



Bevendean Primary School and Nursery

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A place for everyone to succeed and thrive

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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.

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

School overview

Detail	Data
School name:	Bevendean Primary School and Nursery
Number of pupils in school	- 313
Proportion (%) of pupil premium eligible pupils	- 51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Petrina Ferris: Headteacher
Pupil premium lead	Sarah Miller: Deputy Headteacher
Governor / Trustee lead	Kendrick Tugwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233910
Recovery premium funding allocation this academic year (COVID Recovery Grant)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year:	£233910

Part A: Pupil premium strategy plan

Statement of intent

At Bevendean Primary School and Nursery, our aim is to ensure that every child within our care enjoys their time at school and leave achieving their best. We strive to support them to making good academic progress as well as becoming strong individuals, who are resilient and ambitious.

Through quality first teaching and a strong supportive staff team, we want every child to experience a high quality, wide and varied curriculum that exposes them to life experiences that will impact on their lives now and in the future. We want our children, especially our disadvantaged children, to achieve good progress and attainment across all areas of the curriculum and to build strong relationships with their peers. We have developed a support programme that allows us to give our children the support they need throughout their educational journey, whether it be academically, with SEMH needs or giving them opportunities they wouldn't get anywhere else.

Our approach to ensure we achieve our aims, is knowing our children extremely well. We have in place a bespoke curriculum that offers those children, who are working below their age expectations, the programme of study that is needed to achieve and make progress. We have a clear vision of how our support teams, around the school, are used to deliver a range of interventions that support the quality-first teaching that is happening in the classrooms. These interventions benefit both our disadvantaged and non-disadvantaged children, with the intention of diminishing the difference.

As well as our academic aims, this strategy has been developed to enable us to develop emotionally resilience children. Children, who are not emotionally ready, will not be able to meaningfully access learning therefore we have to prioritise their SEMH needs. We know that children from disadvantaged backgrounds may suffer from adverse childhood experiences and early trauma, come from families who suffer financial hardship and have had limited access to early learning and life experiences. Targeted sessions are put in place for those children, who require this support the most.

To ensure we are effective in supporting our pupil premium children with this strategy, we will ensure our approach:

- Is consistent across all areas that we are focusing on.
- Has good communication is used to make sure the right children are being targeted at the right time.
- Identifies barriers that may reduce the impact of interventions.
- Will ensure all children will be given the interventions they need, regardless of their ability and level of disadvantage.
- Will ensure all families will be encouraged and welcomed into the school community.
- Give our children opportunities to have a wider experience of opportunities that will wider their development, will be available for children and families regardless of level of disadvantage.
- Will ensure all children will be at school with good attendance.

We are aware of the challenges that our children face however our aim is to encourage and support these children to achieve in spite of these challenges.

Challenges:

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

Challenge number	Detail of challenge
1.	Attendance
	Our levels of absence across the school have always been a challenge. Last academic year attendance for non-Pupil Premium children is 95.61% compared to 91.00% for Pupil Premium children. 59% of our pupils with attendance of less than 64% are pupil premium children. Last academic year, out of 59 children, who were persistently absent, 76% of those are pupil premium children. The impact of poor attendance and punctuality affects their academic ability, creating gaps in learning and low confidence in ability.
2.	Closing the Gap
	Using data, observations and strong knowledge of our children and families, we know that the levels of vocabulary, reading levels, speech and language and general literacy levels are a barrier to learning across the

