

## Pupil premium strategy statement – Beaver Primary School (2025-2026)

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	222
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Headteacher
Pupil premium lead	Mrs Nicola Edwards
Governor / Trustee lead	Mrs Kryshia Winkler

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£187,860

## Part A: Pupil premium strategy plan

### Statement of intent

Our Pupil Premium strategy is rooted in our school ethos and values: *“Working together to achieve our best in a safe, nurturing environment.”* These principles guide our determination to ensure that every pupil—regardless of background, prior attainment, or any potential barriers to learning—has the opportunity to flourish academically, socially and emotionally.

We are committed to achieving excellence for all. In-line with the Education Endowment Foundation (EEF) Guide to the Pupil Premium, our approach is grounded in evidence-based practice and built around the three-tiered model of high-quality teaching, targeted academic support, and wider strategies. This ensures that our provision is both strategic and responsive, enabling us to address disadvantage with precision and purpose.

Our Pupil Premium strategy sits alongside, and is fully aligned with, our school self-evaluation and development plan. These documents identify our whole-school priorities for the year, and the Pupil Premium strategy ensures that disadvantaged pupils are placed at the heart of this improvement work. By integrating our approach in this way, we ensure coherence, consistency, and a shared commitment across the school to raising outcomes for all.

*“Great teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” (Marc Rowland).* This principle reinforces our belief, at Beaver Primary School, that high-quality classroom practice, delivered consistently, is central to ensuring equity and excellence. High-quality teaching sits at the core of our work. We believe that all pupils should be supported and challenged to achieve their very best, and we maintain high expectations for every learner. Staff use ongoing assessment and professional insight to identify emerging needs quickly, allowing timely intervention with the aim of preventing small gaps from becoming established barriers.

At Beaver Primary School, everyone belongs: our nurturing environment ensures that pupils feel safe, valued, and ready to learn. We recognise that academic success is closely linked to wellbeing, and our wider pastoral support reflects this understanding. By working collaboratively—staff, pupils, families, and the wider community—we create a culture where every child is empowered to succeed.

Through this strategy, we reaffirm our commitment to equity, ambition, and the belief that disadvantage must never limit a child’s potential.

## Challenges

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

Challenge number	Detail of challenge
1	<p>As stated in the SIP 4.1: To cultivate a strong reading culture across school which increases the proportion of pupils meeting or exceeding expected reading standards.</p> <p><b>Evidence base/in response to:</b></p> <ul style="list-style-type: none"> <li>- Monitoring and professional dialogue with teaching staff with main responsibilities for leadership of reading</li> <li>- Monitoring and dialogue with pupils</li> <li>- Read Write Inc programme continues to be used, and KS1 PSC outcomes evidence this having a positive impact</li> <li>- Required fidelity to the reading approaches across school</li> <li>- Access to CPD through the local authority</li> </ul> <p><b>2024-2025 KS2 Reading outcomes: 64% EXS (National 75% Oldham 71%) 18% GDS (National 33% Oldham 26%)</b></p> <p><b>2024-2025 KS2 Reading outcomes for PP children : 62% EXS (National 62% Oldham 62%) Non PP 71% (Oldham 76%)</b></p>
2	<p>As stated in the SIP 4.2: To accelerate progress in writing and increase the number of pupils meeting the expected standard.</p> <p><b>Evidence base/in response to:</b></p> <ul style="list-style-type: none"> <li>- Monitoring and professional dialogue with teaching staff with main responsibilities for leadership of writing</li> <li>- Addressing writing standards has led to implementation of a spelling programme</li> <li>- Required fidelity to the writing process across school</li> <li>- Pupil voice indicates writing is an area where more support is needed</li> <li>- Support from the Local Authority and access to CPD.</li> </ul> <p><b>2024-2025 KS2 Writing outcomes: 57% EXS (National 72% Oldham 67%) 0% GDS (National 13% Oldham 7%)</b></p> <p><b>2024-2025 KS2 Writing outcomes for PP children : 52% EXS (National 59% Oldham 59%) Non PP 71% (Oldham 74%)</b></p>

