

Pupil premium strategy statement – Viscount Beaumont’s 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	3.8%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Hayley Ryder-Smith (Headteacher)
Pupil premium lead	Hayley Ryder-Smith (Headteacher)
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8,100
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£5,103

Part A: Pupil premium strategy plan

Statement of intent

- Aims: Pupil Premium attainment to be level with non-Pupil Premium attainment
Principles: Teacher development, enhancing quality of teaching, developing teacher subject knowledge, Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring.

Challenges

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

Challenge number	Detail of challenge
1	Variability in the effectiveness of teaching over time
2	Social and emotional issues for many pupils (particularly disadvantaged), notably a lack of enrichment opportunities.
3	Limited vocabulary to be able to access the academically rigorous curriculum
4	Low starting point in Phonics due to speech and language

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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time
Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
All pupils have a strong start within school, with high quality teaching and phonics provision ensuring the ability to	GLD outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers nationally.

read, and therefore access all curriculum areas.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils are well equipped to manage their own emotions and have a range of strategies.

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: £ 3,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</p>	1,3,4

Provide instructional coaching for all teachers, delivered by experienced	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work – EEF</p> <p>What is Instructional Coaching – Ambition Institute</p>	1,3,4
Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	1,3,4
To identify a pupil premium champion in school to lead on raising attainment strategically.	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://support.gl-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</p>	3

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

Budgeted cost: £ 1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3

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

Budgeted cost: £ 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Employing trust attendance officer.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Supporting attendance EEF	1
Educational Visits (including residential trips) are paid or part paid for by the school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g improved academic performance, attitudes, behaviour and relationships with peers) Outdoor adventure learning EEF	2
ELSA support	Supporting social and emotional needs Improving Social and Emotional Learning in Primary Schools EEF	2

School uniform is purchased each term.	To support inclusion for all pupils School uniform EEF	2
--	---	---

Total budgeted cost: £ 5,103

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school has used PIRA and PUMA reading and maths papers to assess pupils so that areas of need can be identified. These assessments were supported by Shine interventions which were used to target specific areas for individual pupils, including those in receipt of Pupil Premium funding.

Teaching strategies, which include pre-teaching, overlearning, re-teaching with alternative methods, to ensure secure knowledge is in its infancy and will continue to be developed in all areas of the curriculum – this will also feed into support staff training as they can play a significant part in pre-teaching and over teaching.

Oracy strategies are being used to engage and inspire reluctant writers and are giving cultural capital to those children who are missing stories to use for ideas and templates. The school has an Oracy lead, and the pupils are becoming confident speakers, and their range of vocabulary is being extended.

High quality class texts were and continue to be used each half term to ensure that pupils have access to and experience of a wide range of fiction, non-fiction and poetry.

The mastery approach is being used in maths allowing pupils to securely consolidate and embed key facts and methods to enable pupils to use reasoning skills and to questions and investigate mathematical principles. Key PP pupils are being targeted again for focused and bespoke interventions in Maths and writing. These sessions are during school hours to ensure take up and led by teachers. Support staff continue to offer high impact provision in class, directed by class teachers, to support pupils who need it and also running interventions for individuals and small groups as needed at other times of the day so that we have maximum impact for pupils.

Attendance is closely monitored and our attendance for pupils in receipt of Pupil Premium Funding remains in line with the national average. We have rigorous systems and procedures in place and continually monitor this. We have an ELSA who works in school to support pupils with social and emotional needs. This has been used extensively this year with excellent outcomes for pupils. Uniform is purchased for pupils to ensure the inclusivity of all. Alongside this, all residential trips are fully or part funded and educational trips are fully or part funded.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Literacy support	Nessy
Sounds-Write	Phonics training
TT Rockstars	Maths Circle
Spelling Shed	Ed Shed
White Rose Maths	White Rose Education
Language Angels	Language Angels

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils