

Pupil premium strategy statement – Becket 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	161
Proportion (%) of pupil premium eligible pupils	30%
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)	2024/25 – 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	C Barwell
Pupil premium lead	Z Bembridge
Governor / Trustee lead	D Muir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,472
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>	£77,472

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 good progress and achieve expected or better attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, with our primary aim being for them to achieve academically, physically, emotionally and socially in line with their peers.

We will consider the range of challenges faced by our vulnerable pupils/families, for example those with social workers, young carers and mental health needs. The strategies identified in this statement are intended to support their needs, whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, focusing on areas in which disadvantaged pupils require more support and providing focused feedback that guides improvement is integral to this process and is proven to have high impact in closing the disadvantage attainment gap, this approach will also benefit all pupils in our school.

Our strategy will continue to consider where additional support is required following the impact of Covid 19, we will be prioritising phonics and reading as children progress through the school, as Speech and Language on entry to school has been a common identified barrier over recent years. We believe prioritising this is the vehicle to accessing curriculum content and improving attainment more widely across the full range of subjects.

Our approach will continue to be responsive to identified common challenges and also maintain a focus on individual's needs; systematic diagnostic assessments, conferencing and knowledge of pupils and their individual family circumstances will inform the individual approach to application of the strategies we have adopted. To ensure they are effective we will:

- act swiftly to ensure support/intervention is provided at the point a need is identified
- continually review the impact of support to ensure it is effective (formally at least 6 weekly) and adapt provision as required
- 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
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1	<p>Internal and statutory assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception class 2024, 100% of our disadvantaged pupils arrived below age-related expectations. In 2025 100% of our disadvantaged pupils arrived below age-related expectations.</p> <p>In 2023-2024 years 1-5 internal data showed that disadvantaged pupils attained lower in 12/15 areas compared to non-disadvantaged peers.</p> <p>The combined reading, writing and maths outcomes in 2023 were disadvantaged 44% compared to non-disadvantaged 66%. In 2024 combined outcomes showed disadvantaged 27% and non-disadvantaged 61%</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and less opportunity to practice their phonics outside of school. This negatively impacts their development as readers.</p> <p>Attainment – Phonics outcomes have demonstrated steady consistent progress over the last 3 years but are still not in line with national. Small step interventions have demonstrated impact but are not yet making a difference in percentages reaching the expected levels.</p> <p>Phonics attainment:</p> <p>2024 all = 79% Disadvantaged = 50%</p> <p>2025 all = 59% Disadvantaged = 50%</p>
3	<p>Our monitoring (including pupil conferencing, PSHE and PE survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem and being hyper-vigilant. Pupils can struggle with self-regulation and require support with strategies. These challenges particularly affect disadvantaged pupils, including their attainment as they struggle to access learning when dysregulated.</p> <p>Teacher/parent requests for support from the Learning Mentor/Family Support Worker remain relatively high. 28 pupils/families (16 of whom were disadvantaged) required additional support in 2023-24.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.6% - 6.8% lower than for non-disadvantaged pupils. Following return to school after Covid attendance of disadvantaged pupils was a concern, the strategies we introduced as part of the previous strategy have had a positive impact in improving attendance and we now need to build on this further. In 2021/2022 the first full year without lockdowns disadvantaged attendance was 6.8% lower than non-disadvantaged, this reduced to 3.6% in 2023-2024.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Outcomes of the PINS project questionnaire 2024, feedback from parents re: methods of teaching being different to when they were at school and parental feedback regarding negative experiences in their own schooling have identified that that we need to support parents to know how best to help their children through increasing opportunities for parental engagement with their children's learning experiences, more accessible communication and increased accessibility to staff and support.</p> <p>Key challenges identified included: parents not being familiar with methods used to teach calculations in maths, strategies for supporting reading at home, unclear/untimely communications.</p>

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 phonics attainment among disadvantaged pupils	<p>The new scheme has been successfully implemented across the school.</p> <p>Staff are trained and delivery of the scheme is consistent and demonstrates fidelity across the school.</p> <p>Parents are active partners in their child's phonic development.</p> <p>Disadvantaged pupils attain in line with their non-disadvantaged peers. Outcomes are in line with National averages. (80% 2024)</p>
Improved KS1 and KS2 Reading, Writing and Maths outcomes for disadvantaged pupils	<p>Pupils make accelerated progress towards FFT 50 targets over 3 years.</p> <p>Quality feedback improves pupil outcomes.</p> <p>KS2 reading outcomes in 2026/27 show that 74% (2024 national) of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2026/27 show that 72% (2024 national) of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2026/27 show that 73% (2024 national) of disadvantaged pupils met the expected standard.</p>
Improved social and emotional well being resulting in positive behaviours for learning and minimal low-level disruption	<p>Sustained high levels of well-being and minimal disruption of learning by 2026/2027 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents as shown in behaviour logs • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils in our school, particularly disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <p>Persistent absenteeism reduced to below national (2023/24 15.2% for state-funded primary schools)</p> <p>Disadvantaged pupils' attendance is comparable to peers, with the overall absence rate being no more than 5.5% (2023/24 average for state funded primary schools) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by a further 3%</p>
Increased parental involvement/engagement with school and in supporting their children's learning	<p>Phonics videos are available to support parents.</p> <p>Phonics workshops/sessions have taken place where parents can participate alongside their child in class.</p> <p>Parents engage with phonics information sessions.</p> <p>Vlogs are included in newsletter to increase accessibility of information for parents.</p>

