

Beckfoot Nessfield Pupil Premium Strategy Statement 2025-27

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

School overview

Detail	Data
School name	Beckfoot Nessfield Primary School & Nursery
Number of pupils in school	267 @ Dec 2025
Proportion (%) of pupil premium eligible pupils	21.07% @ Dec 2025
Academic year/years that our current pupil premium strategy plan covers	2025-7
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Katherine Scrivener (Head of School)
Pupil premium lead	Chris Gilmour
Trustee lead	John Winkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25-26	£72,095
Recovery premium funding allocation this academic year	£0
School-led Tutoring Grant	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget	

Part A: Pupil Premium Strategy Plan 2025-2027

Statement of Intent

As a Beckfoot Trust school, our mission is to create a remarkable school where no child is left behind. This is embodied by our school sentence: ***“At Beckfoot Nessfield, we all strive to be even better tomorrow than we are today .”***

To help us be the best we can be, we have three values which permeate through all we do both inside and outside of school:

- ★ **Hard Work:** We work hard every day to build the knowledge and skills we need to be successful. We persevere and are resilient when things are difficult and take responsibility for our own behaviour.
- ★ **Ambition:** We tackle problems with a growth mindset and aspire to be the best we can be. We are open minded to opportunities and all the possibilities the future holds for us.
- ★ **Kindness:** We are all positive role models within our school and around our community. We always act with respect, kindness and integrity. We do the right thing because it is the right thing to do. We all understand difference and ensure every member of our community feels welcome and belongs.

Whilst we recognise the challenges that our children face, we do not use these as excuses. Instead, we are determined that all pupils are given the best start in life through the highest standards of quality first teaching, focussed support, curriculum enrichment, and pastoral care. Our ultimate objectives are:

- ★ To narrow the attainment gap between disadvantaged and non-disadvantaged children
- ★ For all disadvantaged children to make or exceed national progress measures
- ★ For all disadvantaged children to have at least 95% attendance
- ★ To ensure all pupil premium children engage in wider curriculum enrichment activities

We know that there has been an increase in FSM6 children in 2025 with an increase from 17.82% to 21.07%. However, we remain below average compared to our local area FSM6 percentage which is 39.8%.

Common barriers for our disadvantaged children can include poor language and communication skills, poor self-confidence, attendance and punctuality difficulties and social, emotional and mental health needs. Although there is no one size fits all model of support for our children, we recognise each disadvantaged child's barriers and work hard to remove them, so no child is left behind.

As recognised by the EEF, we know that 'good teaching is the most important lever schools have in order to improve outcomes for disadvantaged pupils. Therefore, we are focusing on improving the standard of teaching through focused professional development for teachers. The key active ingredients of our strategy are to:

- ★ Embed a culture of attainment for all, with 'no child left behind'
- ★ Remarkable inclusive quality first teaching
- ★ Individualised approaches to address barriers
- ★ Decisions based on data outcomes, regularly reviewed for impact
- ★ Best staff working with the most disadvantaged
- ★ Targeted intervention for children identified as in danger of falling behind
- ★ Focusing on a small number of high-level strategies

Following the pandemic and the economic crisis we know our disadvantaged families and children often need increased levels of support around social and emotional well-being. Therefore, we also intend to focus on supporting disadvantaged families with their children's attendance, punctuality, social, emotional and mental health needs, alongside their academic attainment. We will use pastoral and attendance data to inform individualised approaches. Intervention and prevention strategies will focus on removing barriers to attainment.

Challenges

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

Challenge number	Detail of challenge
1	Increased social, emotional and mental health needs of children and families
2	Attendance and punctuality of disadvantaged children
3	Attainment gaps between DV and Non-DV children
4	Poor parental engagement
5	Lack of wider life experiences
6	Financial pressure on families

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
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing 2025/6 demonstrated by: ★ qualitative data from student voice, student and parent/carer surveys and teacher observations (more positive compared to current) ★ A significant reduction in red cards from DV children < 1 per term ★ a significant reduction in fixed term exclusions to <1 FTE per term ★ All DV children engage in enrichment activities.
Attendance of DV children is at least 95%	★ Attendance of DV children is at least in line with National non DV children ★ 3% reduction in PA for DV children ★ Punctuality is >98%
DV progress improves in all year groups	★ Progress data shows a narrower/narrowing gap. ★ The difference between DV KS2 pupils' attainment compared to targets is comparable to non-PP pupils
Increased focus and awareness of PP pupils by all class teachers, with regular professional dialogues taking place with pupils and parents.	★ Pupil Premium a standard item in pupil progress meetings. ★ >95% of DV parents at school events such as parent evenings. ★ PP/SEND children attend SEND parent review meetings each cycle ★ Learning conversations following PD points for targeted pupils.
Quality first teaching in all classrooms, considering principles of effective classroom practice	★ Leaders QA identifies that all children experience QFT that enables at least good progress to be made

	★ No child left behind plans use data to effectively plan intervention and prevention strategies where DV children are at danger of falling behind
All children participate in wider curriculum enrichment activities	★ Financial support for DV children for all trips and visitor workshops ★ All DV children actively engage in curriculum workshops ★ All DV children actively participate in curriculum enrichment opportunities

