

# Pupil premium strategy statement Beacon Academy

This statement details our school's use of pupil premium (and recovery 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	441
Proportion (%) of pupil premium eligible pupils	42%
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> )	2025-2028
Date this statement was published	01/12/2025
Date on which it will be reviewed	01/12/2028
Statement authorised by	Kaye Haywood
Pupil premium lead	Grace Carpenter
Governor / Trustee lead	Rob Blackhall/Gerry Curry

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£277,500
<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>	FSM PP (based on 165 pupils) - £249,975 Service Children - £700 (2 pupils) Post LAC - £31,560 (12 pupils) Total £282,235

## Part A: Pupil premium strategy plan

### Statement of intent

At Beacon Academy, we want every child to be successful and happy in all aspects of their journey through our school. Our aim is to provide exceptional teaching and support that allows all our children to gain a wealth of experiences and progress academically, physically, and emotionally, attaining age related expectations and beyond across our curriculum.

Our school vision of 'Shine Brightly' and our values of be brave, be brilliant and believe feed into everything that we offer our children here at Beacon, with the key principles of our strategy plan focusing on our curriculum drivers: possibilities, cultural diversity and adventure. Our personal development programme is carefully planned out to ensure that all children will have experiences that will enhance our curriculum and their lives, opening doors to new adventures. They will have opportunities to see a world beyond their own, inspiring and influencing their future choices and they will be exposed to challenging experiences that will enable them to become confident and resilient in all areas of their lives.

All staff will be aware of the children deemed to be disadvantaged that they teach; we will build strong relationships with all pupils, gaining knowledge of their strengths, challenges and individual contexts.

Providing our children with excellent teaching is at the centre of our approach, supported by our ambitious learning culture, consistent pedagogical approach, a knowledge rich, cohesive curriculum and incredibly high expectations. This is proven to have the greatest impact on closing the disadvantaged attainment gap, making a difference to our most vulnerable children.

Alongside this, evidence informed, targeted support from class teachers and support staff is an integral part of our strategy. This will support all pupils in making good progress, ensuring that we are closing the gap, giving all children equal opportunities as they progress through education and life.

At Beacon, we also know that for all pupils to be successful in their learning and make progress, they need to have good attendance, a learning environment built on positive relationships and mutual respect, have access to wider learning opportunities, and be able to access suitable social, emotional and mental health support, when needed. The strategies outlined in this statement will assist all pupils to have access to this ongoing support and achieve their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Many of our children have limited access to wider learning opportunities and enriching experiences beyond the local area. As a result, some of our children have fewer opportunities outside of school to develop cultural capital and broaden their life experiences, making our role to provide high quality enrichment particularly crucial.
2	Monitoring indicates that a stronger focus is needed on embedding basic transcription skills across the school. Children require greater automaticity when transferring oral language into written form. Our aim is to develop transcription fluency through explicit teaching and regular, structured practice.
3	Some of our children with SEN are not attaining in line with their peers. A commitment to high -quality inclusive teaching for all children, with carefully adapted teaching and learning opportunities across the curriculum, will ensure that our children with additional needs access learning fully and make rapid progress.
4	To narrow the opportunity gap and ensure children are equipped with the foundational knowledge they need to succeed, we have restructured our EYFS offer by separating our Nursery into distinct Nursery and Preschool provisions. This increases capacity, enables more targeted early learning, and ensures both settings deliver a curriculum that prepares children effectively for Reception. As part of our long-term strategy, we aim to extend this provision further to include places for two-year-olds, ensuring earlier access to high-quality education for our most vulnerable children.
5	Monitoring indicates that some children identified as disadvantaged experience difficulties retaining knowledge in foundation subjects and across the wider curriculum. Our aim is to ensure that key knowledge and vocabulary is systematically revisited and carefully sequenced, enabling children to build secure mental models and make meaningful links across their learning.
6	Our analysis shows some of our families need additional support to secure and sustain consistent punctuality and attendance.