	Parents are active partners in their child's learning journey and have a clear knowledge and understanding of what and how their children learn as evidenced in parental feedback.
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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: £19,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further training for new phonics leads and other staff as needed.</p> <p>Monitoring and response.</p> <p>Additional adult supporting phonics delivery across EYFS/KS1 cohorts.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The adult has been positively monitored by ULS, Ofsted Monitoring Visit and external review. Supported pupils' outcomes demonstrated secure attainment in the screener and retakes for previous cohorts – Year 2 2024/25 100% pass.</p>	2
<p>Ongoing CPD Coaching/Mentoring for staff in:</p> <p>Explicit teaching of metacognition and self-regulation activities to support learning</p> <p>CPD teachers receive also</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Reading comprehension strategies are high impact on average (+6 months). The teaching of these strategies are again higher impact when metacognitive and self-regulatory methods are used. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2 & 3

provided to support staff.	South West Disadvantaged Network – Case Study schools shared outcomes of investment in TAs. Ted Wragg Trust.	
High quality verbal feedback provided to pupils.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1
Increased opportunities for parental engagement – learning opportunities alongside their children	The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes, however approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 4 and 5
Maths CPD for staff, including Mastering number and Boolean Maths Hub year group specific training for teachers.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1
Additional support in Key stage 2 to allow teachers to complete more individualised teaching to individuals and groups within lesson time.	On average, individualised instruction approaches have an impact of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1
Implement new writing scheme 'Ready, Steady, Write.'	Impact evident in other schools. Visit to Middle Barton Primary attainment at KS2 100% last year and 93% the year before.	1

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

Budgeted cost: £32,157.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions – small group and individual 1 minute/precision grid interventions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1&2

linked to our new phonics scheme (Unlocking Letters and Sounds) and informed by our local English Hub training targeted at disadvantaged pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics North Somerset English Hub	
Targeted 1:1 or group interventions/tuition with a Teaching Assistant or Teacher. Interventions are matched to individual/group needs/gaps with increased opportunities for oral feedback.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact - Intervention targeted at specific needs/knowledge gaps can be an effective method to support low attaining pupils or those falling behind with aspects of their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1
Teacher led after school tuition for pupils to close learning gaps.	Extending school time might lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage with content, and generally more learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time This approach shows additional progress of 3 months, although it is very dependent on engagement of families and having a very tight focus within sessions.	1

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

Budgeted cost: £25,308.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed consistent implementation of the Behaviour Curriculum across the school - continuation	Both targeted interventions and universal approaches can have positive overall effects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions - <i>universal approach</i>	1&3
Embed and consistently implement Individual Behaviour Plans (IBP) one page profiles.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions - <i>Behaviour individual approach</i>	1&3

<p>Introduction of a Pastoral Lead providing <i>Learning Mentor support and family support</i> – primarily focusing on improving Social Interactions, attendance, self-esteem, participation in active learning within the classroom.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Interventions which focus on improving social interaction tend to be more successful (+6 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3,4&5</p>
<p>Embedding good practice of attendance procedures.</p> <p>This will involve the internal Pastoral Lead engaging and supporting families. Time for key staff to implement the MAT attendance procedures. Induction of new Attendance Lead. Working in collaboration with North Somerset EWS and Noble EWO.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>4</p>
<p>Introduction of after school clubs – improved enrichment offer.</p> <p>Introduction of Home from Home – subsidised places agreed on an individual basis.</p> <p>Subsidised Breakfast Club for identified individuals.</p>	<p>https://assets.publishing.service.gov.uk/media/690b2a4a14b040dfe82922ea/Government_response_to_the_Curriculum_and_Assessment_Review.pdf p. 38</p> <p>The Curriculum and Assessment Review recognises that the national curriculum is not the entirety of a school's curriculum nor their whole offer to pupils. Evidence shows that extra-curricular enrichment participation is associated with higher educational achievement and positive outcomes in adulthood. For example, a report from the Education Policy Institute found that children who attended sport clubs were more likely to be in education or employment as young adults, and children who attended clubs for hobbies, arts and music were significantly more likely to progress to higher education than those who did not.</p>	<p>3&4</p>

