

Pupil premium strategy statement 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Beeston Primary School
Number of pupils in school	678 (604 excl. nursery)
Proportion (%) of pupil premium eligible pupils	35.4% (214 pupils) (3 service child, 4 PCLA, 2 CLA. EY figures change termly)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 – 2028 (3 yr strategy)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr N Edensor
Pupil premium lead	Mrs L Jackson
Governor / Trustee lead	Mr R Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,375 (including Service/CLA/PCLA. EYPP figures change termly)
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	£324,375

Part A: Pupil premium strategy plan

Statement of intent

Just over 35% of our school population are eligible for Pupil Premium funding. This is above the national figure of 28% (DFE, 2025).

At Beeston Primary School our vision for our disadvantaged pupils is the same as for every other child. Our long-term vision for every child is to empower all pupils to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners.

Our ultimate objective is that our disadvantaged pupils achieve at least the same as their non-disadvantaged peers. Our current pupil premium strategy ensures that we are using the funding in a targeted way, to ensure these pupils receive the provision, opportunities and experiences required to 'engage, enjoy, enrich and excel' in all aspects of life.

The key principles of our strategy are underpinned by the research and findings from The Education Endowment Foundation. We recognise that eligibility for pupil premium funding is not the sole indicator of disadvantage and do use the funding to target pupils and families we know who experience disadvantage, despite not being eligible for the funding. We also know that disadvantaged children can present with a wide range of barriers to learning and achievement. Our Senior Leaders, along with Teaching and Support Staff adopt a personalised approach when choosing how to target support, and what the appropriate support might be for a particularly vulnerable individual, or vulnerable group at that time.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower attainment than their non-disadvantaged peers in English (Writing) and in Maths
2	Disadvantaged pupils demonstrate poorer skills in Communication and Language and Literacy development compared with non-disadvantaged peers in the EYFS . These language needs impact on the wider curriculum.
3	42% of our pupils with a Special Education Needs or Disability (SEND) are also eligible for PPG.
4	A high proportion of disadvantaged pupils require support for social, emotional, and mental health needs (SEMH) .
5	Parental engagement with school for consultation evenings, workshops is lower for our disadvantaged pupils and families
6	Attendance figures for disadvantaged pupils are lower than their non-disadvantaged peers. We have a large number of pupils who need support in order to attend school, both punctually and regularly .
7	Disadvantaged pupils have limited access to extra-curricular activities and/or experiences such as trips and participation in physical activities

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
Disadvantaged pupils make accelerated progress to close gap between them and their national non-disadvantaged peers	Gap between disadvantaged pupils and non-disadvantaged peers will have closed.
Disadvantaged pupils with social, emotional and mental health (SEMH) needs access learning in line with non-disadvantaged peers	Gap between disadvantaged pupils and non-disadvantaged peers will have closed.
Parents of disadvantaged pupils engage in line with non-disadvantaged families.	Parents attend parent's evenings, workshops and engage with home reading in line with non-disadvantaged pupils' parents.
Disadvantaged pupils attend school in line with their national non-disadvantaged peers.	Attendance for disadvantaged pupils is in line with non-disadvantaged pupils
Disadvantaged pupils access enrichment in line with non-disadvantaged peers.	Disadvantaged pupils are at least proportionately represented in all enrichment activities.

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

Budgeted cost: £104,160

Activity	Evidence that supports this approach	Challenges
<p>The English Hub Floppy Phonics Scheme (£158)</p> <p>Lexia (£4160)</p>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge, sounds and patterns (EEF, 2021). Children's literacy development should be supported through interactive reading that engages them in shared book experiences; teaching sound discrimination to help identify and compare sounds; sound manipulation to break down, combine, and alter sounds; sound-letter mapping to connect phonemes with graphemes; interactive writing where adults and children compose together; and guiding mark-making and letter formation to express ideas through written symbols (EEF, 2025).</p> <p>This year we are continuing to embed our phonics scheme, Floppy Phonics to support early reading skills. We are continuing to link with The English Hub at Jerry Clay and our English Leaders are supporting staff, pupils, and families in ensuring it has a huge positive impact on our children and their reading skills.</p>	1, 2
<p>High proportion of Teaching Assistant support in lessons (£100,000)</p>	<p>The EEF outlines that TAs can have a large and positive impact on outcomes for children where they are well trained to enable access for all to high quality teaching and are deployed to scaffold learning and develop independence (EEF, 2025).</p> <p>At Beeston Primary School, support in lessons focuses on universal, targeted and personalised learning opportunities which are specifically tailored to overcome a pupils' specific barriers. Where applicable, these are linked closely to learning which takes place in targeted and personalised intervention.</p>	1, 2