## 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	2026	2027	2028
Challenge 1:	100% attendance on all trips			

Cultural capital	100% attendance for city adventures			
	Percentage of disadvantaged pupils attending extra-curricular activities will increase by 50%			
	All pupils deemed to be disadvantaged will take part in at least one club			
	<p><b>How:</b>  Personal Development programme reviewed and improved annually.  Ignite Wonder programme – World of Work, Adventure Week, Healthy Lifestyle Week and Carnival Week  Subsidised city adventures for all families.  Trips/ hooks will enhance learning across the curriculum in every year group.  Growth mindset camps are free of charge for all pupils and will take place at the end of each academic year to support transition.  Undertake conferencing with pupils deemed to be disadvantaged to discuss extracurricular activities. In turn, this will increase club participation and engagement for our disadvantaged families.  Grant applications to support with funding.  Set baseline for Personal Development Programme and review annually.</p>			
<b>Challenge 2:</b> Transcription	Daily transcription practice and for all children from reception includes explicit modelling and dictation.			
	In KS2, by the end of each year group, at least 90% of children will write legibly with correct letter formation, consistent size and orientation and appropriate spacing between words.			
	By the end of KS1, at least 85% of children will write using a secure understanding of the expected transcription expectations: Form lowercase letters of the correct size Begin to use diagonal and horizontal strokes to join letters Use consistent spacing Write dictated sentences that include accurate spelling and punctuation for key stage			
	By the end of each year group, 85% of children will be able to spell the common exception words and will be secure in the spelling patterns for their year group.			
	90% of children use capital letters and full stops correctly in independent writing.			
	Transcription standards and expectations are replicated across the curriculum.			
	<p><b>How:</b>  Evidence informed handwriting lessons focusing on transcription.  Consistent, whole school routines implemented.  Teachers handwriting will provide a model of high standard.  Feedback focusing on transcription across the curriculum.</p>			

	2-part innovation in EYFS/Y1 focusing on transcription.			
<b>Challenge 3.</b> Inclusive teaching	All children on the record of need will access all learning opportunities across the curriculum.			
	Children within our ARB will have access to a bespoke curriculum that meets individual need.			
	75% of support staff will run evidence-informed interventions and impact will be regularly reviewed.			
	<p><b>How:</b></p> <p>SEN pupils access high-quality first teaching, with: clear modelling, scaffolded support and adaptations that do not lower expectations. Adaptations are planned, purposeful, and consistently applied across lessons.</p> <p>Evidence-informed interventions that support identified need are in place and regularly reviewed for impact.</p> <p>Set baselines and measure impact and cost-effectiveness of all interventions across the whole school using Provision Map.</p>			
<b>Challenge 4:</b> Nursery/ pre-school	Increase EYFS capacity to 120 pupils to enable more children, particularly those experiencing poverty and material deprivation to access high-quality Nursery and Preschool provision. 60 children in each cohort.			
	Children enter reception with stronger school-readiness skills, demonstrated through improved baseline assessments in communication, language, social development and early learning behaviours.			
	Nursery and preschool curriculums are fully aligned with reception expectations, ensuring a coherent progression of skills and reducing the number of children starting with significantly low baseline scores.			
	A clear pathway for future two-year-old provision is established, including staffing, space and curriculum planning, enabling earlier access to education for the most vulnerable families.			