Total budgeted cost: £77,472

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes of previous strategy 2024-2025

Attainment

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level where these are available (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Our internal assessments show that PP pupil attainment is lower than non-PP pupil attainment in Y3, in Years 4 and 5 there is no significant difference, in Year 1 PP attainment was higher than non-PP, however data was generally low for this cohort. Year 2 completed the 2025 SAT test and PPG pupils attained higher than non-PP in Maths and Writing, they attained lower in Reading. PPG combined was 67% compared to 57% for non-PP combined. In Year 6 non-PP attained higher across all subjects than PP. 15 out of 32 children were identified as Pupil Premium, of these 15, 6 had SEND Learning needs. Our Pupil Premium Non-SEND data was Reading 73% (Nat all 75%), Writing 73% (Nat all 72%), Maths 73% (Nat all 74%) and Combined 55% (Nat all 62%), evidencing that our strategy is improving attainment of those pupils that do not have additional SEND Learning specific needs. During the year we reviewed our strategy and introduced Teacher Tuition sessions for invited pupils after school, this will form part of our strategy this year as we continue to tailor our teaching approach to bridge gaps in pupils learning.

Our Year 1 pupils had a disrupted year with the class teacher leaving at the end of the Spring Term. Phonics attainment in Year 1 for all pupils was 59% (Nat 80%, Nat disadvantaged 67%) compared to 79% last year, 68% (2023) and 58% in 2022. Phonics attainment of PPG pupils was 50%, which mirrors our PPG attainment in 2024. In Year 2 100% of pupils passed the phonics screener, the TA providing additional phonics support in Year 2 in 2024/25 will be supporting phonics across Reception and KS1 in 2025/26.

Our Early Years Reception data shows that 62% (Nat 68.3% 2024) of the cohort attained a Good Level of Development (GLD) with PP attainment at 33%, an increase of 8% compared to 2024 and non-PP 70%.

The data demonstrates that where pupils are also part of another significant groups eg. SEND/EAL strategies are taking longer to show impact in terms of narrowing the summative data gap however small step progress shows positive impact using our internal Provision Map progress measures.

Social and Emotional Well-being

32 children/families have received ongoing support from the Learning Mentor or Family Support Worker on a regular basis. The Family Support Worker has continued their multi-agency work with an increased number of Early Help referrals, School Nursing referrals, MHST referrals, Young Carer referrals and Education Welfare liaison. Their involvement with monitoring attendance, meeting with and engaging persistent absentee families has increased. Their work has continued to be supported through the allocation of a Mental Health Support Team (MHST) worker to the school half a day a week. The number of children needing to miss learning for Social and Emotional reasons has again decreased as the year has progressed. The Learning Mentor primarily supported children who were both PP and SEND during the academic year.

Attendance

Persistent absenteeism remains a concern however we have reduced this further to 15.29% (figure taken from MIS 22.07.25) compared to 17.9% last academic year and 25.99% the previous year, we have asked for nine Fixed Penalty Fines to be issued 2024-2025 academic year compared to 23 the previous year. The

EWO continued to be closely involved with the school from the outset of the academic year and the Family Support worker ensured meetings took place early in the year with previously persistent absentee families. At 22.07.2025 attendance for disadvantaged pupils for the academic year 2024-2025 was 92.51% (a further increase on 91% in the last academic year and 88% the previous year) compared to 93.82% for non-disadvantaged. This is a difference of 1.31% again a slight decrease from last academic year.

Based on all the information above, the performance of our disadvantaged pupils varied across the school and subject areas with evidence that attainment of those pupil premium children that do not also fall into other significant groups eg. is coming more in line with peers and national data. We have continued to reduce persistent absenteeism and will continue our proactive approach in this area.

Our evaluation of the approaches delivered last academic year indicates that the Family Support Officer was effective in their role, interventions targeted at individuals' gaps are higher impact and changes to our feedback approach, teacher CPD and the implementation of this in practice improved outcomes for our disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget during the 2025-2026 academic year. We have used impact information from Provision Map, summative data, feedback from stakeholders and made adaptations including teacher led tuition, after school clubs enrichment provision, redeployment of support staff to support phonics and upper KS2 and will increase our CPD offer for support staff.

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
Spelling Shed	Ed Shed
White Rose Maths	White Rose
Classroom Secrets	Classroom Secrets
Jigsaw – PSHE/RSE curriculum	Jigsaw
TT Rockstars	Mathscircle.com
Unlocking Letters and Sounds	
Oak Academy	
NCTEM	
Ready, Steady Write	