	<p>school but particularly in Key Stage 1. This affects a significant amount of children however our data for our pupil premium children shows that Reception Early Learning Goals for word reading/writing/number combined is at 11% (emerging) and 89% (expected) compared to 18% (emerging) and 82% (expected) for our non- pupil premium children. We know that if children are to succeed at school then they must become secure in these early skills. Moving up through the school, we want to ensure children 'keep up' and not have to 'catch up' with their learning. We use live marking to ensure we pick up any misconceptions early and follow these with interventions to address these as quickly as we can. This happens throughout the whole school for both Maths and English.</p>
3.	SEMH / Wellbeing
	<p>Many of our children have been identified as suffering with their mental health and well-being: low self-esteem / confidence, suffering from adverse childhood experiences, attachment issues, struggles to regulate their emotions, anxiety, impact of significant life events and protective behaviours. Out of the 96 children currently on our Learning Mentor's caseload, 72% of these are pupil premium children.</p>
4.	Poor Oracy Skills and Developing Aspirations
	<p>A large proportion of our children come from disadvantaged backgrounds, with 47% of our children being pupil premium. This can lead to children having limited or no life experiences outside of school or being exposed to enriching environments. This can have an effect on their confidence, self-esteem, mental health and well-being and relationships with their families and peers. In addition, without these experiences we know that children's vocabulary remains limited; it is only through seeing and doing that we can talk and ultimately write about these experiences.</p>
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
To expose pupil premium children to rich language through a wide and varied curriculum, enabling them to communicate effectively.	<p>Children are able to use and understand a wide range of vocabulary and be able to share this with their peers.</p> <p>Children are able to use this newly acquired vocabulary in their writing.</p> <p>Children are able to communicate how they are feeling and share this using clear, structured sentences.</p>
To improve pupils' writing.	<p>Writing attainment levels for our disadvantaged children are inline or better than our non-disadvantaged children.</p>
To enable all children to read, both at home and at school, and develop a love for reading.	<p>All children to have access to, and use, a range of reading resources both at school and at home.</p> <p>All children to be reading regularly, both on their own and with an adult, at home and at school.</p> <p>All children to be able to talk positively about their reading experiences and their favourite books and stories.</p>
To increase and sustain reading attainment levels.	<p>Reading attainment levels for our disadvantaged children are inline or better than our non-disadvantaged children.</p>

To increase and sustain attendance for all pupils, particularly our disadvantaged pupils.	<p>The attendance for our disadvantaged children to be in line with or higher than our non-disadvantaged children.</p> <p>To decrease the number of persistent absentees, that are disadvantaged, including those who are regularly late.</p> <p>Gaps in learning have increased for those children who are persistent absentees.</p>
To improve and sustain the mental health and well-being of our children.	<p>The number of children with levels of concern for children, recorded by teachers, is reduced.</p> <p>A reduction in referrals of children to our Learning Mentor team.</p> <p>Our children are able to show more resilience and feel more confident and are then able to apply these skills to both life experiences and their academic work.</p>
To increase the life experiences that our children have.	<p>Children experiencing a wide range of activities throughout the school year, i.e. trips, visits, after school activities, etc.</p> <p>Through pupil voice, our children show ambition and excitement for their futures.</p> <p>Pupil's writing improves and reflects this increased vocabulary.</p>

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: £ 98,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>1 x Key Stage 1 Additional TA Support</u>	Tuition and intervention, which are targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
<u>2 x Key Stage 2 Additional TA Support</u>		3
<u>EYFS Additional TA Support</u>		3

Targeted academic support: (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £68,822		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Interventions:</u> Year 1 - 6 - Precision Teach - Lego Therapy -Social Skills -Fine Motor Skills (Busy Hands) -Gross Motor Skills - Speech and Language -Talk Boost	EEF Teaching and Learning Toolkit: Small Group Tuition: Has an average impact of four months' additional progress over the course of a year. It is most effective if it is targeted at pupils' specific needs. Small group tuition is an effective intervention. EEF Teaching Assistant Interventions: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. Average progress +5 months in a year.	3, 4, 5
<u>Interventions:</u> <u>(E.Y.F.S)</u> - <u>Precision Teach</u> - <u>Lego Therapy</u> - <u>Social Skills</u> - <u>Fine Motor Skills (Busy Hands)</u> - <u>Gross Motor Skills</u> - <u>Speech and Language</u>	EEF Toolkit suggests: 'Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.'	3, 4, 5
<u>Additional Pupil Premium Expenditure to enhance life experiences for our children</u>	<p>The University of Bath, who conducted the research, found that children who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.</p> <p>Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</p> <p>Educational school trips benefit primary school pupils in many ways, and can be inspiring, positive experiences that not only enhance learning and understanding, but also pupils' social and personal development. School trips provide the opportunity for pupils to immerse themselves in new, different and exciting environments where learning is less formal – but sometimes more powerful – and a recreational element threads through their day. Educational visits also benefit pupils who have a more kinaesthetic, sensory or visual way of learning, as well as SEND pupils who might struggle in a traditional classroom environment. As the Council for Learning Outside the Classroom says, "Learning outside the classroom changes lives.</p>	3

Wider strategies: (for example, related to attendance, behaviour, wellbeing)		
Budgeted cost: £69,273		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Learning Mentors 3 staff equivalent to 2 FTE)</u>	On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Parental engagement Toolkit Strand Educational Endowment Foundation EEF	1, 2, 4
<u>Attendance Admin Support</u>	Having a dedicated team for attendance and persistent lateness ensures that consistency in our approach is created and good communication and relationships are developed quickly, especially for our more vulnerable and hard to reach families. EEF 'increasing parental involvement in primary schools had an average 2-3 months positive impact.	2

Total budgeted cost: £233,910

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 2025-2026 academic year.

