

# Pupil premium strategy statement – Beddington Infants' School

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	267
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Liz Kearney, Headteacher
Pupil premium lead	Emma Cooke, Assistant Headteacher
Governor / Trustee lead	Jonny Tang

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,065
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<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>	£77,065

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve highest possible attainment for them across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At Beddington Infants' School, we consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At Beddington Infants' School, our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we:

- ensure disadvantaged pupils are challenged in their daily learning, building on their own next steps,
- act early to intervene at the point need is identified,
- complete an audit of strengths and areas for development for all children eligible for Pupil Premium,
- review the common areas of need and possible strategies for that cohort of children and carefully match appropriate intervention and monitor progress,
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## 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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is most evident in Year 1 and in general, more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils indicate that attainment in reading is lower for disadvantaged pupils. This is most evident in Year 2 and in general, more prevalent among our disadvantaged pupils than their peers.
3	Attendance monitoring and national statistics indicate that attendance is more likely to be lower amongst disadvantaged pupils in comparison to their non-disadvantaged peers.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	End of KS1 reading outcomes in 2025/26 to show: 78% of disadvantaged pupils to achieve the Expected standard in Reading. 52% of disadvantaged pupils to achieve Greater Depth in Reading.
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by the percentage of all disadvantaged pupils who are persistently absent being below 10%.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by:

	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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## 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: £52, 106.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instant feedback from teachers via carefully planned adult focused learning opportunities throughout the day and across the school week.	<p>Feedback studies tend to show high effects on learning. There are positive impacts from a wide range of feedback approaches. Impacts are highest when feedback is delivered by teachers.</p> <p><a href="#">Education Endowment Foundation on feedback.</a></p>	1 and 2
<p>Further embedding of metacognition and self-regulation strategies in teaching all pupil groups.</p> <p>Metacognition approaches will continue to be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p><a href="#">EEF evidence on metacognition here.</a></p>	1, 2 and 4
Collaborative learning approaches embedded into our whole school provision	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months'	1 and 2

and accessed by pupils through our independent learning challenges.	progress, on average, over the course of an academic year. <a href="#">EEF evidence of collaborative approaches here</a>	
Continue embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Improve the quality of social and emotional (SEL) learning through our PSHE curriculum.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): <a href="#">Link to EEF document on Social and Emotional Learning.</a>	4

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

Budgeted cost: £19,612.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	2

pupils who require further phonics support. This will be delivered three times across the academic year over a 10 week cycle.	disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Additional reading sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered partly by the school and in collaboration with our Beanstalk reading volunteers.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective challenge.  <a href="#">EEF evidence on comprehension strategies here</a>	2
Additional social and emotional learning sessions targeted at disadvantaged pupils who require further wellbeing support.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.  The average impact of successful SEL interventions is an additional four months' progress over the course of a year.  <a href="#">EEF evidence of social and emotional learning strategies here</a>	4

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

Budgeted cost: £5,346.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have	4

<a href="#">Improving School Attendance</a> advice. This will involve appointing attendance/support officers to improve attendance and further develop the strategy to address persistent absence.	significantly reduced levels of absence and persistent absence.	
Completion of the training of a senior leader to be Mental Health Lead.	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn.  <a href="#">See the DfE rationale here</a>	5
Subsidised extracurricular activities for disadvantaged pupils.	The DfE guidance – ‘using pupil premium guidance for school leaders’ notes that extracurricular activities is an approach that can be implemented under ‘wider strategies’. Wider strategies relate to the most significant non-academic barriers to success in school.	All
Subsidised school trips for disadvantaged pupils.	The DfE guidance – ‘using pupil premium guidance for school leaders’ notes that extracurricular activities including trips, is an approach that can be implemented under ‘wider strategies’. Wider strategies relate to the most significant non-academic barriers to success in school.	All
Subsidised school uniform, including PE kit, for disadvantaged pupils.	Wider strategies relate to the most significant non-academic barriers to success in school.	All
Subsidising breakfast club for disadvantaged pupils.	The DfE guidance – ‘using pupil premium guidance for school leaders’ notes that	All

	<p>this is an approach that can be implemented under 'wider strategies'.</p> <p>Wider strategies relate to the most significant non-academic barriers to success in school.</p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £77,066**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Early Years performance data, Key Stage 1 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2024 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019.

School data from tests and assessments in 2024/2025 demonstrate that attainment for disadvantaged pupils at the Expected level in Reading, Writing and Maths was higher than those who were non-disadvantaged. The progress for disadvantaged pupils was strong, but did not meet our expectations for a small number of children, who we hoped would achieve Greater Depth. The closure of this gap between disadvantaged is a result of highly individualised tailored small group learning to target and close gaps in children's learning.

Our attainment for our disadvantaged pupils was higher than the national picture at the End of Key Stage 1, most noticeably in reading.

Attendance is a priority for the school, so we continue to work on sustaining improved attendance outcomes for all pupils and reducing the number of persistent absentees for all pupils, and in particular, our disadvantaged pupils.

### Externally provided programmes

Programme	Provider
N/A	N/A

# Service pupil premium funding

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