

Pupil premium strategy statement – Begbrook Primary Academy

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	479 (YR-Y6) 503 (PS-Y6)
Proportion (%) of pupil premium eligible pupils	21% (20.8%) (100 out of 479)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Vicky Counsell (Principal)
Pupil premium lead	Sian Adams (Vice Principal)
Governor / Trustee lead	Sarah Page

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all curriculum areas. The focus of our Pupil Premium strategy is to support children experiencing disadvantage to achieve this goal, including progress for those who are already high attainers.

We actively prioritise children experiencing disadvantage. Children experiencing disadvantage, who are eligible for the Pupil Premium funding, are at the heart of all decisions made in our Academy. We design provision that privileges disadvantage, ensuring that barriers are removed and not created. We deliberately apply equity to ensure children are enabled to, supported to and expected to take opportunity to secure an excellent education. As Rick Lavoie stated, *'Fair doesn't mean giving every child the same thing, it means giving every child what they need'*.

Our aims are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure there is a sustained culture of high expectations for all.

Children and families are carefully identified for bespoke support to close gaps in areas such as academic knowledge and skills, cultural capital, life experiences, health and wellbeing. Children and families who are experiencing disadvantage, or who are at risk of disadvantage, are treated as individuals, not a homogenous group. Where possible, barriers are identified and appropriate resources are used to help to overcome those barriers.

We will provide support through:

- **High-Quality Teaching:** Emphasising high-quality teaching as the primary approach to supporting children experiencing disadvantage.
- **Targeted Support:** Providing targeted support through interventions, especially for those whose education has been most affected.
- **Wider Strategies:** Implementing wider strategies to address non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

Our Pupil Premium Spend Strategy demonstrates a commitment to a research-evidence informed approach to addressing disadvantage to improve life chances and ensure the holistic development of all children.

Challenges

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

Challenge number	Detail of challenge
1	A high number of children in receipt of Pupil Premium funding are not attending school consistently. <i>End of term 1 2024-25 – PP/non-PP attendance gap: -4.4%</i>
2	Some of our children in receipt of Pupil Premium funding have experienced adverse childhood experiences (ACEs) which impacts on their ability to engage fully in learning.
3	Some of our children in receipt of Pupil Premium funding are not working at the age-related standard. <i>Y2, Y3, Y4 and Y5 have PP/non-PP attainment gaps in RWM combined.</i>
4	Some of our children in receipt of Pupil Premium funding have underdeveloped oral language skills with a limited understanding of a wide range of vocabulary among disadvantaged pupils.
5	Some of our children in receipt of Pupil Premium funding are working below the age-related expectation in writing.

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 attendance for children in receipt of Pupil Premium funding.	Attendance for children in receipt of Pupil Premium funding will be 95%+ by the end of the year. PP/non-PP attendance gap will be reduced by 2.3%.
Children in receipt of Pupil Premium funding will have improved engagement in learning.	Internal assessment will show progress for children in receipt of Pupil Premium funding.
Improved combined outcomes for children in receipt of Pupil Premium funding.	KS2 outcomes in 2024/25 show that the combined attainment gap is below 10%.
Improved communication, language and oracy skills for children in receipt of Pupil Premium funding.	Children will be able to use a broad range of vocabulary for a variety of purposes.
Improved writing outcomes for children in receipt of Pupil Premium funding.	KS2 outcomes in 2024/25 show that the attainment gap for writing is below 10%.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planning for success strategy -Meta-cognition -Self-regulation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 3
Targeted professional development -Designing learning -Teaching and learning framework -Maths subject knowledge	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1725368461	1, 2, 3, 4, 5
Individualised professional development -Coaching -Professional development plans -Developmental drop ins	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801 https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1725368461	1, 2, 3, 4, 5
Further embed oracy strategies across the Academy -Voice 21 -Oracy Champion monitoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://voice21.org/why-oracy-matters/	2, 3, 4, 5
NCETM Subscription	https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/ https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-	3

	3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=173489137 6	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment to provide teaching assistant support to on a 1:1 basis as well as small group intervention and to facilitate quality first teaching.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4, 5
Small group, evidence-led interventions (subscriptions) -Nessy phonics -A-Z reading and writing intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.nessy.com/en-gb/about-us https://www.readinga-z.com/intervention/	3, 4, 5
PiXL approach To continue to implement a “Find the gap: plug the gap” approach that focuses on key children and monitor progress. - Attendance at conferences for staff - Core team meetings	https://www.pixl.org.uk/about-us	3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Attendance Family Support Officer (AFSO)</p> <ul style="list-style-type: none"> -Weekly attendance meetings with a focus on Pupil Premium Attendance -Attendance Data analysis using Attendance Blackbox -Meeting with families -Tracking punctuality 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2</p>
<p>Services to offer advice and support for attendance, SEND and social and emotional wellbeing</p> <ul style="list-style-type: none"> -Education welfare consultant service -Educational Psychologist -Speech and Language Therapist 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1, 2, 3, 4, 5</p>
<p>The Bridge Counselling Service</p> <ul style="list-style-type: none"> -1:1 therapeutic support for identified children -Advice and support for staff and families 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2</p>
<p>The Nest (SEMH Alternative Provision Provider)</p> <ul style="list-style-type: none"> -Professional development support for staff -In-reach (placements) for children -Outreach support for children 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2</p>
<p>Enrichment opportunities</p> <ul style="list-style-type: none"> -Science club -Art club -Outdoors Project (forest school) 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 2, 3, 5</p>

-Football club		
Financial support -Uniform -Breakfast club -After school club -Discount on school trips -Tickets at community events	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1734886087	1, 2, 3, 5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Data from Previous Year (2023-24)

End of KS2 results

KS2 combined 62% (all), 52% (PP)
KS2 reading 76% (all), 74% (PP)
KS2 writing 70% (all), 61% (PP)
KS2 maths 70% (all), 57% (PP)

Y4 MTC results

Average mark – 20.6 (all)
Average mark – 19.1 (PP)

Y1 Phonics results

85% (all)
82% (PP)

EYFS GLD results

70% (all)
100% (PP)

We are proud of the progress and attainment of our children experiencing disadvantage who, as a group, are attaining higher than Pupil Premium children nationally. However, despite this success, there remains a noticeable gap between the attainment of children experiencing disadvantage and their non-disadvantaged counterparts. By continuing to focus on high-quality teaching and targeted support, we remain committed to closing the attainment gap.

Externally provided programmes

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

Programme	Provider
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HAF Holiday Club during Christmas, Easter and Summer holidays	Bristol Sport Foundation
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