

Pupil premium strategy statement – Beccles Primary Academy

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	139 (additional 11 Nursery)
Proportion (%) of pupil premium eligible pupils	46% (53 pupils)
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)	2025 – 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Gemma Crates
Pupil premium lead	Clare Wells
Governor / Trustee lead	David Hawkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,854
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£1,179,382

Part A: Pupil premium strategy plan

Statement of intent

At Beccles Primary Academy, our core intention is for all pupils to make excellent progress and attain highly across all areas of the curriculum, including the wider curriculum as well as their social and emotional development. Central to our strategy is a commitment to ensuring that disadvantaged pupils are supported to achieve this goal.

We place high-quality, adaptive teaching at the heart of our approach. Evidence consistently shows that this has the greatest impact on closing the attainment gap for disadvantaged pupils, while also benefiting all learners.

We recognise that not all children eligible for the Pupil Premium Grant (PPG) are socially disadvantaged, and conversely, that some disadvantaged pupils may not qualify for PPG. Therefore, we rigorously monitor the progress and outcomes of PPG-funded pupils as a distinct group, comparing their achievements with their peers both within our school and nationally.

Our strategic objectives for all pupils, with a particular focus on disadvantaged learners, are:

- **Swift Identification of Needs and Strengths:** All adults working with pupils understand their individual needs and strengths, enabling timely and effective support.
- **Strong Relationships and Belonging:** Pupils develop secure, trusting relationships with staff, fostering a sense of safety and belonging within the Beccles community.
- **Family Engagement:** Families feel valued, involved, and connected to our school community.
- **Barrier Removal through Quality Teaching and Interventions:** Staff adopt a solution-focused mindset, delivering high-quality first teaching alongside evidence-based interventions.
- **High Expectations:** All adults maintain high expectations for every pupil, especially those who are disadvantaged, across all aspects of their education.
- **Reading Fluency and Curriculum Access:** We aim for all pupils—particularly disadvantaged pupils—to leave Key Stage 1 as fluent, confident readers, and to transition to secondary school fully prepared to access the curriculum.

Our strategy is informed by research and best practice, including guidance from the Education Endowment Foundation (EEF) and other reputable sources. This ensures our approach is both evidence-based and tailored to the needs of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Staffing turbulence has led to variable quality of teaching which has resulted in attainment gaps in writing and maths.
2	Historically, attendance has consistently fallen below the national target of 96%. This is primarily due to the varying parental perceptions of the value of education, as well as their understanding of the sequence of learning throughout the school day/week/month/term etc. As well as this, there are complex social and emotional challenges for some of our families.
3	A slower development of reading fluency and a 'love of reading', where children choose to read for pleasure, impacts on overall attainment and progress. This is seen across all curriculum areas whereby pupils are limited in accessing and engaging with the wider curriculum.
4	Children have limited cultural capital; consequently, their vocabulary and capacity to utilise broader contextual understanding of the world to develop and strengthen schemas are often limited.
5	Children show very limited independent resilience when faced with a challenge, adversity or change. This is due to complex social and emotional challenges, which can lead to disengagement with learning and refusal to participate.

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
1. All teaching (whole class, 1:1 or small group) is of a consistently, good quality, delivered consistently and has measurable positive impact on pupils' progress and attainment	<ul style="list-style-type: none"> An aspirational target of at least 62% of disadvantage pupils achieve outcome in RWM Foundational knowledge is secured and gaps are identified and addressed in a timely fashion. Where gaps remain, these are closed quickly.
2. Attendance improves across all groups	<ul style="list-style-type: none"> Pupil premium attendance is in line with or above national. Attendance improves for targeted vulnerable families over time.
3. All children can read fluently by end of Year 3	<ul style="list-style-type: none"> Gaps in reading fluency identified and targeted interventions support rapid catch up

	<ul style="list-style-type: none"> Improved parental engagement with hearing children read at home
4. All children have opportunities to extend their wider experiences and build on their cultural capital	<ul style="list-style-type: none"> All children have the opportunity to participate in at least two school trips per year. All children complete their 11 before 11 challenges. Class knowledge webs are shared with parents termly to support parental engagement. Opportunity for parents and children to share an aspirational trip together every year.
5. Children show improved resilience across all groups All children are aware of and able to name their feelings and know how to seek help and support when they need it.	<ul style="list-style-type: none"> All staff trained in new Jigsaw PSHE program. (Jigsaw) emotional language used consistently throughout school for naming and identifying feelings. All children are aware of and able to name their feelings and know how to seek help and support when they need it. Children are able to identify however they feel and have strategies to support themselves in regulating their 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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of CUSP, and Jigsaw curriculum and resources</i>	<p>CUSP is an evidence-led curriculum developed by research-focused pedagogy. It is highly ambitious and is designed to improve outcomes for pupils but also develop teacher subject knowledge.</p> <p>Jigsaw is a mindful approach to PSHE which brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in</p>	1,3,5

	<p>a comprehensive scheme of learning. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF research</p> <p>As per the EEF, school approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained. EEF research</p>	
<p><i>High quality CPD for adaptive teaching, foundational knowledge and deployment of additional adults</i></p>	<p>The Teacher Development Trust state that the most effective way Leaders can improve outcomes for children is to focus on professional development. It may be surprising, but focussing on this rather than the quality of teaching alone brings greater improvement for learner outcomes. TDTrust research</p> <p>At Beccles, we strongly believe that the more knowledge and skills are held by our practitioners, the more these are presented for all children particularly with regard to then adapting them to be better support disadvantaged pupils. EEF research</p>	1,3,5
<p><i>Analysis of data collected on Sonar system to identify gaps in learning for pupils groups including PP.</i></p>	<p>We are keen to identify where gaps exist in all areas of learning using a range of programs to help us to analyse data. Much of this data analysis is related to PP children. EEF research</p>	1, 3
<p><i>SLT to cover classes to allow staff release time for coaching, CPD and team teaching to develop quality first teaching</i></p>	<p>Release time to support CPD, coaching and mentoring and workload management to enable development of teacher pedagogy and improved quality of teaching. Link to TDTrust research</p>	1, 3

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

Budgeted cost: £ 41, 498

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing targeted support for individual children to close the gap in a specific area of learning. Interventions will be specific and</p>	<p>Link to EEF research</p> <p>As per the EEF, 1:1 tuition has shown to have a potential of +5 months in attainment levels. More specifically for when interventions are</p>	1,3,5

link directly with in class learning intentions.	explicitly targeted, consistently delivered and linked directly to class teaching.	
Targeted support of PP children whose attainment is impacted by contextual challenges, this includes in-class support and small group support across year groups.	As per the EEF, small group tuition has shown to have a potential of +4 months in attainment levels. EEF research .	1,3,5
Learning support Assistant full time in all classrooms to support all children	Additional adult support EEF confirms that Learning Support Assistants can 'provide a large positive impact on learner outcomes' but does warn that this is dependent upon how they are deployed. EEF evidence . At Beccles, we ensure that LSAs work closely with the class teachers and are aware of who the Pupil Premium children are within that class. They support these individuals with their learning in a range of ways, both within the classroom and through intervention programmes. They support teachers with marking and are key to giving time appropriate feedback to all pupils.	1,2,3,5
Pastoral, Welfare & Behaviour Lead & the Inclusion Team implements a range of social and emotional based interventions, including emotional literacy, drawing, and talking and helping hands.	EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning. EEF research impact of SEMH learning	1,2,3,5

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

Budgeted cost: £ 12,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Educational visits and 11 before 11 activities financially support available support for PP and lower income families</i>	<p>Some families are unable to contribute towards out of school experiences or externally provided visitors. We therefore financially support these disadvantaged families so that their children do not miss out on these experiences, which improve and build on a child's cultural capital.</p> <p>Cultural capital is regarded by Ofsted as a fundamental factor in preparing children for their futures lives. Socioeconomic deprivation and other social factors may hinder the development of cultural capital, often due to limited opportunities to engage in enriching experiences outside of the standard school day.</p> <p>The school works with the Country Trust to support the learning and understanding of sustainability, skills for life</p>	4

	and healthy eating, whilst working with our school community.	
<i>SCC Education Welfare Officer</i>	The school has an attendance administrator, who closely monitors attendance across the school and who then takes appropriate actions where required. There is additional support for dealing with Persistent Absences and we use external providers for this. As a number of the Persistent Absence pupils are those entitled to Pupil Premium funding, we use some of the grant towards the cost of the administrator and our Educational Welfare Officer.	1,4
<i>Pastoral champion</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. "Giving time to teach children how to self-manage their emotions and cognitive elements of learning can lead to enhanced progress of around 4 months across a year." EEF social and emotional learning . At Beccles, we use some of our Pupil Premium grant to provide wellbeing, social and emotional activities, delivered by trained adults. Activities are regularly completed with pupils from across the school, including those receiving Pupil Premium funding.	2,5
<i>Funded places at Breakfast Club</i>	Funded places for PP pupils to attend breakfast club and ensure they have a strong to start the day. This will also support improved attendance and punctuality.	1,2,4,5
<i>Activity clubs before, during and after school</i>	Funded places for PP pupils to attend a wide range of creative and physically active clubs. Before school clubs, during the day clubs and after school clubs all enable equal opportunities for all our children to explore a wide range of new activities and find different areas in which they can excel.	2,4,5

Total budgeted cost: £98, 854

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1: Improved reading, writing and maths attainment in KS1 for disadvantaged pupils		
	2023/24 (13)	2024/25 (8)
Reading	77%	88%

Writing	54%	63%
Maths	77%	100%

Due to small numbers of children in group, data is insignificant when comparing cohorts of children.

Outcome 2: Poor communication skills on entry to the school for disadvantaged pupils, delaying the development of oracy, reading and writing skills for children within Early Years

	2023/24 (5)	2024/25 (6)
Speaking	80%	67%
Listening and attention	100%	67%
Word reading	60%	100%
Writing	60%	67%

Due to small numbers of children in group, data is insignificant when comparing cohorts of children. National GLD for all children in 2023/24 was 67.7% therefore in comparison our disadvantaged children are achieved above in speaking and listening and slightly below in word reading and writing. National GLD for 2024/25 will be released in November 2025.

Outcome 3: To offer an enriched curriculum alongside after school activities that have reduced or no cost to all pupils.

Trips from Sept 2024 - Sept 2025

Autumn Term Year 4 Swimming

Year 6 Primary Arts Day (Sept)

Year 6 Henham Education Day (Sept)

EYFS Gymnastics (Oct)

Yr 5 & 6 Gymnastics (Nov)

Yr 6 Crucial Crew (Nov)

Yr 5 Nativity Escape Room (Dec)

Whole school panto (Dec)

Yr 5 UEA for STEM activity (Jan)

Yr 5 Easter Escape Room (Mar)

Selected KS2 Pupils Football Skills Event @ BHS(Mar)

Summer Term Yr 3 Swimming

Yr 4 Gawdy Hall - Country Trust (June)

Yr 2 Carlton Marshes (June)

Yr 6 Orbis Centre Redstart Activity Day (June)
 Various pupils to Moana Performance at BHS (July)
 Yr 1 & 2 Carlton Marshes - Hiking Heroes 11B411 (July)

Trips were well attended, and financial support was provided to disadvantaged families to ensure all children had equal opportunity to attend all trips.

Outcome 4: To improve the attendance of pupils with persistent absence to be in line with national figures.

2023/24 – PA (Nat PA)

2024/25 - PA (NAT PA)

Outcome 5: To provide and source a range of resources available to pupils and their families, to support their physical & mental health and well-being.

Pastoral support worker working with children and families 4 days a week. Providing parenting advice and support and signposting to resources for parents. Hosting twice weekly parent coffee mornings with an average attendance of 11 parents/carers.

Working with external services – Young carers, Early Help Team, Country Wide Trust, Suffolk Educational Services, School Nursing Team, Happy Smiles, Abbey Croft Leisure.

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***

n/a

The impact of that spending on service pupil premium eligible pupils

n/a
