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**	2026-2027 **460**
Proportion (%) of pupil premium eligible pupils	2024-2025 **23%** (104 Ever FSM)	2024-2026 **27%** (123 Ever FSM)	2026-2027 **34%** (157 FSM)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027		
Date this statement was published	16th 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	2026/27
Pupil premium funding allocation this academic year	£160,680	£163,620	£196,850
Recovery premium funding allocation this academic year	£9558	N/A	N/A
Pupil premium plus funding allocation this academic year	£12850	£13,150	£10,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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) **£207,610** (2026/27)

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.

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: £168,284

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSA support in Early Years. £26,994	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 and targeted parent support. £30,645	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. £110,645	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: £36,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all pupils Pupil Progress meetings track progress of all children and appropriate and timely interventions are put in place. SIP 2026/27 focuses on the Implementation of whole school inclusion strategy/framework: A) Universal: pedagogical approaches that sustain focus, attention and engagement. B) Universal: Secure strong foundations across EYFS and Year 1 C) Universal: Review and implementation of whole school framework for writing D) Sensory processing and integration. £40,000 has been allocated as part of the SIP funding	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) £22, 617	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	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	1 and 2

£9,972	support learners' use of vocabulary, articulation of ideas and spoken expression.	
Purchased web-based programmes to be used in school and at home. -Lexia -Spelling Shed - Story Zoo £3,663	EEF (parental engagement + 4 months) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning in.	2
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: £43,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital experiences promoted in the curriculum.	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.	EEF- parental engagement + 4 Parental engagement refers to teachers and schools involving parents in	3

Universal offer- whole school events and support. Targeted offer, working with targeted parents as part of Early Help strategy. £39,931	supporting their children's academic learning. Dedicated person in role who builds a relationship where the parents trust them 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.	
Nursery Readiness Project Project aims are: • to be part of the solution to ensure that all children have the very best start to life and their education; • valuing the collaboration and recognising that we can achieve more together through partnerships with parents/carers and enhanced multi-agency working. £3,872 (pants etc + salaries)	EEF- Working with parents to support children's learning + 3 EEF Early Years Toolkit, found that, on average, children who take part in early years interventions make around five additional months' progress in cognitive outcomes	1

Total budgeted cost: £248,989

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

2026/2027
Total budget for this academic year (Pupil Premium and Recovery Premium): £207,610
Funding from delegated school budget: £41,379

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 since the implementation of this strategy.

Reception On Entry Data for 2024-2025

	Below	Just Below	On Track	Expected	No Data- entered after on entry assessment
CL	43%	25%	28%		4%
PSED	34%	30%	32%		4%
PD	26%	31%	39%		4%
Literacy	38%	30%	28%		4%
Maths	28%	48%	18%	2%	4%
UW	35%	41%	21%		4%
EAD	35%	41%	19%		4%

Reception On Entry Data for 2025-2026

	Below	Just Below	On Track	Expected	No Data- entered after on entry assessment
CL	8%	50%	17%	10%	14%
PSED	17%	30%	28%	10%	14%
PD	5%	20%	35%	25%	14%
Literacy	12%	53%	19%	2%	14%
Maths	8%	50%	17%	10%	14%
UW	10%	58%	17%	2%	14%
EAD	14%	56%	17%	0%	14%

Reception End of Year Data

17 children were identified as Pupil Premium children in Reception for academic year 2025-2026.

Attainment (National Data)			
	GLD	**Prime**	**Specific**
Year Group (2024-2025)	57% (68.5%)	62%	57%
Pupil Premium (2024-25) (10 chn)	30%	40%	30%
Year Group (2025-2026)	66% (73%)	76%	68%
Pupil Premium (2025-26) (17 chn)	65%	76%	65%
Year Group (2026-2027)			
Pupil Premium (2026-2027)			

Nursery Readiness Project Evaluation

Impact: Key Outcomes

	Baseline Assessment 2024/25- on track	**End of Year Outcomes 2024/25- expected +**	**Baseline Assessment 2025/26- on track**	**End of Year Outcomes 2025/26- expected +**	**Baseline Assessment 2026/27- on track**	**End of Year Outcomes 2026/27- expected +**
CL	23%	31%	26%	38%		
PSED	23%	51%	26%	43%		

86% of children who attended the project in 2024/25 went on to achieve a Good Level of Development (GLD) by the end of Reception.

