



Beaulieu Village Primary School Pupil Premium Strategy Statement 2026-27

This statement details our school's use of pupil premium funding (for the 2026-27 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for the next year, how we intend to spend the funding in this academic year and the impact of spending from the last academic year within our school.

School overview

Detail	Data
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	11 (9%) including Forces Premium
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	Michelle Hale
Pupil premium lead	Michelle Hale
Governor lead	Elizabeth Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,710
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>	£29,710

Part A: Pupil premium strategy plan

Statement of intent

We are committed to

- promoting an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
- frequently monitoring and assessing our pupil premium pupils and putting in place an individualised approach to addressing any barriers to learning and catering for wider emotional needs.
- focusing on providing high quality teaching in the classroom in addition to providing additional targeted support and interventions outside of the classroom

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 disadvantaged pupils impacting negatively on educational outcomes.
2	Limited money to fund extra-curricular activities reduces opportunities. Access to technology and educational materials may also be limited.
3	Potential for disadvantaged pupils to be less engaged in learning and display poor metacognition and self-regulation skills (learning to learn skills).
4	Research shows that disadvantaged pupils may not develop phonological awareness and vocabulary at the same rate as other pupils, due to exposure to fewer words spoken and books read at home.
5	Research shows that disadvantaged pupils may be more likely to have lower attainment or struggle in particular areas.
6	Wellbeing, mental health and safeguarding concerns are more likely to be prevalent.

7	Attendance of disadvantaged pupils is not as good as that of non disadvantaged pupils.
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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
All staff will continue to be aware of who our disadvantaged pupils are and have high expectations that impact positively on educational outcomes and wellbeing.	Disadvantaged pupils will make at least expected progress, have equal opportunities to wider extra curriculum opportunities when compared to non disadvantaged pupils.
Continued use of the Revised Little Wandle Letters and Sounds Phonics Scheme, a systematic, synthetic phonics approach to teaching phonics will result in all pupils, including disadvantaged pupils learning to decode well and read in line with age related expectations. In addition to this, continued use of the Revised Little Wandle Catch up programme, the Little Wandle Fluency Programme and targeted reading teaching Reading Fluency strategies to support children in KS2 who need to catch up.	Disadvantaged pupils will as a result of targeted phonics teaching, interventions and vocabulary teaching be able to decode and read well, reading at least in line with age related expectations. Disadvantaged pupils in KS2 will develop their reading confidence, stamina and speed and acquire the necessary skills for reading and understanding challenging texts.
The Pupil Premium Leader will support staff to meet the needs of disadvantaged pupils.	Provision for disadvantaged pupils will be continually reviewed and adjusted to meet needs. All staff will feel supported and confident in providing for and meeting the needs of disadvantaged pupils.
Make use of learning support assistant time to provide small group teaching in reading, writing and Maths. Make use of heatmaps in Little Wandle Assessment tracker to rigorously target any weaker areas.	Targeted one to one or group support will support those identified as having lower prior attainment or who are at risk of falling behind to make accelerated progress.

In addition to the use of the school's Jigsaw programme, provide ELSA support to disadvantaged pupils so that key social and emotional skills can be taught.	Disadvantaged pupils will show improved attitudes and better learning how to learn skills.
Admin time will be allocated to review and monitor the attendance of pupil premium pupils raising any attendance issues with the Headteacher / Designated Pupil Premium Leader who will then contact parents to discuss support strategies for improving attendance. The Wonde portal will be used to share data with the attendance data with the DFE and to monitor trends.	Attendance of disadvantaged pupils will be as good as that of other pupils.

