Budgeted cost: £4,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	<p>This is proven to impact attendance as well as outcomes for reading, writing and maths.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths</p> <p>res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths</p> <p>res&utm_medium=search&utm_campaign=site</p>	1, 6 (2,3,4,5)

	search&search_term=breakfast%20club	
Parental workshops (including Pastoral Support sessions for disadvantaged families).	The EEF suggests an, on average, progress measure of an additional four months through a high degree of parental engagement. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement	All

<p>Educational experiences (including Music lessons, subsidised visits and Wave project/Pony Therapy)</p>	<p>Children benefit from having access to a variety of educational visits which enrich their learning and expose them to a variety of real world activities / environments.</p> <p>https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf</p>	<p>All</p>
<p>Wider educational experiences (KS2: residential, music lessons)</p>	<p>Enabling the children to experience an environment beyond Beaford, whilst building relationships and developing their teamwork skills (leading to increased student wellbeing, attendance and behaviour)</p>	<p>All</p>

Total budgeted cost: £17,730

Part B: Review of the previous academic year

Attainment data

Data from GLD, MTC, Phonics, KS2

Personal development outcomes

The personal development outcomes for children at Beaford school were judged to be Outstanding by Ofsted in January 2025. Ofsted commented that pupil premium children were provided with a wide range of opportunities. They described the provision as exemplary. The deep understanding of the slave trade, wider cultures and a global understanding featured in this outstanding outcome- with specific reference to the most vulnerable.

Curriculum Enrichment:

In order to assist and relieve financial burden on parents the school has made a contribution to each of the education visits (on and off site) bringing down the costs to a minimum - resulting in more learning opportunities continuing to take place. Parents report that they are happy to pay a small voluntary contribution while the school makes up the rest of the cost. There are high levels of engagement from pupil premium children with these additional trips which raise the scope and aspiration for all.

Disadvantaged attendance figures

The gap between PP and non-PP closed, but work remains to be done in this area so we have kept this as a priority for the ongoing 2025/2026 year.

Attendance overall 94.6%
PP vs non PP gap =93.3% vs 94.89%

Data

Pupil premium children achieved in line with the national average at KS2, making exceptional progress from when the school joined the trust. All children without a double disadvantage of SEND achieved the national standard with other children. Multiplication tables check results were better than national average at 21.8 average score compared with the national figure of 20.6 and Devon's figure of 20.1.

Phonics outcomes for pupil premium were 100% for 2025 and the Good Level of Development for children with pupil premium were also 100%.