Impact: Parent Feedback/Outcomes

New Skills

	Toilet Trained	**Confidence**	**Speaking/ Communicating more**	**Social Skills**	**Separation from parent/carer**
2024/2025 cohort (17 forms completed)	7	8	12	11	9

2025/2026 cohort (19 forms completed)	8	9	14	12	8
2026/2027 cohort					

Best Part of Attending Sessions

	Toilet Trained	**Confidence**	**Speaking/ Communicating more**	**Social Skills**	**Separation from parent/carer**
2024/2025 cohort (17 forms completed)	15	17	10	13	13
2025/2026 cohort (19 forms completed)	17	19	12	15	15
2026/2027 cohort					

Phonics (Y1)

	2024/2025	**2025/20256**	**2026/2027**
Year Group	80% (80% National)	78% (81.8% National)	
Pupil Premium (PP) Children	80% (8 chn) (67% National)	67% (12 chn) (67% National)	

Non-Pupil Premium (NPP) Children	79% (38 chn)	81% (47 chn)	

Although, there is a gap between our school and national, the children have made significant progress from their starting points based on their vulnerabilities.

Context for 2025/2026 year 1 cohort
13 children with SEND (6 at SS and 7 with EHCPs)
4 children accessing specialist provisions within the school
32 children identified as EAL
10 children identified as Pupil Premium

Data for 2024-2025 Year 6

	On Entry		**End of Year**	
	Expected +	**Exceeding**	**Expected +**	**Greater Depth**
Reading	59%	25%	68%	51%
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	55%	15%	77%	39%
PP	50%	10%	70%	41%

2025-2026 Year 6

There were 21 children identified as Pupil Premium

	On Entry		**End of Year**	
	Expected +	**Exceeding**	**Expected +**	**Greater Depth**
Reading	66%	29%	71%	31%

PP	55%	20%	67%	24%
Writing	65%	7%	68%	7%
PP	45%	5%	57%	5%
Maths	66%	27%	71%	29%
PP	50%	10%	57%	14%
SPAG	70%	39%	75%	41%
PP	55%	15%	67%	19%

Reading Intervention Data

Across the school, 85 pupils accessed targeted digital reading intervention, with 35 pupils accessing Reading Plus and 50 pupils accessing Lexia. The analysis below focuses specifically on outcomes for Disadvantaged and Pupil Premium pupils within these intervention cohorts.

Cohort note: The Disadvantaged and Pupil Premium groups overlap substantially but are not identical. Some pupils are included in both groups, while a small number are included in one group but not the other. The outcomes below are therefore reported separately for each cohort.

PP

Across 32 Pupil Premium pupils receiving targeted reading intervention through Reading Plus or Lexia, **38% (12 pupils) moved into a higher school assessment attainment band** from their starting point, while **28% (9 pupils) finished the year working at the Expected Standard.**

Reading Plus (12 pupils): All pupils made measurable progress within the programme, with an average gain of **2.3 proficiency levels** (median 2.3). **58%** gained at least two proficiency levels, with individual gains ranging from **0.4 to 4.6 levels**.

Lexia (20 pupils) All pupils made measurable progress within the programme, with an average gain of **2.6 Lexia levels** (median 2). **65%** gained at least two levels and **40%** gained three or more, with individual gains ranging from **1 to 6 levels**.

Disadvantaged

Across 32 disadvantaged pupils receiving targeted reading intervention through Reading Plus or Lexia, **38% (12 pupils) moved into a higher school assessment attainment band** from their starting point, while **25% (8 pupils) finished the year working at the Expected Standard**.

Reading Plus (12 pupils): All pupils made measurable progress within the programme. The **average gain was 2.3 proficiency levels** (median 2.2), with **67% gaining at least two levels**. Individual gains ranged from **0.4 to 4.6 levels**.

Lexia (20 pupils): All pupils made measurable progress within the programme. The **average gain was 2.75 Lexia levels** (median 2), with **70% gaining at least two levels** and **45% gaining three or more**. Individual gains ranged from **1 to 6 levels**.

Programme-level gains use each intervention's own scale and should not be directly compared with one another or interpreted as equivalent years of reading-age progress.

Attendance

	All Pupils	Pupil Premium	Non-Pupil Premium
Whole School-2024/2025 (from 4 SEP 2024 to 22 JUL 2025)	94.0% (96.2% National Primary figure)	92.84% (89.4% National figure)	94.12%
Whole School-2025/2026 (from 3/9/2025-14/7/2026)	94.2% (94.7% National Primary figure)	93.2% (89.13% National figure)	94.1%
Whole School-2026-2027			

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.