	<p><b>How:</b></p> <p>Expand and restructure EYFS provision by separating Nursery and Preschool to increase capacity and provide more targeted early learning experiences.</p> <p>Apply for the DfE capital grant to support the expansion of EYFS spaces, enabling us to increase provision sustainably and improve the quality of the learning environment.</p> <p>Develop a curriculum pathway from Nursery to Reception that builds core communication, language, social and early learning skills, ensuring children enter school with stronger foundational knowledge.</p> <p>Reconfigure and relocate buildings to create dedicated Nursery and Preschool spaces, ensuring both settings have appropriate indoor learning areas and improved access to high-quality outdoor environments.</p> <p>Enhance outdoor learning provision by redesigning shared and age-specific outdoor spaces to support physical development, exploration and early language skills.</p>			
<p><b>Challenge 5:</b> Retention of knowledge/ vocabulary</p>	<p>Disadvantaged pupils can accurately recall key knowledge and use subject-specific vocabulary confidently both orally and in their written work.</p>			
	<p>Assessment evidence shows improved retention of knowledge over time for disadvantaged pupils, reducing gaps with their peers.</p>			
	<p>Pupil voice and monitoring will show that disadvantaged pupils can explain links between units, across the curriculum, demonstrating secure mental models.</p>			
	<p><b>How:</b></p> <p>Key knowledge and vocabulary in foundation subjects are clearly identified and mapped progressively across year groups.</p> <p>Whole school progression of vocabulary document</p> <p>Retrieval opportunities (e.g. low-stakes quizzes, recap activities, knowledge organisers) are embedded routinely within lessons and across units.</p> <p>2-week review will reinforce learning</p> <p>Lessons build on what children already know, enabling disadvantaged pupils to make connections and deepen understanding.</p> <p>Teachers consistently revisit previously taught knowledge and vocabulary at planned intervals.</p> <p>Curriculum schema documentation shows explicit links between prior learning, current learning, and future learning. These are revisited at the start of each new unit.</p>			
<p><b>Challenge 6:</b> Attendance and supporting challenging home-life situations</p>	<p>Overall disadvantaged attendance to increase.</p>			
	<p>The percentage of disadvantaged pupils who are persistently absent from school to be reduced by 50%.</p>			
	<p>Attendance of disadvantaged pupils will improve and be in line with non-disadvantaged pupils.</p>			

	Mental health support will be available through designated well-being practitioner			
	<p><b>How:</b></p> <p>Attendance officer is employed to carefully monitor and track attendance across the school and identify persistent absentees/lates.</p> <p>Attendance clinics will continue, aiming to identify the underlying causes of barriers to good attendance and implement plans for improvement.</p> <p>Attendance team to attend conference for new ideas and initiatives to improve attendance.</p> <p>Use minibus to pick up persistent absentees in time for breakfast club.</p> <p>Teachers to monitor children who are coming in late and make supporting phone calls.</p>			

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant headteacher mentoring ECTs, supporting planning/teaching and learning	<p><b>EEF Guide to Supporting School Planning</b></p> <p>Support may include approaches like coaching, where skilled coaches or mentors (either internal or external) provide ongoing modelling, feedback, and support to help apply the ideas and skills developed in initial training to practical behaviours.</p>	2,3,5
Additional class in year 6	<p><b>EEF Teaching and Learning Toolkit Reducing Class Sizes</b></p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes.</p>	2,3,5
Whole school focus on transcription	<p><b>DfE Writing Framework 2025</b></p> <p>Pupils should be taught handwriting precisely, in a clearly sequenced progression, starting from reception, to support their gradual acquisition of skills. For skilled writers, transcription is mainly automatic and unconscious, but novice writers need to expend considerable attention and effort on it.</p> <p>If children have to concentrate to ensure their handwriting and spelling is accurate, they will be less able to think about the content of their</p>	2,3

	<p>writing...’ Gaining automaticity with both requires explicit teaching, extensive practice and effective feedback.</p> <p>Ofsted’s English subject report 53 recommended using dictation as a way for pupils to practise transcription without overloading their working memory and to help them write more automatically. Similarly, the national curriculum says that dictated sentences enable pupils to ‘apply and practise their spelling’..”</p>	
<p>Talk for Writing</p> <ul style="list-style-type: none"> <li>- Providing quality model texts</li> <li>- Move from dependence to independence</li> </ul>	<p><b>The Writing Framework</b></p> <p>To develop their understanding of the structures of different types of text, pupils need to study model texts which provide ‘opportunities to read, analyse, and emulate models of good writing’.</p> <p>Graham, S. and Perin, D., 2007. A meta-analysis of writing instruction for adolescent students.</p> <p>The following four principles can be useful:</p> <ul style="list-style-type: none"> <li>• the writing of texts should be integrated with the reading of similar texts</li> <li>• the exemplar text needs to highlight the features, including the structural features of that specific text type</li> <li>• teachers must scaffold the analysis of the exemplar text to ensure pupils attend to the specific features – both organisational (structural) and language features</li> <li>• the texts must illustrate clearly the specific features of effective writing</li> </ul> <p>The teachers may therefore need to write the text.</p> <p>Pupils need to have the whole process demonstrated for them and see ‘the struggle, the thinking, the pondering, the messiness of it all - because most struggling writers believe good writers are born, not honed through practice’.</p> <p>Graham, S and Harris, K. (2019). Evidence - based practices in writing. Teaching approaches that allow a slow release of responsibility from the teacher to the pupil have been shown to be effective.</p> <p>Useful approaches include:</p> <ul style="list-style-type: none"> <li>• Modelled writing (I do)</li> <li>• Shared writing (we do)</li> <li>• Independent writing (you do)</li> <li>• Guided writing</li> </ul>	2,3,5
<p>Vocabulary progression and consistent strategies for teaching vocabulary.</p>	<p><b>EEF Vocabulary in Action Guidance Report</b></p> <p>Classroom strategies for vocabulary and language</p> <p>While exposure to rich language is important, research has shown that explicit instruction and practice with new words is necessary for pupils to</p>	5

