



Pupil Premium Strategy Statement September 2025 – August 2026

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 effect that last year’s spending of pupil premium had within our school.

School Overview

School name	Beal Vale Primary School
Pupils in school	200
Proportion of disadvantaged pupils	82 pupils (42%)
Pupil premium allocation this academic year	£121,230
Academic year or years covered by statement	September 2025 – August 2028
Publish date	November 2025
Review date	November 2026
Statement authorised by	A Rashid
Pupil premium lead	A Rashid
Governor lead	C Richards

Funding Overview

Details	Amount
Pupil premium funding allocation this academic year	£121,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£121,230

Statement of Intent

Our aim at Beal Vale Primary School is to provide all students with the opportunity to achieve their full potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to a diverse and bespoke curriculum designed especially for our pupils. This ensures we are supporting the development of the 'whole' child to achieve their ambitions and flourish in life.

There may also be complex family situations that prevent children from flourishing. The challenges can be varied. Quality First Teaching is the most important lever that we have as a school to improve outcomes for disadvantaged pupils. Improving the quality of teaching will also benefit other groups - including higher achievers. Ensuring that every teacher is supported and receives targeted professional development in order to keep improving is one priority for our Pupil Premium spending. In 2022-25, CPD from Optimus Education, English Hub, Maths Hub and Focus Trust will support teachers and leaders within the school.

Targeted academic support - Evidence shows the positive impact that targeted academic support can have. Our intent is to provide this through classroom teachers and teaching assistants linking with small group tuition and one-to-one support. Trained support staff are deployed to work with small groups and one to one to provide intervention that will close academic gaps and support emotional wellbeing.

School's wider strategies will continue to address the non-academic barriers to success in school and relate to behaviour and social and emotional support. In order that economically disadvantaged pupils have access to our wider opportunities, subsidisation is available for all activities and lessons that incur a cost. This includes educational trips and visits, music lessons with peripatetic teachers, after school activity clubs and our curriculum enrichment time in school. The schools learning mentor provides nurture and social skills groups which support our most vulnerable and disadvantaged children; one to one (or small group) supervision for pupils requiring or requesting time out of the classroom for emotional and/or behavioural needs. The pupil wellbeing lead fosters good communication between school and vulnerable families around attendance, behaviour, physical and emotional health.

Our key objectives are:

- To ensure that all disadvantaged children at Beal Vale Primary School should reach their potential
- To raise the aspirations of all disadvantaged children
- To ensure that all children reach the attainment levels of non-disadvantaged children.
- To develop the life chances of all disadvantaged children
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences.

Challenges

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

Number	Details of challenge
1	Assessments indicate that our current Y4 cohort (45% are PP) and Y6 Cohort (52% are PP) have greater difficulty with reading comprehension (they have not developed sufficient reading fluency as the bridge between decoding and comprehension) and independent writing.
2	Poor language and communication skills on entry to school. 48% of Pupils in our Reception cohort below on WELLCOMM Assessment. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on entry to Reception. We recognise also that the emotional regulation and socioemotional wellbeing of our new Reception cohort is an area that needs strengthening and supporting.
3	Lack of life experiences and aspirations for the future. Lack parental support and engagement in their child's education. Our observations and discussions with families and pupils show us that some of our disadvantaged pupils need support to also widen their aspirations in school and beyond. We need to continue to offer them a wide- range of enrichment opportunities that enable them to aim high and at the same time, be motivated to succeed academically.
4	Assessment data indicates that our pp pupils with SEN do not do as well as their peers in Phonics. Assessments, observations, and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils and a lack of reading opportunities. The complexity and variance of need calls upon staff expertise to utilize adaptive teaching strategies to ensure a full curriculum offer. Therefore, we need high quality CPD for all staff to ensure that these pupils receive adequate support.
5	Our attendance data indicates that attendance among a small proportion of our disadvantaged pupils is slightly lower than for non-disadvantaged pupils. Persistent absenteeism is a very small proportion of PP pupils and we continue to work closely with these families (and external agencies) to support improving their child's attendance.