3	<p>As stated in SIP 4.3: To increase the number of pupils achieving age-related expectations in maths.</p> <p><b>Evidence base/in response to:</b></p> <ul style="list-style-type: none"> <li>- Monitoring and professional dialogue with teaching staff with main responsibilities for leadership of maths</li> <li>- School began implementing Power Maths in September 2023 (September 2024 in all year groups) due to it being identified as area of need from whole school data</li> <li>- Required fidelity to Power Maths</li> <li>- Pupil voice indicates maths is an area where more support is needed</li> <li>- Support from the NW1 MathsHub and access to CPD</li> </ul> <p><b>2024-2025 KS2 Maths outcomes: 68% EXS (National 74% Oldham 71%) 11% GDS (National 26% Oldham 21%)</b></p> <p><b>2024-2025 KS2 Maths outcomes for PP children : 67% EXS (National 62% Oldham 62%) Non PP 71% (Oldham 78%)</b></p>
4	<p>As stated in the SIP 5.2: To improve the overall level of pupil attendance, whilst reducing the number of children who are persistent absentees.</p> <p><b>Evidence base/in response to:</b></p> <ul style="list-style-type: none"> <li>- In 2024-2025, the attendance rate for compulsory school aged pupils was 93.5% Absence rate of 6.5%: 4.2% authorised and 2.2% unauthorised (National 94.8% Absence rate of 5.2% in state-funded primary schools: 3.7% authorised and 1.5% unauthorised)</li> <li>- The rate of persistent absence in 2024-2025 was 19.9% (National was 13.5% in state-funded primary schools)</li> <li>- Pupil voice indicates that the PA children enjoy school and want to be here</li> <li>- Termly attendance reviews with Local Authority Attendance Officer</li> </ul>
5	<p>As stated in SIP 7.1: To further develop language and communication skills in Early Years so all pupils achieve well from their starting point.</p> <p>2.2 To ensure early identification of speech, language and communication needs throughout the school and ensure timely support/intervention is provided.</p> <p><b>Evidence base/in response to:</b></p> <ul style="list-style-type: none"> <li>- Assessments on entry highlight large numbers of pupils entering school with low levels of language, including limited vocabulary, reduced expressive and receptive language skills, and weaker communication confidence</li> <li>- SLCN is a common barrier affecting children’s ability to access the curriculum, form relationships and make expected progress</li> <li>- The primary area of need for most SEND pupils is communication and interaction</li> </ul>

6	<p>As stated in SIP 5.1: To embed the behaviour policy while explicitly developing pupils' self-regulation skills to enhance their behaviour and attitudes.</p> <p>6.1 To develop a culture of responsibility among pupils where they play an active part in school life.</p> <p>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Strengthening our pastoral offer and relationships with children and families is a key priority.</p> <p><b>Evidence base/in response to:</b></p> <ul style="list-style-type: none"> <li>- Monitoring and professional dialogue with the pastoral manager, safeguarding team and wider staffing team</li> <li>- A significant number of children requiring pastoral support to assist with their social, emotional and mental wellbeing</li> <li>- Pupil voice indicates that support is needed</li> <li>- Pupils accessing the Wellbeing Walk-ins</li> <li>- Families requiring help and asking for support with issues impacting on day-to-day living</li> </ul>
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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
<p>As stated in the SIP 4.1: To cultivate a strong reading culture across school which increases the proportion of pupils meeting or exceeding expected reading standards.</p>	<ul style="list-style-type: none"> <li>- Fidelity to Read Write Inc programme with proven impact.</li> <li>- Increased attainment in reading for all pupils, with disadvantaged pupils making strong progress and reducing the attainment gap over time.</li> <li>- Improved reading fluency, comprehension and vocabulary, enabling pupils to access the full curriculum with greater confidence and independence.</li> <li>- A sustained whole-school reading culture, where reading is valued, visible and embedded across all subjects and phases.</li> <li>- Greater engagement and enjoyment of reading, demonstrated through pupil voice, increased reading for pleasure, and higher participation in reading-related activities.</li> <li>- Improved home-school reading routines, with pupils reading regularly at home and families feeling confident in supporting reading.</li> <li>- Early identification and support for pupils at risk of falling behind, ensuring timely, targeted intervention that leads to accelerated progress.</li> <li>-</li> </ul>