Targeted academic support

Budgeted cost: £231,430

Activity	Evidence that supports this approach	Challenges
Bespoke Learning Opportunities for targeted pupils to accelerate progress, including those with SEND (£100,000)	<p>The EEF states that small group tuition and intervention delivered by Teaching Assistants (TAs) can have positive impact on pupil progress. The research demonstrates that these strategies can be effective if they are targeted at pupils' specific needs, especially where diagnostic assessments are used. It also outlines that TAs delivering well chosen, structured interventions can have a positive impact (EEF, 2025, 2021).</p> <p>At Beeston Primary School, we use Bespoke Learning Opportunities (BLOs). Pupils' barriers to achievement (both contextual and academic) are identified during Pupil Progress Meetings by class teachers and Senior Leaders. BLOs cover a range of targeted and personalised learning opportunities which are specifically tailored to overcome a pupils' specific barriers and are linked closely to learning which takes place as part of whole-class teaching.</p>	1, 2
<p>Speech and Language Therapy delivered by Teaching Assistants to support targeted individuals, small groups. (£100,000)</p> <p>CPD for staff to develop Speech, Language and Communication Needs (£2000)</p> <p>Cluster Services (£31,430)</p>	<p>In both the EEF Early Years and Primary Evidence Stores and the Toolkits there is research linked to the importance of developing children's speaking and listening and wider understanding of language. It outlines the positive impact of oral and communication and language approaches, highlighting the positive benefits for young children's learning, including spoken language skills, their expressive vocabulary, and their early reading skills. On average, children who are involved in oral and communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Carefully chosen CPD opportunities can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet specific needs. (EEF, 2025).</p> <p>At Beeston Primary School, staff immerse our children in language rich environments which language acquisition being a core focus in our universal English lessons. Our teachers and support staff also work closely with NHS Speech and Language Therapists (SALT) through our core NHS offer and with our traded Chatterbug Therapy Service (accessed through Cluster Services). Teachers and Teaching Assistants receive regular training opportunities from all professionals listed above to facilitate therapy programmes, so pupils can achieve targets. Some pupils receive personalised SALT from NHS, Chatterbug, and/or school-based staff. Our staff also access a package of CPD opportunities based around meeting speech, language and communication needs.</p>	1, 2

<p>Subscriptions for targeted and personalised intervention (£5916)</p>	<p>The EEF states that small group intervention delivered by TAs can have positive impact on pupil progress. The research demonstrates that these strategies can be effective if they are targeted at pupils' specific needs, especially where diagnostic assessments are used (EEF, 2025).</p> <p>At Beeston Primary School, we use interventions such as Lexia and Clicker for targeted pupils. Pupils' barriers to achievement (both contextual and academic) are identified during Pupil Progress Meetings by class teachers and Senior Leaders. These interventions target specific barriers and are based on personalised assessments for individual pupils. Teaching Assistants ensure that they are linked closely to learning which takes place as part of whole-class teaching.</p>	<p>1, 2</p>
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Wider strategies