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. Self-regulation skills for all pupils in-line with age related expectations.	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. Assessments against PSED ELG at the end of Reception Year and observation points throughout the year as per Development Matters indicate that significant progress is made in this area.
Provision for children with SEND and EHCP plans is highly effective via external support and expertise and investment into high quality CPD for all staff	Disadvantaged children with SEND/ EHCP plan are making good progress against individual targets (in line with their cognitive ability) and this is evidenced through rigorous 'plan, do, review' cycles of Individual Learning Plans and use of PIVATS 5. Staff demonstrate confidence when adapting their practice to meet the needs of ALL pupils. Staff quickly identify need, share concerns with the SENDCo, and write effective SMART targets. Interventions are evidence led and effective

	through careful deployment of staff expertise and pupil identification alongside rigorous tracking and monitoring.
Improved reading and writing attainment among disadvantaged pupils in Y4 and Y6 cohort.	End of year assessments in reading and writing show that at least 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils 5 being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced further. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will invest in staff CPD to ensure they know how to support childrens' oracy</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://voice21.org/oracy-across-the-curriculum-the-evidence/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://www.teamteach.com/team-teach-connect/#KnowledgeHub</p>	1,2,4
<p>Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupils</p>	<p>Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Specific training on ASD, Dyslexia and practical adaptations that can be made with the classroom to support needs of Autistic learners.</p>	2,4

<p>Support Staff CPD: Developing the role of support staff to ensure high quality instruction for all</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>Support staff to receive training on how to effectively scaffold learning and still promote independence so that pupils do not lose ownership of their learning.</p> <p>Training on the use of adaptive teaching methods to support SEND children, within the classroom environment, to access the same learning as their peers.</p>	<p>1,2,4</p>
<p>Staff training and CPD to support quality teaching and learning through a range of strategies/ feedback and reflection including Optimus online training suite, MAT training programme, Bespoke LA Training and development of subject leadership role.</p>	<p>Supporting the attainment of disadvantaged pupils (2015) identified that one of the key strategies for successful schools was a focus on high quality teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>EEF Toolkit – the impact of teacher feedback is +6 additional months progress over the course of the academic year in schools.</p> <p>Metacognitive and self-regulatory strategies provide high impact. Our focus is to build opportunities for pupils to reflect on and monitor their own strengths and weaknesses.</p> <p>EEF toolkit indicates that +7 months progress can be achieved.</p>	<p>1,2,4</p>
<p>Support for the Early Career Development of ECT staff to ensure a consistent approach to teaching in all year groups. Further opportunities for training in subject knowledge, classroom management and teaching pedagogy</p>	<p>ECT teachers demonstrating a thorough understanding of teaching and learning strategies that support all pupils regardless of their individual starting points. Classroom management strategies to create an environment conducive to children making good progress. A strong understanding of the requirements of all curriculum subjects</p>	<p>1,2,4</p>
<p>Additional teaching support for language development and oracy.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Evidence shows that high quality teaching in whole class settings for all has the greatest impact on attainment.</p>	<p>1,4</p>

Targeted academic support

Budgeted cost: £77,377

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to embed the read, write inc programme to accelerate progress in reading and outcomes for children. Distribution of staff in supporting targeted reading and phonics catch-up sessions</p>	<p>Evidence suggested that delivering high quality reading programmes can have a significant impact on children’s progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,4</p>
<p>Additional phonics / reading fluency sessions targeted at disadvantaged pupils</p>	<p>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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,4</p>
<p>Teaching Assistant support in Reception Class to support 1:1 and small groups for targeted intervention.</p>	<p>EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress.</p>	<p>2</p>
<p>Specific and targeted interventions to support those children that have been identified and who have ‘fallen behind’ to make accelerated progress and ‘catch-up’ or exceed prior attainment standards.</p>	<p>EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,4</p>
<p>Provide quality TAs to support identified groups of pupils and/or 1-1 sessions . To provide pupils with high quality individualised and/ or targeted small group sessions to narrow the gaps in pupil’s learning.</p>	<p>EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,4</p>
<p>Extra –curricular clubs and activities. The facility to offer a broad range of extra-curricular</p>	<p>EEF Report: Life Skills and Enrichment. In line with limited research guidance these activities will either include a learning focus or be in addition to (not instead of)</p>	<p>3,5</p>

trips and events will enhance the social and cultural experiences of our disadvantaged pupils including music peripatetic provision.	academic support. EEF Toolkit: The average impact of arts participation on other areas of academic learning appears to be about an additional three months progress	
Internal tiered intervention programmes: Social skills, Anxiety workshops, Anger management Behaviour programme.	EEF Report; Improving Behaviour in Schools. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour ‘For pupils with more challenging behaviour the approach should be tailored to individual needs. EEF Toolkit: Alongside academic outcomes, interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Interventions which focus on improving social interaction tend to be more successful.	1,2,3,4,5