	<p>develop a deep understanding of vocabulary. Wide reading should be encouraged and scaffolded, with explicit opportunities to explore, discuss and apply new vocabulary pupils are exposed to when they read.</p> <p>Rote memorising definitions of words through strategies like vocabulary drills and word lists is not enough to develop a rich, deep vocabulary knowledge. Teachers need to help pupils connect new words to prior knowledge, provide examples and non-examples of the words in context, and encourage pupils to use new words in their own speaking and writing</p>	
Evidence Informed interventions	<p><b>EEF: Teaching and Learning Toolkit</b></p> <ol style="list-style-type: none"> <li>1. Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</li> <li>2. Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.</li> <li>3. On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).</li> <li>4. The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</li> </ol>	2, 3, 4
IDL	<p>Research from the '<b>Lifting Barriers' project (2014)</b>, which included 1,200 students, showed that IDL produced faster reading and spelling improvements compared to non-specialist methods, with average gains of 10-11 months in just 26 hours.</p> <p><b>Lancaster University Data Analysis</b></p> <p>A study analysing 96,978 performance records from 2011 to 2018 confirmed that one IDL session improves reading ability by 1.9 days and spelling ability by 1.8 days</p>	2,3
Intervention for year groups with national testing	<p>Year 1: regular phonics intervention (see above)</p> <p>Year 4: Multiplication Check intervention</p> <p>Year 6: SATs</p> <p>Breakfast club (see above)</p> <p>Extended school day</p>	2,3,4
Family workshops	<b>EEF: Teaching and Learning Toolkit</b>	3,4,5,6

	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.	
Teaching assistants in every class	<b>EEF: Teaching and Learning Toolkit</b> The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	2,3,4,5
Nursery and Pre-school provision	<b>EEF's Early Years Toolkit</b> Research shows that beginning early years education earlier than usual appears to have a positive impact on children's outcomes, with an approximate average of +3 months' additional progress in early reading, language and numeracy compared with children who did not start as early. EEF notes that these positive effects are detectable in early primary school — meaning children coming into Reception after earlier provision can enter with stronger skills. Effective early years practice enhances foundational skills that benefit children as they transition into Reception and beyond — supporting the rationale for integrating nursery/preschool with primary school.	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	<b>EEF - The effects of free school breakfast provision</b> Breakfast club schools saw an improvement in pupil behaviour and attendance  <b>DfE - Free breakfast clubs: guidance for schools and trusts for phase 1 of the national rollout from April 2026</b>  Improved punctuality and attendance A calmer environment during the school day ensuring children are ready to learn	6
A range of engaging, inspiring extra-curricular activities offered to all year groups. Trips and residential planned.  Hooks for Talk for	<b>Youth Sport Trust:</b>  Increase time for physical activity during the school day; add activity into other subject lessons; focus in wellbeing and development in PE lessons; offer more extracurricular activities and finding opportunities to be active every day.  <b>EEF guidance report:</b>	1