	<ul style="list-style-type: none"> <li>- Consistent, high-quality reading instruction across the school, supported by ongoing professional development and evidence-informed practice.</li> </ul>
<p>As stated in the SIP 4.2: To accelerate progress in writing and increase the number of pupils meeting the expected standard.</p>	<ul style="list-style-type: none"> <li>- A higher proportion of pupils, including those eligible for Pupil Premium, meet the expected standard in writing at the end of each key stage.</li> <li>- Disadvantaged pupils make accelerated progress in writing from their starting points, reducing the attainment gap with their peers.</li> <li>- Pupils demonstrate improved transcription skills (spelling, handwriting, sentence accuracy) as evidenced through writing books and assessment checkpoints.</li> <li>- Increased pupil confidence and independence in writing, shown through greater writing stamina and willingness to write at length across the curriculum.</li> <li>- Teachers deliver consistent, high-quality writing instruction, including modelling, scaffolding and feedback, evidenced through lesson visits and book looks.</li> <li>- Targeted interventions lead to rapid improvement for identified pupils.</li> <li>- Writing outcomes are validated through internal and external moderation, confirming accuracy and consistency of teacher assessment.</li> </ul>
<p>As stated in SIP 4.3: To increase the number of pupils achieving age-related expectations in maths.</p>	<ul style="list-style-type: none"> <li>- A higher proportion of pupils, including those eligible for Pupil Premium, meet age-related expectations in maths at key assessment points.</li> <li>- Disadvantaged pupils make accelerated progress in maths from their starting points, reducing the attainment gap with their peers.</li> <li>- The Power Maths programme is fully embedded across all year groups, with consistent use of mastery approaches observed in lessons and reflected in pupil outcomes.</li> <li>- Daily maths meetings are delivered consistently and effectively, leading to improved fluency, number sense and retention of key concepts.</li> <li>- Pupils demonstrate rapid improvement in recall of times tables and number facts, evidenced through regular low-stakes assessments and increased confidence in applying facts to problem-solving.</li> <li>- Teachers and support staff engage in ongoing CPD, resulting in stronger subject knowledge, improved pedagogical practice and greater consistency across the school.</li> <li>- Targeted pupils receive timely intervention that leads to clear gains in fluency, reasoning and problem-solving.</li> <li>- Lesson visits, book looks and pupil voice show that pupils are more confident mathematicians, able to articulate their thinking and apply strategies independently.</li> <li>- Curriculum and assessment monitoring confirm that maths teaching is coherent, sequenced and aligned with mastery principles, supporting sustained improvement over time.</li> </ul>

<p>As stated in the SIP 5.2: To improve the overall level of pupil attendance, whilst reducing the number of children who are persistent absentees.</p>	<ul style="list-style-type: none"> <li>- Overall pupil attendance improves and moves closer to national averages.</li> <li>- The proportion of pupils who are persistent absentees decreases.</li> <li>- Identified pupils at risk of low attendance receive timely, targeted support, resulting in improved attendance patterns over the year.</li> <li>- Attendance monitoring systems are consistently applied, enabling early identification of concerns and swift follow-up by staff.</li> <li>- Families engage positively with school attendance processes, shown through increased participation in meetings, support plans and early help interventions.</li> <li>- Pupils report feeling safe, supported and motivated to attend school, as evidenced through pupil voice and wellbeing surveys.</li> <li>- Attendance initiatives (e.g. rewards, breakfast provision, pastoral support) show measurable impact on targeted pupils' attendance.</li> <li>- Reduction in the number of pupils with unexplained or unauthorised absences, supported by strengthened home-school communication.</li> </ul>
<p>As stated in SIP 7.1: To further develop language and communication skills in Early Years so all pupils achieve well from their starting point.</p> <p>2.2 To ensure early identification of speech, language and communication needs throughout the school and ensure timely support/intervention is provided.</p>	<ul style="list-style-type: none"> <li>- A higher proportion of pupils in Early Years meet age-related expectations in Communication and Language by the end of Reception.</li> <li>- Children demonstrate improved vocabulary, listening and attention, and speaking skills, evidenced through ongoing observations, baseline assessments and EYFS checkpoints.</li> <li>- Staff deliver consistent, high-quality language-rich provision, including modelling, questioning and structured talk opportunities across all areas of learning.</li> <li>- Targeted pupils make accelerated progress from their starting points due to timely, evidence-based interventions (e.g. Wellcomm and BLAST)</li> <li>- Learning environments indoors and outdoors show a strong emphasis on oracy, vocabulary development and purposeful talk, confirmed through learning walks and pupil engagement.</li> <li>- Parents and carers are increasingly engaged in supporting early language at home, shown through improved participation in workshops, stay-and-play sessions and home-learning activities.</li> <li>- Screening tools, assessments and teacher observations lead to accurate identification of pupils requiring additional support.</li> <li>- Identified pupils receive timely, targeted intervention, with clear evidence of progress in pre- and post-intervention assessments.</li> <li>- Staff confidence and expertise in supporting SLCN increases, demonstrated through CPD participation, improved classroom practice and consistent use of strategies.</li> <li>- Strong partnerships with external agencies ensure pupils with more complex needs receive appropriate, coordinated support.</li> <li>- Pupil voice and classroom observations show that pupils are more confident communicators, able to express themselves clearly and engage successfully in learning.</li> </ul>

<p>As stated in SIP 5.1: To embed the behaviour policy while explicitly developing pupils' self-regulation skills to enhance their behaviour and attitudes.</p> <p>6.1 To develop a culture of responsibility among pupils where they play an active part in school life.</p>	<ul style="list-style-type: none"> <li>- The behaviour policy is consistently implemented across the school, with all staff applying expectations, routines and consequences with fidelity.</li> <li>- Pupils follow the STAR values and these are clearly reflected in their daily conduct, interactions and attitudes to learning.</li> <li>- The Zones of Regulation approach is fully embedded, with pupils confidently identifying their emotional state and selecting appropriate strategies to return to the green zone.</li> <li>- Pupils make effective use of regulation toolkits, demonstrating increased independence in managing emotions, resolving conflict and maintaining focus.</li> <li>- Classroom observations show pupils are settled, focused and ready to learn, with few disruptions and smooth transitions.</li> <li>- Staff use self-regulation strategies (e.g. emotion coaching, restorative conversations, co-regulation) consistently and effectively across the school.</li> <li>- Targeted pupils receiving pastoral or behaviour support show measurable improvements in emotional regulation, engagement and behaviour.</li> <li>- Pupil voice indicates that pupils feel safe, supported and clear about behaviour expectations, and can articulate how STAR values and regulation tools help them.</li> <li>- Pupils take on a wider range of leadership and responsibility roles, with disadvantaged pupils well represented across roles such as school council, wellbeing champions, mini police.</li> <li>- Pupil voice shows that pupils feel they have a meaningful role in shaping school life, and can explain how they contribute to the school community.</li> <li>- Pupils demonstrate greater ownership of their learning and behaviour, shown through improved attitudes, pride in work and positive conduct around school.</li> <li>- School events, assemblies and curriculum opportunities regularly celebrate pupil leadership and responsibility, reinforcing a culture of contribution.</li> <li>- Monitoring shows that pupils' sense of belonging and engagement with school life has strengthened over time, supporting improved wellbeing, attendance and behaviour.</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: £37, 314

