Pupil premium strategy statement 2025- 2026

Beehive Lane Community Primary School

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	Beehive Lane Community Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers **2025-6**	1 Year
Date this statement was published	September 2025
Date on which it will be reviewed	Progress in school reviewed half termly and termly basis. Termly meeting with Vulnerable Groups sub-cttee Governors
Statement authorised by	Paul Sully (HT)
Pupil premium lead	Paul Sully / Emma Lester (SENCO)
Governor Lead	Rose Thatcher Victoria Hawkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	57400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	11120 (note financial yr carry forward – partially spent in Summer term)
Total budget for this academic year	68520

Part A: Pupil premium strategy plan

Statement of intent

- *To close gaps in attainment of disadvantaged pupils with their peers in school*
- *To accelerate progress to enable gaps to be closed for disadvantaged pupils*
- *To ensure disadvantaged children of Beehive Lane Primary achieve above national average for all children by the time they leave primary education*
- *To ensure full access and inclusion in all enriching activities which promotes the accumulation of a store of cultural capital*

Strategy to meet intent:

- Focussed small class teaching groups in Year 3, 4, 5 and 6 (different classes at different stages of the year)
- Focussed interventions and groups targeted at specific needs of the disadvantaged children identified:
  - Year R: closing gaps in on-entry speech and language and early phonic knowledge
  - Year 1 English support; closing gaps in phonic knowledge and understanding, reading skills and writing.
  - Year 2: English support; closing gaps in reading fluency and English writing skills
- Ensure full inclusion in all curricular and extra-curricular activities and experiences to develop a valuable store of cultural capital for all children

Key Principle:

- Economic disadvantage will not disadvantage children in terms of progress and achievement.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of speech and language of disadvantaged children with their peers in EYFS on entry to school. Targeted children to close gaps on age related expectation of peer group: EYFS: 50% currently below ARE – aim to close gaps for all. EEF National funded study found the following: • 76% of schools stated pupils starting school in September 2020 needed more support with communication than in previous years • 96% they were concerned about pupils' speech-and-language development
2	Gaps in reading fluency and phonics of identified children with their peers. Data evidence: EYFS: target 50% children; Year 1: target group lower band 33%; Year 2 Target group support to ensure children reach age related fluency levels at the end of KS1 lower band 33%.
3	Accelerate progress in English skills in Year 2 to close gaps in attainment and ensure age related targets are met by the end of Key Stage One. Focus group of lower 25% to accelerate progress to close gaps.
4	Gaps in disadvantaged / vulnerable children's learning focussed in Year 4 in terms of Reading, Writing and Maths – need to accelerate progress to close gaps with peers. 27% disadvantaged children.
5	To ensure all children are secondary ready, gaps in attainment between disadvantaged children and their peers are closed by the end of Key Stage 2. Disadvantaged children in Year 3, 4, Year 5 and 6 included in target groups.
6	To ensure disadvantaged funding is effectively targeted to ensure all children are fully included in all aspects of school and extra-curricular activities, facilitating development of cultural capital for all.
7	To ensure that adequate pastoral support and Family Support is in place and effective to meet well-being needs.

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 children accelerated in phonics learning and fluency in reading to ensure closing of gaps in attainment	Targets set for age related phonics achievement in Year 1 met: 83% Targets in age related fluency in Year 1 met
Close gaps in speech and language understanding	Targets for age related speech and language achievement met in EYFS, Year 1 and 2 and all gaps closed by the end of KS1
Close gaps between disadvantaged children and their peers in English achievement	Phonics target of 83% met, Reading and writing 80% and 77% respectively met in Year 1 Age related targets in Reading and Writing met by the end of KS1 (Yr 2): 77% and 70% respectively of class ARE in Year 2 and evidence of accelerated gap closing of 30% target group with accelerated progress, inc PP children as a focus. Year 3 Age related targets in Reading and Writing of 73% and 70% met and continued closing of gaps for 6 PP children targeted. Year 4 Age related targets in Reading and Writing of 77% and 73% met and continued closing of gaps for 8 PP children targeted.
Ensure targets for age related and above outcomes are met by end of Key Stage 2	ARE targets for Year 5 in Maths and Reading of 77% ARE or above Targets for end of Year 6 Reading: 90% Writing: 90% GPS: 90% Maths: 90%

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: £ *55849*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Teaching Groups Year 3: Focussed teaching groups – use of AfL during year to clarify Year 4: English Lessons and targeted reading Year 5: English lessons and Guided reading Small Teaching Groups Year 6: Maths and English lessons and Guided reading	EEF based evidence: *Quantity and quality of feedback that pupils receive is more focused and the level of concentration and perseverance amongst pupils is greater. Enables metacognition for pupils and specific next steps planning of learning by pupils. High impact on achievement. *Small groups allow close collaborative approach to learning and peer work / assessment to flourish impacting highly on accelerating progress. High impact on achievement. * Smaller classes have enabled the use of higher order thinking skills to think in greater detail about pupil's individual next steps in learning. High impact on achievement. *11 years of data evidence of PP children on average achieving at or above other children nationally and closing gaps with peers in school due to accelerating progress. High impact on achievement. *Small teaching groups enables mastery approach to be highly effective – small, targeted steps to learning using AfL accurately. High impact on achievement. 11 years of in school data evidencing high impact achievement, closing of gaps.	Challenge number 4 and 5

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

Budgeted cost: £ *7,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
*Speech and Language teaching and intervention: EYFS and Year 1 and 2. *Focussed phonics intervention work. * Talkboost and Speech and Language Welcomm *Focussed individual and guided reading work in Key Stage One (Focus Year 2) - Fluency and Reading Comprehension	*Speech and Language baselining. Whole class and targeted speech and language sessions in EYFS. Relies on accurate baselining of children and careful next steps planning. Focussed work with Welcomm and Talkboost EYFS resources and planning. High impact. *Focussed phonics intervention groups Year 1 and 2: High Impact EEF. *Accurate assessment data of children in Year 1 and 2 to identify specific needs re Speech and Language, phonics, reading. Focused work with KS1 Welcomm and Talkboost programmes as required. High impact. *Focussed English work EYFS interventions. High impact EEF KS1 targeted intervention including small group work.	Challenges 1 ,2 and 3
Small groups (and individual) with identified children in Years 3 and 4 as identified.	Small group and individual sessions – EEF High Impact. English – school individuals and targeted groups – Reading and writing	Challenge 4

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

Budgeted cost: £ *5,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting financial payments for extra-curricular activities, resources and enrichment inc school clubs, Year 6 residential, educational visits and visitor subsidies; resources to support communication and personal / social skills	Promotion of teamwork, collaborative skills esp in problem solving (EEF high impact) and opportunities to develop a store of cultural capital and aid personal development – Dept of Education, Ofsted.	Challenge 6
In school Pastoral Support worker inc Mental health Family Support Worker Counselling	High impact with self regulation work eg zones (High impact EEF); Social and Emotional learning and behaviour and attendance support (high to medium impact evidence base EEF)	Challenge 7

Total budgeted cost: £ *68,349*