



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Beaulieu Village Primary
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	12.3% - 15 children (FSM)
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Katherine Jones
Pupil premium lead	Katherine Jones
Governor / Trustee lead	Sally Needham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,520.00
Recovery premium funding allocation this academic year	£652.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,172.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We believe:

*High quality teaching is vital, rather than interventions to compensate for poor teaching – by focusing on improving the quality of teaching we will improve outcomes for all children, but particularly our most vulnerable

*Where 'additional to and/or different from' is required, evidence should be used to allocate funding to 'high-impact' strategies, based on research from reputable sources

*The welfare and progress of children in receipt of pupil progress is a core responsibility of governance; governors must be routinely involved

Our Pupil Premium Strategy has been developed after referring to guidance in the Education Endowment Fund (EEF) Teaching and Learning Toolkit, Ofsted's latest reports on the use of pupil premium and the NFER report on supporting the attainment of disadvantaged pupils. We have chosen approaches based on this research and based on strategies that have worked well in previous years.

Challenges

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

Challenge number	Detail of challenge
1	Potential for lower expectations of pupil premium children to impact negatively on educational outcomes – children may be more likely to have lower attainment or struggle in particular areas
2	Limited money to fund extra-curricular activities reduces opportunities. Access to technology and educational materials may also be limited

3	Potential for disadvantaged children to be less engaged in learning and display poor metacognition and self-regulation skills (learning to learn skills, independence and resilience)
4	Our assessments and observations indicate that the education and well-being of many of our older disadvantaged children was impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in the core subjects.
5	Research shows that disadvantaged children may not develop phonological awareness and vocabulary at the same rate as others, due to exposure to fewer words spoken and books read at home
6	Wellbeing, mental health and safeguarding concerns are likely to be more prevalent

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
All staff will be aware of who are disadvantaged children are and have high expectations that impact positively on educational outcomes and wellbeing.	Disadvantaged children will make at least expected progress and have equal opportunities to access wider curriculum opportunities when compared to non-disadvantaged children
Use of the Revised Little Wandell (phonics/reading) Scheme will result in all children learning to decode well and to read in line with age related expectations. The Revised Little Wandell Catch Up and Fluency programmes will support children in KS2 who need to catch up.	Disadvantaged children will receive high quality phonics teaching, interventions and vocabulary teaching enabling them to read at least in line with age related expectations. Disadvantaged children in KS2 will develop their reading confidence, stamina, and fluency.
Reading comprehension strategies will be well taught in guided reading sessions, particularly at KS2.	Disadvantaged children will acquire the necessary skills for reading and understanding age-appropriately challenging texts.
Mastery mathematics teaching (with key staff released to for training at the Solent Maths Hub) will ensure mastery for children at all stages.	Children at risk of falling behind will be supported to make accelerated progress.

<p>Disadvantaged children will be supported by responsive use of the school's Heartsmart programme and explicit teaching of executive functioning skills (Kit Messenger Curious not Furious approach) with additional ELSA support provided where necessary, so that key social and emotional skills are taught.</p>	<p>Disadvantaged children will show improved attitudes to learning.</p>
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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: £16,172.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to ensure high expectations and standards for pp children</p> <p>Sally Needham will oversee and monitor provision for pupil premium children</p> <p>In school Katherine Jones will lead and manage pupil premium provision ensuring that</p> <ul style="list-style-type: none"> - all staff are aware of which children are eligible for pupil premium - all staff make use of assessment to track the progress of pupil premium children - all staff ensure that day to day teaching meets the needs of pupil premium learners and that feedback to pupil premium children is specific, accurate and clear - in each class, pupil premium children's needs are identified and met, including those of more able pupil premium children through planned additional support - all staff actively target pupil premium children to ensure that they have opportunities to engage and take part in wider extra-curricular opportunities and resources required to achieve well. For example, staff to monitor extra-curricular opportunities inside and outside of school - Pupil Premium funding is used to support additional activities and resources e.g., additional workshops, purchase of equipment, uniform, resources for use at home (see below) - Performance Management is linked to pupil premium children 	<p>Research shows that stereotypical views of disadvantaged children can result in lower expectations and in turn lower educational outcomes.</p> <p>EEF Effective Feedback/Quality First Teaching (+ 9 months)</p>	<p>1 - 6</p>