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: **£ 11,589**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to ensure high expectations and standards for pupil premium pupils - A named governor will oversee and monitor provision for pupil premium pupils. - In school, the Headteacher, Mrs Hale, will lead and manage pupil premium provision ensuring that * all staff are aware of which pupil are eligible for pupil premium; * all staff make use of a clear assessment system to track the progress of pupil premium pupils; * all staff ensure that day to day teaching meets the needs of pupil premium learners and that feedback to pupil premium pupils is specific, accurate and clear;	Research shows that stereotypical views of disadvantaged pupils can result in lower expectations and in turn educational outcomes for disadvantaged pupils. A member of staff and governor with a specific role to monitor and oversee provision for pupil premium pupils will ensure that all staff are aware of who our disadvantaged pupils are and have high expectations that impact positively on educational outcomes for them and wider aspects of life.	1,2,3,4,5,6 and 7.

* in each class, pupil premium pupils' needs are identified and met, including those of more able pupil premium pupil through planned additional support; * all staff actively target pupil premium pupils 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, Maths textbooks for use at home.		
Use the Revised Little Wandle Letters and Sounds Phonics Scheme, a systematic, synthetic phonics approach to teach phonics - Ensure all new staff complete updated Little Wandle phonics training. - Update phonics resources for use in Year R, 1 and 2 where needed. - Carefully monitor progress to ensure that the delivery of the phonics programme is responsive and provides extra support where necessary. - All classes to explicitly teach new vocabulary - Tier 2 and 3 words. In addition to this, make use of the Revised Little Wandle Catch up programme, the Little Wandle Fluency Programme and targeted reading teaching Reading Fluency strategies to support children in KS2 who need to catch up. - Purchase revised and new titles for Little Wandle Fluency Books for use in KS2. - Provide additional time and staffing to deliver this programme. - Make use of learning support assistant time to provide targeted reading teaching. - In guided reading sessions and targeted teaching, specifically make use of reading fluency strategies and teach these in targeted interventions, focusing on explicit teaching of prosody, questioning pupils to summarise or identify key points, metacognitive talk to model strategies. (E.g. before reading, clarify the purpose for	The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning. Targeted teaching of vocabulary will aim to improve disadvantaged pupils knowledge of vocabulary. The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Targeted teaching of prosody and comprehension skills will address this potential barrier.	3, 4,5

reading and preview text, during reading, adjust reading speed to fit difficulty of text, address any comprehension difficulties, after reading, check understanding.) Use graphic or semantic organisers (maps, webs, graphs, frames) to focus on the text structure differences between fiction and non-fiction, concepts, sequencing.	Additional catch up in KS2 will support disadvantaged pupils in need of support.	
The Pupil Premium Leader will support staff to meet the needs of pupil premium pupils - Ensure that regular phonics and reading assessments highlight and support catch up interventions for disadvantaged pupils. - Support staff with provision for disadvantaged pupils.	See above	1,2,3,4 and 5
A highly effective mastery approach to the teaching of Maths is evident across the whole school. - Maths Leader and Year 3/4 teachers released to attend Solent Maths Hub training. - Updates and CPD made available to all staff through staff meetings. - Strong practice modelled across the school. - Scaffolding and use of concrete resources to support the progress of lower attaining pupils and to deepen the learning of higher attainers.	EEF Mastery Learning (+5 months)	1, 3 and 5

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

Budgeted cost: **£ 6,370**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Make use of teaching assistant time to provide tuition / small group teaching in reading, writing and Maths. - Accurately identify pupils that require additional support.	The Education Endowment Foundation (EEF) reports that studies in England show that disadvantaged pupils receive additional benefits from one-to-one tuition. Targeted reading, writing and maths one to one tuition /small group teaching will enable disadvantaged pupils to make	3, 4 and 5

- Identify learning gaps and use this knowledge to select content for lessons. - Monitor the impact of tuition / additional teaching on pupil progress and adjust provision accordingly. Learning Support Assistant (HLTA and LSA) hours will be used to work on a one to one or with groups to provide precision teaching, providing mastery learning that focuses on breaking learning into small steps - so that learners work through sequential steps in addition to and outside of main teaching in the classroom. There will be a focus on acquisition of maths and literacy skills. - phonics intervention for Y1 pupils who are not meeting or are not on track to meet the phonics standard in Year 1. - focused work on number bonds, times tables, use of Times Tables Rockstars.	effective progress by providing intensive, targeted academic support, greater levels of interaction compared to whole class teacher. Targeted support will support those identified as having lower prior attainment or who are at risk of falling behind to make accelerated progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ **11,751**