Budgeted cost: £290,603

Activity	Evidence that supports this approach	Challenges
Nurture Team - Inclusion Support Workers to support targeted pupils to ensure access to learning (£219,751)	<p>The EEF research outlines approaches focusing on social and emotional learning, self-regulation and behaviour interventions can have a positive impact on learning of up to 8 months additional academic progress. Careful monitoring of such interventions is required to ensure such an impact. It recognises the importance of being able to effectively manage emotions (EEF, 2025).</p> <p>At Beeston Primary School, we employ a team of 4 Inclusion Support Workers and a Pastoral Leader. These offer a range of universal, targeted, and personalised approaches to support pupils' Social, Emotional and Mental Health needs, working with children and parents. These include a range of interventions which are facilitated by our Inclusion Team. One example which includes strategies such as a focus on self-management, role play and is Zones of Regulation. This is used across school as a universal approach and also in a targeted and personalised way.</p>	4, 5
Attendance Team to promote attendance of disadvantaged pupils (£57,362)	<p>There is evidence of promise for parental communication and engagement approaches and responsive interventions that meet the individual needs of the pupils.</p> <p>The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified (EEF, 2025).</p> <p>At Beeston Primary School, we know that attending school can be challenging for many of our children and families, for a range of contextual factors. It is for this reason, we have a dedicated Attendance Team to promote pupil attendance, particularly for those from disadvantaged backgrounds. They use strategies such as first day calling to ascertain reasons for absence, going out into the community to conduct home visits, will use the school minibus to transport children where necessary and follow a range of statutory processes. Where needed, they will also use an Early Help approach to ensure that barriers to attendance are removed.</p>	5, 6
Subsidised enrichment such as before and after school clubs and Holiday Clubs (£13,490)	<p>The EEF outlines participation in the Arts, access to physical activity and access to Summer Schools amongst strategies that can have positive impact on pupils (EEF, 2025, 2021)</p> <p>At Beeston Primary School, we offer a range of enrichment opportunities as after school clubs. Disadvantaged pupils are targeted to attend, and these clubs are subsidised. The clubs cover a range of areas such as dance, drama, yoga, karate, arts and crafts and animal care. In addition, we run a breakfast club.</p> <p>We are also fortunate to work closely with the Leeds United Foundation to offer a number of our disadvantaged families access to holiday clubs, which are either subsidised or free of</p>	7

	charge. Healthy Holiday Clubs are also run by school during some of the holidays.	
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Total budgeted cost: £626,193

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.

Statutory Data headlines

This year's end of Key Stage 2 attainment figures are made even more impressive once we take into account that 37 children (42% of the cohort) were eligible for Pupil Premium. Nationally, the attainment of Pupil Premium-eligible children is considerably lower than 'average', and to have such a large proportion of the year group in this category would normally have a very considerable impact on the overall performance figures for the school. However, although the attainment of the Pupil Premium group in this cohort is lower than that of their non-Pupil Premium classmates on *some* measures, they have consistently achieved much-better outcomes than achieved by Pupil Premium children nationally. They have even achieved a better 'pass-rate' in GPS than achieved by *non-Pupil Premium* children nationally.

Average Scaled Scores: Disadvantaged	Reading	GPS	Maths
Beeston Disadvantaged	104	106	103
Beeston Other	106	108	105
Leeds Disadvantaged	102	102	101
Leeds Other	107	107	106
National Disadvantaged	103	103	102
National Other	107	107	106

% achieving the expected standard: Disadvantaged	Reading	GPS	Maths	Writing TA	RWM	Pupils (RWM)
Beeston Disadvantaged	78%	81%	68%	62%	51%	37
Beeston Other	78%	80%	75%	80%	65%	51
Leeds Disadvantaged	59%	57%	57%	53%	42%	
Leeds Other	81%	79%	81%	77%	69%	
National Disadvantaged	63%	60%	61%	60%	47%	
National Other	81%	78%	80%	78%	69%	

EYFSP pupil group attainment

Good Level of Development	No. Children	School	Leeds	National
FSM	11	55%	46%	51%
Non-FSM	74	50%	68%	73%
Disadvantaged	13	54%	46%	51%
Other	74	49%	67%	72%
Total in Year Group	84			

11 children were recorded as being eligible for FSM and 6 of them achieved GLD, which is in line with national attainment rates for FSM children. However, only half of the non-FSM group achieved GLD, compared to almost three quarters of the 'equivalent' national group. It is important to note that the non-FSM children at Beeston are likely to experience higher levels of deprivation than are

experienced by the 'average' non-FSM child nationally, due to the widespread levels of deprivation across the entire community which the school serves.