<p>Writing units planned in.</p> <p>Visitors into school to support learning across the curriculum.</p>	<p><b>The Arts</b></p> <p>This guidance report evidences that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation at Beacon is delivered within the core curriculum, though extra-curricular and cultural trips. On average, it is said to make +3 months additional progress.</p> <p><b>National Geographical Society in London: a six-year research study into the impact of school residential</b></p> <p>The results of this study showed that residential learning experiences ‘provide opportunities, benefits and impacts that cannot be achieved in any other context or setting. The impact is greater when residential are fully integrated into a school’s curriculum.’</p>	
<p>Inclusion Team Parent Support Advisor Attendance officer</p>	<p>The <b>Education Endowment Foundation (EEF)</b> and partners are evaluating the impact of attendance and family liaison officers in schools, including how their presence may improve pupil attendance and engagement. This research recognises that consistent attendance is linked to stronger outcomes and that officers have multiple responsibilities including liaison with families and monitoring attendance barriers.</p> <p>Although results are pending, their work highlights a growing evidence base and research interest in how attendance roles contribute to inclusion and positive school engagement.</p> <p><b>Government Guidance on Improving Attendance Through Family Engagement</b></p> <p>Official UK government attendance guidance emphasises that <i>open, tailored communication with parents must be a core part of supporting attendance</i>, and that skilled staff should be chosen to carry out this work — ideally those who <i>know the child and family well</i>. This guidance recognises that personalised contact (such as face-to-face meetings or phone calls) can have a greater positive impact on attendance and parental engagement.</p>	<p>1,3,6</p>
<p>SEL training for all staff Emotionally available adults Behaviour therapy sessions from well-being practitioner</p>	<p><b>Improving Social and Emotional Learning in Primary Schools</b></p> <p>There is evidence that children’s skills can be improved purposefully through school based SEL programmes, and that these impacts can persist over time.</p> <p>Numerous substantial evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:</p> <ul style="list-style-type: none"> <li>Improved social and emotional skills</li> <li>Improved academic performance</li> <li>Improved attitudes, behaviour, and relationships with peers</li> <li>Reduced emotional distress (student depression, anxiety, stress, and social withdrawal)</li> <li>Reduced levels of bullying</li> </ul>	<p>2, 3</p>

	Reduced conduct problems Improved school connection	
Restorative Behaviour Policy	<b>EEF Guidance Report: Improving Behaviour in Schools</b> Teaching learning behaviours will reduce the need to manage misbehaviour Use targeted approaches to meet the needs of individuals in your school Ensure a consistent approach to behaviour	2, 3, 6

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

## Impact: End of KS2 Data 2024/25:

*(data below does not include ARB)*

End of KS1 Data ARE – 24/25	End of KS2 Data ARE – 24/25
<b>Reading</b> National: 68% <b>Beacon: 78%</b> <b>Beacon disadvantaged: 60%</b>	<b>Reading</b> National: 74% <b>Beacon: 93%</b> National disadvantaged: 62% <b>Beacon disadvantaged: 88%</b>
<b>Writing</b> National: 59% <b>Beacon: 76%</b> <b>Beacon disadvantaged: 50%</b>	<b>Writing</b> National: 72% <b>Beacon: 86%</b> National disadvantaged: 58% <b>Beacon disadvantaged: 81%</b>
<b>Maths</b> National: 70% <b>Beacon: 80%</b> <b>Beacon Disadvantaged: 70%</b>	<b>Maths</b> National: 73% <b>Beacon: 88%</b> National disadvantaged: 59% <b>Beacon disadvantaged: 88%</b>
	<b>GPS</b> National: 72% <b>Beacon: 93%</b> <b>Beacon disadvantaged: 88%</b>
	<b>Combined</b> National: 61% <b>Beacon: 81%</b> National disadvantaged: 45% <b>Beacon disadvantaged: 66%</b>

Our end of key stage 2 data for the academic year 2024/25 shows that our children deemed to be disadvantaged are outperforming disadvantaged children nationally. We continue to strive to close the gap between our children deemed to be disadvantaged and their peers.

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*

<b>Programme</b>	<b>Provider</b>
Talk for Reading/Writing	Talk for Writing
Phonics	Read, Write, Inc
Individual Learning Pathway	IDL
Accelerated Reader	Renaissance
Spelling pathway	Spellzone
Get Set 4 PE membership	Get Set for PE
Youth Sport Trust membership	Youth Sport Trust
Jigsaw PSHE/RE	Jigsaw PSHE & RE

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

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Residentials and enrichment opportunities
What was the impact of that spending on service pupil premium eligible pupils?	Children attended all trips and residential experiences enhancing our curriculum offer.