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the school's inclusive universal offer meets the needs of all children - Know and apply adaptations bespoke to individual children e.g. SEND, PP - Ensure seating plans are used effectively - Prepare, narrate and visualise a model of excellence (explicit modelling/ I do) - Form a collaborative model by chunking and clarifying procedural instructions in a low stakes' environment (We do – mini whiteboards) - Plan, run and monitor independent practice (Student workbook – You do) - Gather and give feedback to consolidate learning to maximise success (cold call, show call, hinge questions etc)	RS Network Implementing the EEF's 'Five-a-day' Principle to Support... Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT	1 3
Implement coaching for staff to secure consistently good or better QFT: - Bi-weekly coaching full time teachers - Support staff briefings group coaching - Professional growth trackers support improved practice - Weekly deliberate practice sessions for all staff	Incremental next step coaching is proven to support teachers to get better: https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Incremental_Coaching_-_12-page_report_summary.pdf Effective Professional Development EEF	1 3
Support children who have SEMH needs using the Trust Graduated Approach: - Use of behaviour data to identify children who need additional adaptations and support - SLT to support in teachers in developing behaviour plans and provision to remove barriers to good behaviour - Referral to SEND pathway as needed utilising the expertise of outside agencies as needed - SLT to ensure consistency in implementation of the school evidence informed Behaviour Protocol	The EEF evidence from 'Improving behaviour in schools' recommends adopting a preventative approach to behaviour and targeted approach for children who struggle (Recommendations 1 – 5) This supplements the guidance from the EEF 'SEND in mainstream schools' recommendations 1 – 4	1 2 3
Embed data driven planning by: Quality assuring actions within each Phase Action Plan to ensure the right intervention/ prevention strategies are happening at the right time	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1 2 3

Quality assure teacher No Child left Behind Plans to ensure the correct children are identified for each cycle and the right data driven intervention/prevention planning is happening at the right time	When feedback is done well, it can accelerate pupil progress exponentially. We will be using the EEF guide to support us in providing remarkable feedback Teacher Feedback to Improve Pupil Learning EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategically deploy support staff and nurture practitioners to: - structured intervention sessions for vulnerable pupils. - Implement 'The Nest' Nurture Room to support high profile SEMH children - Nurture breakfast sessions/ start of the day for identified children	We recognise that many of our disadvantaged students also have SEMH needs and require well trained staff to support them. We hope that by tackling this challenge area, attainment will also increase: EEF Improving Social and Emotional Learning in Primary Schools Guidance Report (2021): Recommendations 1-6	1 2 3
Strategically deploy specialist TAs to deliver: - Small group structured intervention sessions / tutoring - Catch Up/ SEND Phonics in EYFS/KS1/ KS2 - Fluency in KS2 - Ready to Progress Maths in KS1 & 2	We are ringfencing the work of one TA who will prioritise interventions, other TAs will complete interventions in the afternoon: EEF Making Best Use of Teaching Assistants Guidance Report: Recommendations 5 & 6	1 3

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

Budgeted cost: £12,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance: Continue to embed our system of tiered, structured support and challenge so that attendance is $\geq 97\%$ and punctuality is $\geq 99\%$	EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4	1 2 3 4
Integrate and model SEL skills through everyday teaching, complimented by timetabled Nurture support sessions and drop-ins for vulnerable children across school. Embed My Happy Mind and The Story Book project across school. Embed Mindfulness Mondays: start of the week focused on building relationships and delivery of My Happy Minds prior to the week's learning commencing. Embed parent My Happy Mind App	EEF Preparing for Literacy Guidance Report (2018): Recommendation 4 EEF Improving Social and Emotional Learning in Primary Schools Guidance Report (2021): Recommendations 1 & 2	1 2 3 4
Develop a strategy of how best to involve families when their child has SEND including, reviewing and evaluating the current system,	EEF supporting parents of children with SEND	1 2

signposting to external support, how to meet needs, training, SEND processes	EEF Working with Parents to Support Children's Learning (2018): Recommendations 1-4	3 4
Further develop family engagement: • Head and SENCo weekly drop in clinics • School Support Clinics for attendance, benefits, childcare vouchers etc run by school office manager • Use of Epraise home – child –school comms app • Develop school website: promote how to help your child to learn and over communicate positive attitudes to learning	Parental engagement EEF	4
Curriculum enrichment sessions for all children • Free curriculum enrichment activities timetabled into the school day for all year groups • Sports based activities taught by outside coaches: karate, archery, boxing, swimming, team building • Music based activities using learn to Rock music school: keyboard, guitar and drumming small group and individual lessons • Subsidised school trips and residential for PP children	Arts participation EEF Physical activity EEF	1 2 3 5 6

Total budgeted cost:

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.

- ★ There is a consistent, research informed approach to pedagogy in the classrooms across all subjects
 - ★ Although still below National, KS2 outcomes were higher than 2024
 - ★ Y1 phonics was above National
 - ★ Behaviour for learning improved for the very large majority of students in school
 - ★ Increased participation of PP children in curriculum enrichment activities
 - ★ Increased PP attendance from 89.5% to 91.2%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Ready to Progress	Ark Maths Mastery
Catch Up Phonics	Little Wandle Letters and Sounds
Fluency	Little Wandle Letters and Sounds
SEND Phonics	Little Wandle Letters and Sounds

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.