



# Beaumont Community Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Beaumont Community Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	20.2% (Service Premium =53.54% )
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2026 2026 - 2027 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	May 2026
Statement authorised by	Governors at BCP
Pupil premium lead	Mayleen Atima
Governor / Trustee lead	Annie Phillips

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,820 (LAC £5140 included in total amount)



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Recovery premium funding allocation this academic year	£0
Service premium funding allocation this academic year	£15,640
School Led tutoring funding	Final figures not yet published
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£44,460</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Beaumont Community Primary School, we have high aspirations and ambitions for our children, we believe that every child is a learner. We are determined to ensure that our children are given every chance to realise their full potential and aspire to aim high 'because the sky is not the limit'.

The Department for Education introduced the Service Pupil Premium (SPP) in April 2011 in recognition of the specific challenges children from service families' face and as part of the commitment to delivering the armed forces covenant. We use this spend in combination with our Pupil Premium funding to deliver a broad and supportive curriculum.

The school monitors every child's progress and attainment regularly. For our vulnerable pupils, this can be more frequent. If a child is not progressing or has barriers to learning, then we act and support that child to close any gap in his or her learning. As a school we assess each child on an individual basis, therefore not all vulnerable pupils are in receipt of the Pupil Premium Grant. Beaumont Community Primary School will reserve the right to allocate pupil premium funding to those children we identify as socially disadvantaged. Examples are; children of families who have no resource to public funds or those who might have been made homeless and are living in temporary accommodation.



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## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils have identified that due to parental deployments, the service children need emotional and social support to manage this separation. Many of the children struggle to form new relationships and support is needed to ensure that they settle into the school community. Emotional wellbeing of pupils has been deeply impacted by school closures and pupil social needs this has hindered the readiness of learning.
2	Assessments, observations and discussions with pupils have identified that due to the high mobility, which means that some children start school at different points in the year, therefore specific teaching is needed to fill gaps in learning, specifically in vocabulary.
3	Assessments, observations and discussions with pupils have identified that gaps in learning have increased especially in the core subjects (reading, writing, maths) for identified pupils
4	Our attendance data has indicated that the attendance of disadvantaged pupils is lower than that of their peers and this can have an impact on attainment over time.

## 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
Significant improvement in pupil wellbeing over time	<ul style="list-style-type: none"><li>➤ Reduced number of pupils referred to external Emotional Wellbeing hub (over-time)</li><li>➤ In school support is meeting needs with use of ELSA trained staff and Paths+</li></ul>



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Pupils who join the school at different points in the year will make expected or better progress over time in Reading, Writing and Maths	<ul style="list-style-type: none"> <li>➤ 75% of SP and PP pupils will make expected progress over time</li> <li>➤ All groups of pupil's attendances is at national or better</li> </ul>
Gaps in learning will start to close over time to expected outcomes for the majority of pupils	<ul style="list-style-type: none"> <li>➤ Increased number of pupils make expected or better progress in R/W/M at the end of KS2</li> </ul>
Attendance for disadvantaged pupils is in line with national	<ul style="list-style-type: none"> <li>➤ Disadvantaged pupils' attendance is at 95%</li> <li>➤ The percentage of persistent absences reduce to below national.</li> </ul>

## 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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment and retention of HTLA/Teaching Assistants</i>	<p><b><u>Support pupils through interventions</u></b>            EEF guidance - Making effective use of TAs            Use TAs to deliver high quality one-to-one and small group support using structured interventions            Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.            Ongoing training in Number stacks, Speech links, Hamish/Milo and Accelerated Reader as well as training from subject specialists.</p>	1, 2, 3



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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	
<p><i>Resourcing ELSA and Paths+ leaders</i></p> <p><i>Hamish and Milo</i></p>	<p><b>Cost of regular supervision sessions for ELSA</b>            ELSAs are working with some of the most vulnerable and sometimes challenging young people in our schools. For their own safety and that of the young people they are supporting, it is essential that ELSAs continue to receive specialised professional support that enables them to reflect on the quality and appropriateness of the assistance they are offering. Schools should have due regard to the skills and competence of the ELSA and not be asking them to work beyond their competence. EPs may also advise further discussion with a line manager when a young person's needs seem to be beyond the skills and competence of an ELSA and require more specialist support .</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-ce/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">//educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-ce/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p><b>Cost of Hamish and Milo package</b>  <a href="https://hamishandmilo.org/online/">https://hamishandmilo.org/online/</a>            We provide a comprehensive range of social and emotional learning (SEL) and social, emotional and mental health (SEMH) intervention programmes and parent programme to support a whole school graduated response and support the high levels of children with SEMH difficulties.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1
<p><i>Teacher/TA CPD to embed subject knowledge</i></p>	<p><b>EEF - recommendation 2 and 3</b>            Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.- Targeted CPD for teachers.            Implement professional development programmes with care, taking into consideration the context and needs of the school</p> <p><b>EEF Guidance - Making effective use of TAs</b>            Ensure that TAs are fully prepared for their role in the classroom            Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback            TA CPD to target subject knowledge - 45 minutes once a fortnight.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,2,3