Wider Strategies

Budgeted cost: £29,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
To subsidise pupils access to residential visits, day trips and visitors from external bodies. These visits broaden and enrich the curriculum across the school. They improve the children’s knowledge of the world and provide them with real-life experiences to provide context for their schoolwork, which in previous years has shown to deepen learning and increase enjoyment of the curriculum.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium A tiered approach To Spending. EEF Toolkit – extending school time and Aspirations. Studies that do exist shows positive impacts and there is a wider evidence base indicating that outdoor adventure learning has positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning plays an important part of the wider school experience.	3,5
Retention and development of the schools Teaching Assistants to support with targeted tuition and Interventions. Pupils with identified social, emotional or health needs are supported by school staff to allow them to access the curriculum fully regardless of any challenges.	EEF Toolkit – Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Social and Emotional learning strategies support children to access the curriculum fully and have moderate impact on progress (+4 months). Children lack resilience and self-esteem. Behaviour tracking, behaviour reviews and other records demonstrated key children who require specific intervention. Targeted behaviour interventions led by a trained Learning Mentor are also shown to have moderate impact on progress (+4 months) when applied consistently.	1,2,3,4,5
Behaviour Training /CPD for all staff delivering targeted support in the whole school restorative practice approach. Induction to	EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,3,4,5

the approach for all staff new to school and regular updates through CPD.	– average impact of behaviour interventions is 2-6 additional months progress over the course of the year.	
Music tuition in class - all Year 3 pupils provided whole class tuition on a brass instrument. Opportunities for Year 4 pupils to participate in small group brass instrument tuition. Subsidy for CLA or PP children, suffering financial hardship, who wish to access paid guitar or keyboard tuition.	EEF Toolkit – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=pati Arts participation is shown to have moderate impact on academic progress but evidence in school has shown the positive impact on children’s attitude to school and attendance on the days of tuition. Ensuring access for all children, regardless of socio-economic challenges is central to school’s mission.	3,5
Funding for EYFS parents group to support children’s transition to school and provide parents with the confidence and skills to support their children’s educational journey.	EEF – Teaching and Learning Toolkit: Parental Engagement. The sessions give parents a stronger grounding in strategies to support their child’s learning at home (phonics, reading and calculations). Links between home and school have also been shown to impact positively on attendance.	1,2,3,4,5
To maintain the positive behaviour on the playground. More opportunities for pupils to be involved in sport and inter-school sports. Targeted support will have a positive impact on self-esteem, participation levels and attendance.	EEF Toolkit – https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour average impact of behaviour interventions is 2-6 additional months progress over the course of the year. Physical activity also has an impact on academic progress as well as children’s attitude to school in general, behaviour and attendance.	3,5
To provide focused time for the School Business Manager to monitor, challenge and provide support for children with poor attendance. To buy-in external support from the Local Authority Attendance Team to challenge poor attendance and term time holidays.	https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils?utm_source=/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils&utm_medium=search&utm_campaign=site_search&search_term=attenda	5

Total budgeted cost: £121,230

Part B: Review of outcomes in the previous academic year. Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Academic year. Review: 2024/2025 aims and outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024-2025 academic year using KS2 performance data; EYFS assessments; phonics screening; Y2 assessment judgements and internal assessment and monitoring.

For 2024/25, the % of our disadvantaged pupils that achieved the expected standard in Reading was 80% (Nat 61.1%), in writing 80% (Nat 56.9%), in Maths 66.7% (Nat 58.2%) at the end of KS2. The performance of our disadvantaged pupils is above both local national average in all areas. We continued to adopt a three-tiered approach to our pupil premium spending by improving teaching, targeted academic support and wider strategies. We used current educational research to shape our Pupil Premium offer in line with EEF findings. Bespoke teaching for disadvantaged children or those below age-related expectation is being developed through the LbQ programme and the introduction of the BVIP (Beal Vale Interconnectivity Programme).