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in a comprehensive Professional Development Programme to support Teacher's knowledge &amp; understanding.</p> <ul style="list-style-type: none"> <li>• Read Write Inc termly development days and progress meetings</li> <li>• Access to RWI portal and weekly coaching sessions</li> <li>• Power Maths training and access to ActiveLearn platform</li> <li>• Accelerated Reader</li> <li>• Maths consultancy support termly</li> <li>• CPD from MathsHub</li> <li>• CPD through the DBV SEMH programme</li> <li>• CPD through local authority</li> </ul>	<p>Teaching quality is a crucial factor in raising pupil attainment and professional development is likely to be more effective when design and delivery involves specialist expertise from a range of sources.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 2, 3, 5, 6</p>
<p>Resources to support our curriculum provision:</p> <ul style="list-style-type: none"> <li>• Read Write Inc portal</li> <li>• PM ActiveLearn</li> <li>• Accelerated Reader</li> <li>• LbQ</li> <li>• Reading Cloud</li> <li>• Blast and Wellcomm resources etc.</li> <li>• Numberstacks</li> <li>• Historical association subscription</li> <li>• Charanga subscription</li> <li>• Primary Languages Network subscription</li> </ul>	<p>High quality resources purchased to support teaching and learning.</p> <p>Using digital technology effectively to improve pupils' learning including the improvement of the quantity and quality of pupil practice has been summarised by the EEF.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=1698759364">https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=1698759364</a></p>	<p>1, 2, 3</p>
<p>Standardised assessments purchased and administered to give a reliable, objective measure of pupil attainment, helping us identify gaps early and track progress accurately over time.</p>	<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</p>	<p>1, 2, 3</p>

	through interventions or teacher instruction.	
<p>Music: Wider opportunities &amp; Further opportunities and Beaver Music Scholarship.</p> <p>Also 'Hands &amp; Voices' (Early Years)</p> <p>All Year 3 children engage in weekly music sessions with a specialist music teacher and learn to play a brass instrument. The further opportunities programme is then offered to a group of ten children who show promise and they continue with dedicated music lessons in Year 4. The prestigious Beaver Music Scholarship is awarded to a small group of children at the end of Year 4 who show aptitude and promise to ensure they are able to receive free music lessons and their own musical instrument to play for their final two years at Beaver.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	5, 6

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

Budgeted cost: £102,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics 1:1 tuition sessions targeted at pupils who require further phonics support.</p>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2

<p>Reading intervention (1:1, small group) targeted at pupils who require further reading comprehension support in KS2.</p>	<p>There are evidence based recommendations for teaching specific strategies that pupils can apply to monitor and overcome barriers to comprehension. This is summarised by the EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1</p>
<p>Skilled TA3 support across KS1/KS2 classes to provide high quality teaching support, same day intervention and feedback as part of QFT.</p>	<p>There is strong evidence on the principles of good feedback and positive impacts on learning. TAs are well trained and attend most CPD for teachers. This ensures they are able to support pupils effectively and have a high impact on T&amp;L. EEF guidance summarises this:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1, 2, 3, 5, 6</p>
<p>Termly teacher/pupil/parent meetings.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £47,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise overall levels of attendance by applying principles of good practice set out in the DfE attendance advice.</p> <p>SLA with local authority so external EWO support can be used to support attendance procedures. With families requiring support and where pupil attendance is of a concern. Headteacher and pastoral manager to meet weekly to review attendance reports and formulate actions. Attendance awards to support good attendance.</p>	<p>The DfE 'Working Together to Improve School Attendance' guidance states how schools must have regard to the toolkit as part of efforts to maintain high levels of school attendance.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</a></p>	4
<p>To support children and families with a range of issues including attendance, housing, behaviour and, through this, support learning/progress in school.</p> <p>Employment of a highly skilled pastoral manager with expertise/qualifications in psychology and counselling.</p>	<p>The Pastoral lead works extensively with our vulnerable children, removing barriers to their learning and ensuring support agencies are involved where necessary. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Children can only learn when they are in a mindset to do so, children in emotional crisis will struggle to achieve.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours">https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours</a></p>	4, 6
<p>To provide a wide range of experiences for PP pupils to engage in learning. This ensures they have the opportunity to access a wide range of cultural/educational experiences.</p>	<p>Pupils are taken on visits or have visitors into school every term. Trips/visitors are heavily subsidised by school. Children who are exposed to educational trips will have an enhanced knowledge and understanding of the world. This helps build confidence and self-esteem.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p>	1,2,3,4,5,6