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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School led group Tutoring for Maths</i>	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,3
<i>Number stacks intervention led by TA</i>	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support	2,3
<i>School led group Tutoring for English (writing)</i>	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,3
Speech and language Link	<a href="https://speechandlanguage.link/whole-school-approach/infant-language-link/">https://speechandlanguage.link/whole-school-approach/infant-language-link/</a>	2,3
<i>School led group Tutoring for Phonics/Reading</i>	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,3



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Accelerated Reader	<p><b>Accelerated reader</b>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a>          The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 4,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club, after school and wrap around care subsidised	Observations and discussions have identified that access to before and after school care supports the increased attendance of pupils	1,4
Subsidised trips to support curriculum including virtual visits	Pupils to be given increased opportunities so that they are inspired by outside motivations Pupils given more opportunities to be healthy and learn a skill. (link to RSHE curriculum)	1,4
Resourcing Star, attendance awards certificates and Pupil of the day awards	Increased motivation to attend school including building SEMH skills.	1,4

**Total budgeted cost: £44,460**

**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.

Activity	Impact and Outcomes in 2024-2025
Significant improvement in pupil wellbeing over time	Use of ELSA's and the introduction of Hamish and Milo for SEMH has ensured the support for pupil's wellbeing. The school has a robust referral system in place and this is monitored by the Headteacher and SENDCo.



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<p>Pupils who join the school at different points in the year will make expected or better progress over time in Reading, Writing and Maths</p>	<p>18 pupils joined the school in 2024 -2025            78% of the new joiners met the expected level for reading.            67% of the new joiners met the expected level for writing.            78% of the new joiners met the expected level for maths.</p>																
<p>Gaps in learning will start to close over time to expected outcomes for the majority of pupils</p>	<p>Reading 95% pupil premium made expected and above progress in years R-6            Writing 85% pupil premium made expected and above progress in years R-6            Maths 95% pupil premium pupils made expected and above progress in years R-6</p> <p>70% of all pupil premium at the end of KS2 met expected level in Reading            60% of pupil premium at the end of KS2 met expected level in Writing            70% of pupil premium at the end of KS2 met expected level in Maths</p>																
<p>Attendance for disadvantaged pupils is in line with national</p>	<p>Absence rates in 2024 - 2025 were 0.7 above national which is lower than on the 2% above national in 2023-2024. Our PA is 0.6 above national which is above 2023-2024 which was 5% below national. This continues to be an area identified on the school development plan.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="840 922 1691 1316"> <p style="text-align: center;"><b>Absence Rates</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">School</th> <th style="text-align: center;">National</th> </tr> </thead> <tbody> <tr> <td>Overall absence rate</td> <td style="text-align: center;">5.9%</td> <td style="text-align: center;">5.2%</td> </tr> <tr> <td>- Authorised absence rate</td> <td style="text-align: center;">4.3%</td> <td style="text-align: center;">3.7%</td> </tr> <tr> <td>- Unauthorised absence rate</td> <td style="text-align: center;">1.7%</td> <td style="text-align: center;">1.5%</td> </tr> </tbody> </table> <p><small>ⓘ School absence figures only include pupils of compulsory school age. This is to be inline with national reporting.</small></p> </div> <div data-bbox="1691 922 1982 1316"> <p style="text-align: center;"><b>Persistent Absence</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center;">School</td> <td style="text-align: center;">14.1%</td> </tr> <tr> <td style="text-align: center;">National</td> <td style="text-align: center;">13.5%</td> </tr> </tbody> </table> <p><small>ⓘ Percentage of compulsory school age pupils who miss 10% or more sessions</small></p> </div> </div>		School	National	Overall absence rate	5.9%	5.2%	- Authorised absence rate	4.3%	3.7%	- Unauthorised absence rate	1.7%	1.5%	School	14.1%	National	13.5%
	School	National															
Overall absence rate	5.9%	5.2%															
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- Unauthorised absence rate	1.7%	1.5%															
School	14.1%																
National	13.5%																



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## Evaluation of 2024- 2025

We have seen a significant improvement with our writing outcomes which was an area for development in 2023 - 2024. We are having half termly pupil progress meetings to ensure we close the gap for our most disadvantaged pupils. Our emotional wellbeing systems continue to support pupils to be ready for learning and they continue to make expected or better progress. We will continue to focus on the pupils who join us at different points in the school year to ensure that they make the expected attainment at the end of the school year.

## 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

Programme	Provider
Accelerated Reader	<a href="https://www.renaissance.com/about-us/">https://www.renaissance.com/about-us/</a>
Number Stacks	<a href="https://www.numberstacks.co.uk/">https://www.numberstacks.co.uk/</a>
Nuffield Early Language Intervention	<a href="https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</a>
Hamish and Milo	<a href="https://hamishandmilo.org/online/">https://hamishandmilo.org/online/</a>
Infant Language Link	<a href="https://speechandlanguage.link/whole-school-approach/infant-language-link/">https://speechandlanguage.link/whole-school-approach/infant-language-link/</a>

## Service pupil premium funding

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupils had access to additional targeted teacher led interventions. Service Pupils trips were subsidised. Service pupils had priority access to ELSA interventions
What was the impact of that spending on service pupil premium eligible pupils?	71% of service pupils met the expected standard in Reading, Writing and Maths at the end of KS2