Activity	Evidence that supports this approach	Challenge number(s) addressed
In addition to the use of the school's Jigsaw programme, provide ELSA support to disadvantaged pupils so that key social and emotional skills can be taught. - Self awareness - Self regulation	Research stresses that pupil from disadvantaged backgrounds, on average, have weaker social emotional and literacy skills. ELSA support will focus on addressing this.	6

- Social awareness - Relationship skills - Responsible decision making		
Admin time will be allocated to review and monitor the attendance of pupil premium pupil raising any attendance issues with the HT and Designated Pupil Premium Teacher who will then contact parents to discuss support strategies for improving attendance The Wonde portal will be used to share data with the attendance data with the DFE and to monitor trends	Research shows that disadvantaged pupils attend school less than non disadvantaged pupils	7

Total budgeted cost: £ 29, 710

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

As a result of pupil premium interventions in 2025 to 2026:

In 2026, 60% of disadvantaged pupils at the end of KS2 attained the expected standard in **reading** and 40% attained greater depth in **reading**.

In 2026, 60% of disadvantaged pupils at the end of KS2 attained the expected standard in **writing** and 0% attained greater depth in **writing**.

In 2026, 60% of disadvantaged pupils at the end of KS2 attained the expected standard in maths and 40% attained greater depth in maths.

80% of Y1 pupil premium pupils (5 in total) achieved the expected standard in the Year 1 national phonics test. Disadvantaged pupils as a result of targeted phonics teaching, interventions and vocabulary teaching were able to decode and read well, reading at least in line with age related expectations.

0% (0 out of 1) pupil premium pupils in Year 4 achieved a score of 23 or above.

3 children received financial support towards the Y5/6 residential.

7 children received a free place at Breakfast Club.

1 child received a free place at the Multi-skills After School Club.

9 children attended a free rock climbing day at Calshot Activity Centre.

Targeted one to one or group support supported those with lower prior attainment or at risk of falling behind to make accelerated progress. Disadvantaged pupils in receipt of support showed improved attitudes and better learning how to learn skills.

Attendance improved in 2025-26 however attendance across the school remains a focus.

Attendance at Beaulieu for all pupils in 2025-26 was 96.1%. For FSM pupils the rate was 90.9% which was 1.4% lower than FSM children nationally. The national average for all pupils was of 95%.

(Based on IDSR data over 5 terms – Sep 26)

There were 15 FSM6 pupils in 2025-26. Of these pupils, 26.7% were classed as persistent absentees, compared to 23.5% nationally. 1 of those pupils was on reduced hours provision and was attending an alternative provision (AP).

Rigorous monitoring and support / challenge will continue to be a focus next year.

N.B. Persistent absenteeism generally refers to a child missing 10% or more of their possible school sessions, which equates to attending school for 90% or less of the time.

Service Pupil Premium Funding

How our service pupil premium allocation was spent last academic year

The Service Premium (£350 per child) was used to provide pastoral support for children during challenging times, and to help mitigate the negative impact of family mobility, separation or parental deployment on service children.

At Beaulieu the Service Premium is used to:

- Provide ELSA sessions when a parent is deployed or during challenging times;
- Release staff from their class based role to support children when military staff visit (Simon Dodds).
- Provide support to improve academic progress.

Guidance note: SPP should not be used to subsidise routine school activity, e.g. trips and music lessons.

The impact of that spending on service pupil premium eligible pupils

In 2025-26 the Service Premium was used to support opportunities for the children to meet with service personnel. It was also used to enhance learning in class by providing additional 'keep up' interventions and small group sessions. The children were invited to attend extra curricula activities free of charge. These included rock climbing at Calshot and art and craft sessions with staff. The Community Development Worker, Simon Dodd, supported the children on a half termly basis.