We continued to enhance our SENDCO support and wellbeing provision and continue to 'ring fence' a SENDCO 1 day per week to enhance the skills of teaching staff in order to maximise the impact of teaching and learning to ensure PP children reach their full potential. The development of SENDCO Network within the MAT and attendance at SENDCO development days has improved collaboration across local schools.

1 Assessments indicate that the current Y3 cohort made significant progress during the last academic year with an 16% increase in the number of children achieving ARE or higher from the same point the previous year. The increased focus and staffing available for small group or 1:1 intervention for reading has had a positive impact on attainment in Y2 reading.

An increase in phonics intervention and tutoring provided through additional staffing in key year groups has also allowed disadvantaged children to close the gap in reading to their non-disadvantaged peers.

Assessment indicates that during the last academic year, last year's Year 6 made a 12% increase in the number of children achieving the expected standard or higher from the same point the previous year. The intense focus on CPD for our staff had a positive effect on the children.

2 Continued early identification of children with Speech and Language challenges is in place with the WELLCOMM programme delivered daily in EYFS and KS1. The introduction of WELLCOMM Primary and the pilot of the ELSEC project have also been instated during summer term with staff beginning a suite of training to support children with Language and communication difficulties throughout the school. This continues to be a required focus of the PP grant as the baseline of children entering school at Reception continuing to indicate low levels of language and communication.

3 Limited opportunities are available for many of our children due to financial restrictions at home. This has become increasingly challenging as house and rental prices in the locality have been rising well beyond the rate of inflation for the last 3-4 years.

Use of PPG has enabled school to provide whole class brass instrument tuition in Year 3, with small group available for those demonstrating a strong interest or talent into years 4, 5 & 6. We now have 9 children attending CHS junior orchestra every Wednesday morning at the local high school due to the opportunities that have been afforded. Contributions to trips and visits has also fallen significantly during this period with an average of 30-35% of parents now unable to pay any contribution to trips or visitor workshops and a further 15-20% only able to make a partial contribution towards costs. The increasing use of the PPG to ensure that this decrease does not lead to a reduction in opportunities and experiences being provided has been vital, particularly as the local context has meant that these have fallen away at home.

Playground provision has developed with the inclusion of a senior midday supervisor to oversee the planning and delivery of lunchtime activities. PPG has been used to supplement the MDS wage to allow for a Senior MDS to work increased hours to plan provision both on the playground but also nurture groups for those children who find this a

challenging part of the day. This has had a positive impact of afternoon outcomes with a more settled start to the afternoon.

Parent workshops for EYFS focused on phonics, routines and early mathematics have been delivered with a high level of attendance (60-70%). Workshops around the new digital programme (BVIP) were well attended in years 3-5 (50%) with lower attendance in Y6 (20%).

4 Continual Professional Development (CPD) opportunities have had significant impact on practice over the last 2 years, with staff focussing on adaptive teaching to ensure all children are able to access appropriate curriculum content with tailored support. The CPD focus for 2024-25 the use of digital technology across the curriculum to support teaching and learning opportunities for all children. Twelve days of training composing of 4 whole staff INSET days, 6 small group coaching sessions and 2 days with a focus on SEND and Accessibility have been subsidised through the PPG.

5 Huge successes have been achieved in attendance surrounding PP v NPP students within school with the gap between PP and NPP reducing to 1.3%.

Overall attendance of PP pupils is above the National average by 0.8%.

86	School	92.8%
	FFT National	92.1%
	Difference	+0.7%

Work will continue this year to maintain high levels of attendance because the school's overall figure and PP figure still remain below the national target of 96%.

Studybugs, an attendance platform for parents and school to communicate attendance has been introduced into school. This will further involve parents in their child's school life and will allow parents access to live NHS information around appropriate school absences as a result of illness.

Externally provided programmes

Programme	Provider
Kangaroo Kids counselling service	Successful in supporting the children of Beal Vale Primary School and will continue to rises in the number of referrals and economic constraints of many of our families.
Implementation of the Sonar Curriculum	Allowed for a more consistent approach to planning across the curriculum to create 'learning links' and also for clear planning for progression of skills across year groups.
Wider opportunities music tuition	Brass musical instrument tuition through Oldham Music Service is available at either a discounted rate or for free for pupil premium families. Financial constraints should not be a barrier to accessing this opportunity.