The attainment figures for the Disadvantaged/Other groups are only slightly different to those of the FSM/non-FSM groups. These differences have been caused by the movement of 2 additional children into the Disadvantaged group (due to their prior FSM eligibility). (These children were probably only recently admitted to the school).

Y1 PSC pupil group attainment

Working At the expected standard (Yr1)	No. Children	School	Leeds	National
FSM	16	63%	65%	67%
Non-FSM	69	71%	85%	84%
Disadvantaged	17	59%	66%	67%
Other	72	71%	84%	83%
Total in Year Group	89			

There were considerably fewer FSM-eligible children in this cohort compared to last year (16 compared to 33). Only 10 (63%) of them were working at the expected standard, but this is similar to the national figure for FSM children. The percentage attainment figure for the non-FSM group was only a little higher (71%) but it is important to note that this group included nearly all of the SEN children in this cohort (14 out of 16).

As well as the 16 FSM eligible children, there was 1 additional child included in the Disadvantaged group. They didn't achieve the standard so this means that the groups percentage 'working at' figure has been reduced to 59%.

Internal data

Internal data analysis demonstrates that pupils eligible for Pupil Premium across school are making more accelerated progress than those who are not eligible. The rates of expected progress are broadly in line for in Writing and Maths, though there is a gap in expected or more progress in Reading. It is also worth noting that one third of pupils eligible for Pupil Premium also have SEND. Generally, these children have significant and complex needs. 100% of SEND pupils have made at least good or better progress (based on their personalised targets, when being assessed by B Squared or SENIT DJ, our finely graded assessment tools). These rates of progress are often significantly lower than those of non-SEND pupils. Without pupils with SEND, there is very little gap between the progress made by our Pupil Premium eligible pupils and our non-eligible pupils. We will continue to work relentlessly to close the gap between disadvantaged pupils and their peers over the course of this three-year strategy.

Commentary

The COVID-19 pandemic had a significant impact on all our pupils. Partial school closures, high numbers of bubble closures and high numbers of staff and pupil absence meant that a proportion of our pupils' education had been significantly disrupted since March 2020. We recognise that there are lots of ongoing issues associated with the experiences that our children and families experienced during this time which continue to impact their lives now. Our most pressing issues are outlined in the strategy above and include attendance, early communication and language skills, gaps in attainment data, increasing numbers and complexity of children with SEND, parental engagement and mental health needs of children and families.

The implementation of Floppy's Phonics continues to have a positive impact on our children and this is reflected in internal Phonics Screening Check progress data and in recent audits carried out by Jerry Clay Hub. Internal assessment data demonstrated that disadvantaged pupil made excellent progress. We recognise that there remain gaps in attainment .

A high proportion of children accessed provision through SALT programmes. Our SEND Team worked tirelessly to support staff ensuring that they are well trained to deliver programmes for children. This has had a positive impact on the communication skills of our children. This strategy will continue to be a focus for us and our children throughout school.

Children accessed a range of curriculum-based interventions last year such as Bespoke Learning Opportunities and School-Led Tutoring (Y6). These have had a positive impact on disadvantaged learners with a large proportion of children making accelerated progress.

We have continued to see a significant rise in social, emotional and mental health needs for both our children and their families. Our pastoral and attendance team have worked tirelessly to ensure that children have had access to a range of intervention to support these arising needs. They have also worked closely with families offering a range of support. In addition to this, our children have been invited to a range of enrichment opportunities, including holiday clubs. As a result, our children have been able to access the curriculum, attend school and report that they are happy in school. Instances of behaviour which prevents children from accessing learning are rare.

The strategy for 2025 – 2028 is a new strategy. We acknowledge that there remain attainment gaps between our disadvantaged pupils and non-disadvantaged pupils, especially due to the contributing factors outlined above. As such, our School Improvement Plan reflects our focus on ensuring that our disadvantaged pupils make accelerated progress this school year, and that the attainment gaps are diminished. We expect that the wide-ranging strategies in place will continue to ensure that our disadvantaged pupils make accelerated progress in order to close the attainment gap.

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
Talk Boost	ICAN
NELI	Nuffield
Lexia	Lexia Learning
Floppy Phonics	Oxford Owls