

Pupil premium strategy statement – St. Bega’s C of E Primary School

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	28
Proportion (%) of pupil premium eligible pupils	14%
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)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Jackie Oakes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7400
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£7400

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure disadvantaged pupils are confident, articulate, empowered individuals who have the opportunity to engage with the highest quality teaching and learning, fulfilling all the potential they possess.

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.

The activity we have outlined in this statement is also intended to support other vulnerable pupils and their needs, regardless of whether they are disadvantaged or not.

We will do this by making sure:

'An effective teacher is in front of every class, and that every teacher is supported to keep improving.'

'Classroom teachers and teaching assistants provide [effective], targeted academic support.'

We address *'significant non-academic challenges—such as attendance, behaviour, and social and emotional learning'*.

The EEF Guide to Pupil Premium

All strategies will be underpinned by ensuring we look after our pupils' mental health and that their curriculum is not narrowed in order to close the gaps stated above.

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 our youngest pupils lack rich opportunities to develop oral skills and vocabulary – essential for pupils to access and make good progress across the curriculum.
2	Assessments, observations, and discussions with pupils indicate a significant minority of pupils from Early Years to KS2 (including some disadvantaged) are behind expectation in reading and writing, (some significantly).
3	Assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges can particularly affect disadvantaged pupils, including their attainment.
4	Data shows some pupils as being 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.

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
Our youngest pupils, including those disadvantaged, have access to a rich and immersive environment which is conducive to developing communication and language, supported by high quality approaches and interactions from practitioners.	Assessments and observations indicate significantly improved language and communication skills amongst our pupils. Staff are highly trained and routinely apply multiple approaches and practices to support children to develop in the different areas that work together to underpin effective communication and language. Practitioners successfully and routinely consider other factors that may be affecting development in this area, considering each child as an individual.
Disadvantaged pupils (and others behind expectation) develop fluency and comprehension in early reading.	The attainment of disadvantaged pupils (and others behind expectation) is in line with national expectation or at least gap significantly reduce by the end of KS1 (with

	intervention strategy in place to continue into KS2).
Disadvantaged pupils (and others behind expectation) develop fluency and comprehension in early reading.	The attainment of disadvantaged pupils (and others behind expectation) is in line with national expectation or at least gap significantly reduce by the end of KS1 (with intervention strategy in place to continue into KS2 and further close gap).
Pupils have the language they need for positive social communication.	Pupils co-operate better, express their emotions better, and pay attention to other people's emotions.

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)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for CPD teaching systematic synthetic phonics, prosody and comprehension using the revised Little Wandle scheme, planning support, new learning resources and planning for 7+ catch up.	EEF - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Explicit and consistent teaching of reading comprehension strategies have high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1 & 2
CPD developing the EYFS environment and zones which will maximise opportunities for rich language and communication development. CPD on strategies to develop communication and language.	EEF - Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	1 & 3

	https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured, personalised 7+ catch-up learning programme for reading	<p>EEF – On average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>Behind this average, there is a large amount of variation. Some of this may be explained by the challenges of implementing the approach effectively, without diminishing engaged learning time. For classroom-based approaches, it appears that the role of the teacher may become more managerial, with the increased need for organising and monitoring learning activities leaving less time for high quality pedagogical interaction. Because of this, individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement.</p> <p>Some recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average.</p>	1 & 2

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further improving targeted support for identified families who are	EEF (March 2022) - There is some evidence of promise for several strategies [to improve attendance] including pa-	1, 2, 3 & 4

<p>struggling with attendance or who need continued support to maintain attendance progress. We will routinely:</p> <ul style="list-style-type: none"> - Build a holistic understanding of pupils and families, and diagnose specific needs; - Build a culture of community and belonging for pupils; - Communicate effectively with families; - Improve universal provision for all pupils; - Deliver targeted interventions to supplement universal provision. <p>- Developing Breakfast club further (engaging activity programme) & free at the point of use.</p>	<p>rental engagement approaches and responsive interventions that target the individual causes of low attendance</p> <p>Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_school_attendance_-_reflection_and_planning_tool.pdf</p>	
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Total budgeted cost: £7,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact of our first year will be reviewed and reported here by December 2025

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

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils