



Pupil premium strategy statement

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

School overview

Detail	Data		
School name	Becontree Primary School		
Number of pupils in school	2024-2025 461	2025-2026 463	
Proportion (%) of pupil premium eligible pupils	2024-2025 23% (104 Ever FSM)	2024-2026 27% (123 Ever FSM)	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027		
Date this statement was published	16 th September 2024		
Date on which it will be reviewed	September 2025 September 2026 September 2027		
Statement authorised by	Mrs M Ziane		
Pupil premium lead	Mrs C Stock and Mrs L Stonier		
Governor / Trustee lead	Ms Hannah Hamid		

Funding overview

Detail	2024/25	2025/26
Pupil premium funding allocation this academic year	£160,680	£163,620
Recovery premium funding allocation this academic year	£9558	N/A
Pupil premium plus funding allocation this academic year	£12850	£13,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£183,088 (2024/25) £176,770 (2025/26)
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating pupil premium funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged children in EYFS or upon arrival in other year groups, have low starting points. Speech and language issues are common, and many arrive with very limited language skills (including in home languages). Some children come with minimal or no early year's education.
2	Disadvantaged children often perform less well in reading because of a raft of reasons; these may include a limited vocabulary, low reading mileage, a late start to reading, especially phonics, lack of opportunities to read at home.
3	A high proportion of disadvantaged children have limited enrichment opportunities outside of school. Their limited experiences have a negative impact on their ability to make personal links to their learning, e.g. to what they are reading. There is also an effect on related skills such as physical fitness, social skills and communication.
4	Disadvantaged children have lower attendance than that of non-disadvantaged children and it is lower than the school target of 97%.

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
Disadvantaged children in EYFS will achieve a good level of development (PSED, CL, PD, Literacy and maths) by the end of the academic year.	Disadvantaged children will make accelerated progress in EYFS so that the proportion of disadvantaged children reaching a good level of development in line with non-pupil premium children. Disadvantaged children with Speech and Language difficulties are identified early and professional support is utilised to address the issues quickly and effectively leading to good progress against targets set.
Disadvantaged children make better than expected progress in reading.	Disadvantaged children will make accelerated progress in reading, so that the proportion of disadvantaged children reaching the expected standard by the end of KS1 and KS2 is at or above the national 'other' group.
The gap between the attendance of disadvantaged children and ALL children will narrow.	Attendance for disadvantaged children in all year groups will be in line with non-disadvantaged children and will be at or above school target of 97%.
Disadvantaged children will have access to a wide range of Cultural Capital experiences both in and outside of school.	All disadvantaged children will be provided with a range of enrichment opportunities, in school which will provide children with the

	knowledge and cultural capital they need to succeed in life.
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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: **£114,786.50** (2024/25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional NNEB support in Early Years. (Sharon 10 hours) £9693.00	EEF (+2 months) As the size of a class/teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for all children.	1 and 2
Language and Communication Strategy – additional SLSA time allocated for specific interventions. £33,106.00	EEF (+6 months) Communication and language approaches include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as sustained shared thinking 'or guided interaction'.	1
Higher Level Teaching Assistants and Reading LSAs allow for targeted interventions. £71,987.50	EEF (+2 months) As the size of a class/teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each child will receive will increase, improving outcomes for all children.	2

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

Budgeted cost: £21,244.60 (2024/25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all pupils Reading is high priority on the school development plan and CPD plan. Pupil Progress meetings track progress of all children and appropriate and timely interventions are put in place. SIP (24/25) also focuses on: Strategic Goal: Becontree children are effective communicators. This will be done by developing different strands of Oracy. £1,400.00	EEF (+ 2 months) Within-class grouping (also known as within-class attainment grouping) means organising pupils within their usual class for specific activities or topics, such as literacy or mathematics. Pupils with similar levels of current attainment are grouped together, for example, on specific tables, but all pupils are taught by their usual teacher and support staff, and they usually all follow the same curriculum but at different levels of difficulty. The aim of this type of grouping is to match tasks, activities and support to pupils' current capabilities, so that all pupils have an appropriate level of challenge	2
Specific Interventions (Speech Link, Becontree Everyone's Reading Together, Phonics Catch Up, Reading Plus, Laurel Trust) £11,849.60	EEF (+ 6 months) Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1 and 2
Purchased school Speech and Language Therapist from Wordsfirst Additional time for Speech and Language interventions – SLSA £5,500.00	EEF (+ 6 months) Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	1 and 2
Purchased web-based programmes to be used in school and at home.	EEF (parental engagement + 4 months) Parental engagement refers to teachers and schools involving parents in	2

-Purple Mash -Phonics Play -Spelling Shed - Fonetti Reading Programme £1,845.00	supporting their children's academic learning in.	
Purchased a set of 3 home learning CGP books for PP children. £650	EEF (parental engagement + 4 months) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning in.	2

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

Budgeted cost: **£48,277.00** (2024/25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital experiences promoted in the curriculum. £8500	Raising aspirations is therefore often believed to incentivise improved attainment. -out of school interventions or extra-curricular activities. The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.	4
Reduction in cost of trips/workshops/clubs for disadvantaged children. Included in cost above	Raising aspirations is therefore often believed to incentivise improved attainment. -out of school interventions or extra-curricular activities. The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.	4
Full time Parent Support Advisor. £39,777.00	EEF- parental engagement + 4 Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. Dedicated person in role who builds a relationship where the parents trust them	3

	and feels they will listen to them and provides them with the support that they need. This leads to improved relationships with the school and home lives for the whole family and in turn outcomes for children.	
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Total budgeted cost: £184,308.10

Total budget for this academic year (Pupil Premium and Recovery Premium): £183,088

Funding from delegated school budget: £1220.10

2025/26

Total budget for this academic year (Pupil Premium and Recovery Premium): £176,770

Funding from delegated school budget: £7,538.10

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.

Reception On Entry Data			
		2024-2025	
		Entry	
		% of pupils On Track/Expected or higher	Attainment Band Chart
Maths	Main Assessment	20%	28% 48% 18%
Communication and Language	Main Assessment	28%	43% 25% 28%
Personal, Social and Emotional Development	Main Assessment	31%	34% 30% 31%
Physical Development	Main Assessment	38%	26% 31% 38%
Literacy	Main Assessment	28%	38% 30% 28%
Understanding the World	Main Assessment	20%	34% 41% 20%
Expressive Arts and Design	Main Assessment	18%	36% 41% 18%

Reception End of Year Data			
10 children were identified as Pupil Premium children in Reception.			
Attainment (National Data)			
	GLD	Prime	Specific
Year Group (2024-2025)	57% (68.5%)	62%	57%
Pupil Premium (2024-25) (10 chn)	30% (3/10)	40% (4/10)	30% (3/10)

Phonics (Y1)	
There were 10 children identified as Pupil Premium in Year 1	
End of Year: 80% passed the national phonics screening test. (National was 80% for 2023/24)	
Pupil Premium Children: 80% (8 chn) (National was 67% for 2024/25)	
Non- Pupil Premium Children: 79% (38 chn)	

Year 6

There were 17 children identified as Pupil Premium

	On Entry		End of Year	
	Expected +	Exceeding	Expected +	Greater Depth
Reading	59%	25%	69%	36%
PP	60%	47%	71%	47%
Writing	56%	5%	65%	8%
PP	67%	0%	65%	6%
Maths	59%	20%	65%	34%
PP	54%	27%	53%	24%
SPAG	65%	25%	78%	39%
PP	66%	35%	70%	41%

Attendance (from 4 SEP 2024 to 22 JUL 2025)

	Pupil Premium	Non-Pupil Premium
Whole School	92.84%	94.12%
National overall attendance figure was 96.2%		

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
Reading Fluency Intervention	Laurel Trust
Reading Plus Intervention	Reading Solutions
Lexia	Lexia Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None Allocated
What was the impact of that spending on service pupil premium eligible pupils?	NA

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.