Planned Expenditure for 2025-2026- Indicative Budget £226,291			
Allocation	Desired Outcome/s	Staff Lead	Milestones
1. Teaching Assistant Support - 1 x KS2 TAs - 1 x KS1 TA - 1 x EYFS TA	1. To improve outcomes for selected pupils receiving additional targeted support 2. To develop and improve the learning behaviour for pupils receiving targeted support	HW AH KP	<ul style="list-style-type: none"> - Selection of pupils to receive additional targeted support – discussions with class teacher /SENCO / use of data - Embedding of bespoke programmes of support and interventions to ensure we are diminishing the difference in the children that are below ARE - Termly monitoring of targeted support with HT, DHT, SENCO and class teacher. <p>We used a team of teaching assistants throughout the school, who ensured children received the support they needed, sometimes in the classroom and sometimes outside, to support them learning. These included live marking interventions, supporting teachers to deliver extra support following lessons, as well as targeted interventions that may be linked to specific children's EHCPs.</p>
2. Interventions: Just Right; Lego Therapy; Social Skills; Social Stories; Autism Awareness group (1.2FTE) EYFS/KS1/KS2	1. Interventions implemented for pupils with additional needs. 2. Baseline and summative assessments will show progress of pupils. 3. Group targets will be set and reviewed as appropriate.	JH / JG	<ul style="list-style-type: none"> - Pupils identified with class teachers - Baseline assessments completed - Group targets set and planned for - Summative assessments completed - Data analysed and next steps identified - SENCO identifying children from their EHC's and reports from specialists to support children. <p>Within day to day teaching and supporting children, specific TAs delivered a range of interventions to support children from across the school to develop specific skills. These TAs were supported by our SENCO, Miss Jones, who delivered the training necessary for these interventions to be delivered.</p>
3. Additional Pupil Premium expenditure for experiences.	1. Subsidise trips for all year groups to enhance their topics/learning. 2. Organise trips/visits outside of topics for children	MD/ SM/ CTs	<ul style="list-style-type: none"> - Identify opportunities to book to take the children to. - Allocate funding for each year group to use to subsidise trips as they wish - Develop opportunities for these experiences to impact on the children's learning <p>Throughout the year, the children from across the school were able to take part in trips/ visits with their year groups. Year groups had money to subsidise these trips. Trips included: London (Tower of London and the London Eye), Brighton beach and Pavilion, Hampton Court Palace, Blackberry Farm, Fishbourne Roman Villas, Drusillas, Brighton and Hove Toy Museum, and many more.</p>
4. Learning Mentors (2FTE)	1. All children feel supported & have a trusted adult during their school day and are ready and able to engage with their learning 2. The school is able to provide same day follow-up / support for children and their families 3. Being able to deescalate and prevent incidents from	ES / FM/ AV	<ul style="list-style-type: none"> - Early identification of P.P. Learning Mentor caseload (September) - 1:1 and small group work established early in the year - Termly reporting to the Head teacher of caseload - Supporting and embedding the work on Emotion Coaching and Attachment training - Communicate daily with parents / carers - Liaising with all staff regarding children requiring additional support <p>During the academic year, 2025/26, the Learning Mentors worked with a total of 67 children from across the school. 48 of these children were Pupil Premium children.</p> <p>These sessions included:</p>

	becoming a barrier to children's learning		<ul style="list-style-type: none"> • Just Right • Friendship and Social Skills • Nurture • Lunch Bunch • Behaviour Management • Protective Behaviours <p>There has been a huge impact school wide due to these interventions:</p> <ul style="list-style-type: none"> - reduced number of reflections - increased number of parents supported - increased confidence in children engaging and talking about how they're feeling and about their worries - increased number of children having a larger number of trusted adults in school - high-tariff children having less incidents on the playground
7. Attendance Support and School Attendance Liaison Officer (1 day per fortnight)	<ol style="list-style-type: none"> 1. Early identification and follow-up identify children and families with unsatisfactory attendance and punctuality 2. Reduction in the number of school days missed from learning 3. Provide support and positive strategies for parents / carers 4. Local and National guidance on school attendance matters are fully implemented and embedded throughout the school year 	KD/JS	<ul style="list-style-type: none"> - Early identification of poor attendance / punctuality by weekly print outs - First day response for poor attendance - weekly & termly celebration - Regular meetings with parents / carers - Attendance Advisory letters sent out to all families with below 95% attendance