**Total budgeted cost:** £187,860

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Development days with the RWI consultant were positive: staff benefitted from the high level of external expertise and this impacted positively on pupil outcomes. In 2025, 82.8% of Year 1 pupils passed the PSC (exceeding the National figure of 80% and up by 10.4% from the previous year). Pupils with English as an additional language performed well with 90.9% meeting the standard (an increase of 27.3% from 2023).

Targeted use of teaching assistants to deliver interventions in Early Years impacted positively.

	2023	2024	2025
Good Level of Development	50%	53.3%	56.7%
Self-regulation	76.9%	73.3%	80%
Managing self	76.9%	73.3%	80%

End of Key Stage 2 data showed improvements in 2024-2025 in all areas:

	2024	2025
Children achieving expected standard in reading	53.6%	64.3%
Children achieving expected standard in writing	53.6%	57.1%
Children achieving expected standard in grammar, punctuation and spelling	63.3%	64.3%
Children achieving expected standard in maths	43.3%	67.9%
Children achieving expected standard in RWM combined	25%	53.6%

Attendance data across the school for 2024-2025 was 92.9% (all pupils including those who left and those not of compulsory school age) and the number of persistent absentees reduced slightly. There was only 0.1% gap between disadvantaged (92.8%) and non-disadvantaged (92.9%) pupils.

Academic Year	Overall % of attendance	% of persistent absentees
2021-2022	92.2%	29.2%
2022-2023	92.9%	25.7%
2023-2024	93.2%	23.3%
2024-2025	92.9%	23.6%

Close monitoring of attendance, support for families and involvement of other agencies continues to be a priority at Beaver Primary School. School leaders continue to make huge efforts to improve attendance and have engaged with the DfE Attendance Hubs programme and attend Local Authority attendance network and target meetings.

The pastoral leader played an integral role by working closely with our most vulnerable families. She provided them with essential support, signposting them to relevant agencies who could assist with housing, finance, employment, routines in the home etc. She also continued to support our most vulnerable children, giving them emotional support to become more independent and self-motivated, whilst leading the school in developing our wellbeing strategies. The pastoral leader worked in conjunction with the named senior leader for attendance, analysing reports, tracking pupils, liaising with parents/carers and working with the Local Authority Attendance Officer. She often makes home visits and facilitates access to the school day for children who might otherwise be at home.

Breakfast Club was well attended each morning. This provision helped to reduce the stress of the morning routine for families and enabled the children to have up to an hour before school started so they could relax, play, eat and socialise, all without the rush of getting to school. Breakfast Club supported some families who otherwise experienced attendance/punctuality difficulties.

All pupils, including those who were disadvantaged, continued to have access to a wide range of enrichment experiences having benefitted from one or more off-site visits as well as visitors to school to support learning/curriculum. The wider opportunities programme was accessed by all children in Year 3, seeing them benefit from weekly music lessons by a specialist teacher and learning to play a brass instrument. The further opportunities programme was offered in Year 4 together with small group tuition in Year 5 and Year 6. In Early Years Foundation Stage, the Hands & Voices programme was run successfully, providing additional support to the children's speaking and listening skills.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Read Write Inc	Ruth Miskin
Power Maths	Pearsons
Accelerated Reader	Renaissance
Wellcomm and Wellcomm Primary	GL Assessment

### **Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A