<p>Use of the Revised Little Wandle Phonics Scheme</p> <p>In school, Rachael Burt will lead and manage phonics and reading ensuring that</p> <ul style="list-style-type: none"> - On-going CPD is provided for staff to ensure confidence and strong subject knowledge - Range of Little Wandle books is extended - All emerging readers have access to books, resources and teaching which are well matched to their existing skills and knowledge - Keep Up and Catch Up programmes are in place for children of all ages who need them - Time for Reading Lead to carefully monitor progress and ensure phonics/early reading teaching is responsive and provides extra support where necessary 	<p>EEF findings show that some disadvantaged children may not develop phonological awareness at the same rate as other children, having been exposed to fewer words spoken and books read at home.</p> <p>EEF Phonics (+ 5 months)</p>	<p>1,3,4 and 5</p>
<p>Love of reading effectively promoted</p> <ul style="list-style-type: none"> - Support from English advisor to further refine approach to guided reading, ensuring appropriately challenging texts in KS2 - Questioning - Metacognitive talk to model strategies - Use of graphic or semantic organisers (maps, webs, graphs, frames) - Library Advisors visit the Schools Library Service to select books to enhance book corners and enthuse all children 	<p>EEF shows disadvantaged children less likely to own books and acquire necessary skills for understanding challenging texts</p>	<p>1,3,4 and 5</p>
<p>A highly effective mastery approach to teaching mathematics is in evidence across the whole school</p> <ul style="list-style-type: none"> - Maths lead and teacher new to KS1 released to attend significant training with the Solent Maths Hub - Updates and CPD made available to all staff through staff meetings - Strong practice modelled - Strategies explored for scaffolding learning to ensure success for lower attaining mathematicians and to deepen the learning of higher attaining 	<p>EEF Mastery Learning (+ 5 months)</p>	

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Improved task design to enable mastery for lower attaining children in maths</p> <p>Provide teaching which focuses on breaking learning into small steps</p> <ul style="list-style-type: none"> - Maths lead/SENCO to provide support for task design - Maths lead/SENCO to monitor how classroom teaching addresses IEP/PP targets - Maths lead/SENCO to monitor the efficient use of support staff and provide support for teachers - Specific maths intervention programmes which have been evaluated by our Maths Lead (Fluency B, Numbots and TTRS) 	<p>EEF Mastery Learning (+ 5 months)</p>	<p>1,3 and 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Responsive use of Heartsmart, explicit teaching about executive functioning skills and targeted use of ELSA</p> <p>To enable children to improve</p> <ul style="list-style-type: none"> - Self-awareness - Self-regulation - Social/relationship skills - Responsible decision making <p>Nurture support for targeted children in school ELSA provided by newly Trained member of staff</p>	<p>EEF Metacognition and self-regulation (+ 7 months)</p>	<p>6</p>

Total budgeted cost: £31,172.50

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 2023 to 2024 academic year.

3 children out of 3 in receipt of pupil premium met the expected standard in all three subjects at the end of KS2 and 1 out of 3 achieved Greater Depth Standard in reading and GPS.

Further targeted intervention will be required in Year 4 this academic year, including continued use of Revised Little Wandle reading squads and Catch Up.

1 out of 1 disadvantaged children achieved A Good Level of Development at the end of Year R and 2 out of 4 achieved 25 marks in the Year 4 multiplication tables check.

5 pupil premium children received targeted support to access wider extra curriculum opportunities including Breakfast Club, After School Club and music lessons.

Targeted one to one or group support supported those with lower prior attainment or at risk of falling behind to make accelerated progress in maths.

Disadvantaged children in receipt of support showed improved attitudes and behaviour for learning.

Good attendance for all children and especially our most vulnerable continues to be a major priority.