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

School overview

Detail	Data
School name	Beaminster St Mary's Academy
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	**37% (56) NA 26.5% - 2026** **35% (45) NA 25.7%. – 2025**
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	**2025 - 2028**
Date this statement was published	**July 2026**
Date on which it will be reviewed	July 2027
Statement authorised by	Darren Marklew
Pupil premium lead	Darren Marklew – All Staff
Governor / Trustee lead	Steven Loveridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 67,239
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£ 67,239

Part A: Pupil premium strategy plan

Statement of intent

At Beaminster St Mary's Academy, we are uncompromising in our commitment to ensuring that every disadvantaged pupil thrives—academically, socially, and emotionally. Our Pupil Premium strategy is driven by the belief that high-quality teaching**,** delivered consistently and expertly across the school, is the single most powerful lever for improving life chances. We therefore prioritise the development of staff expertise, the precision of our curriculum, and the effectiveness of our assessment systems to secure exceptional outcomes for all.

We are relentless in our ambition for disadvantaged pupils. We recognise that disadvantage is not a fixed state but a barrier that can be dismantled through expert teaching, targeted support, and strong relationships. Our approach ensures that Pupil Premium pupils are identified early**,** taught well every day, and supported through timely, evidence-based intervention that accelerates progress and builds long-term confidence.

Our curriculum is deliberately knowledge-rich, coherently sequenced, and designed around small, progressive steps that enable pupils to master concepts securely. Through consistent modelling, scaffolding, and responsive teaching, we ensure that disadvantaged pupils access the full breadth and depth of learning, make meaningful connections, and retain knowledge over time.

We are equally committed to nurturing pupils' wellbeing, behaviour, and sense of belonging. Our trauma-informed, relational behaviour culture ensures that every child feels safe, valued, and ready to learn. By strengthening emotional literacy, resilience, and self-regulation, we equip pupils with the personal skills needed to flourish both in school and beyond.

We recognise families as essential partners in their children's success. Through purposeful communication, inclusive engagement, and shared aspirations, we work collaboratively with parents and carers to reinforce high expectations and celebrate each child's achievements.

Our strategy is underpinned by rigorous monitoring, high-quality professional development, and a whole-school culture that places disadvantaged pupils at the forefront of decision-making. We are determined that every Pupil Premium pupil leaves Beaminster St Mary's Academy with the knowledge, confidence, and character to succeed in the next stage of their education and in their wider lives.

Challenges

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

Challenge number	Detail of challenge
1	➢ Assessments, observations and baseline information indicate that a significant proportion of disadvantaged pupils enter school with lower levels of language development, vocabulary knowledge and communication skills than their peers. These gaps can impact reading comprehension, writing quality and access to the wider curriculum.
2	➢ Internal assessment data shows that disadvantaged pupils are more likely to attain below age-related expectations in reading, writing and mathematics, particularly at key transition points. While many pupils make good progress, attainment gaps remain, especially in reading fluency, mathematical reasoning and writing stamina.
3	➢ A smaller proportion of disadvantaged pupils achieve greater depth standards when compared with their non-disadvantaged peers. Some disadvantaged pupils require additional challenge and support to develop higher-order thinking, reasoning and problem-solving skills across the curriculum.
4	➢ An increasing number of disadvantaged pupils join the school throughout the academic year. In-year admissions often arrive with gaps in learning, varying educational experiences and, in some cases, lower attendance histories. This can make rapid integration and accelerated progress more challenging.
5	➢ Attendance data indicates that disadvantaged pupils are more likely to have lower attendance rates and are disproportionately represented within persistent absence figures. Lost learning time can have a significant impact on academic progress and social development.
6	➢ Information gathered from families, staff observations and pastoral records indicates that some disadvantaged pupils experience social, emotional and wellbeing barriers which affect confidence, resilience, self-regulation and readiness to learn.
7	➢ Some disadvantaged pupils have fewer opportunities to access enrichment experiences, cultural activities and wider learning opportunities beyond school. This can limit background knowledge, vocabulary development, aspiration and engagement with the curriculum.
8	➢ Parental engagement in learning varies across our disadvantaged cohort. Some pupils receive limited support with reading, homework, attendance routines and wider learning opportunities, which can affect progress and achievement over time.
9	➢ A proportion of disadvantaged pupils present with multiple layers of disadvantage, including SEND, social care involvement, family instability or significant pastoral needs. These overlapping factors can create additional barriers to academic achievement and wellbeing.

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
Early Identification & Rapid Response from EYFS Onwards Disadvantaged pupils are identified swiftly and supported through precise diagnostic assessment, enabling accelerated progress in early reading, writing, language, and number.	• Diagnostic assessment identifies gaps within 10 school days of emerging. • EYFS/KS1 PP pupils make rapid progress in phonics, oral language, early reading, and number fluency. • 85%+ of PP pupils meet age-related expectations by end of KS1. • Intervention reviews show accelerated progress for targeted pupils. • Pupil voice reflects increased confidence, readiness, and engagement.
Consistent Mastery-Based Quality First Teaching Driven by Steplab Coaching All staff deliver high-quality instruction using the agreed Mastery Lesson Design and Steplab coaching principles, ensuring disadvantaged pupils access and retain core knowledge.	• Lesson observations show consistent use of modelling, scaffolding, small-step sequencing, and precise vocabulary instruction. • Steplab coaching cycles demonstrate improved instructional habits across staff. • Walkthroughs confirm fidelity to Mastery Lesson Design in all subjects. • Staff CPL feedback shows increased confidence in adaptive teaching. • PP attainment improves across core subjects; gaps diminish term-on-term.
High-Impact Targeted Support That Closes Gaps Quickly Interventions are delivered with precision, monitored rigorously, and matched tightly to pupil need.	• Intervention logs show consistent engagement and measurable progress. • 80%+ of tutored PP pupils demonstrate accelerated improvement in targeted areas. • Staff demonstrate increased expertise in delivering interventions following CPL. • Pupil conferencing confirms improved confidence and clarity about learning.

Curriculum Coherence Through the Beaminster St Mary's Way All subjects demonstrate clear sequencing, progression, and shared pedagogical expectations through high-quality planning documentation and consistent lesson launch routines.	• Every subject has a front sheet outlining intent, prior knowledge, essential knowledge, and progression. • Planning scrutiny shows clear sequencing aligned with long-term maps. • Front slides used consistently across phases and subjects. • Pupils articulate lesson purpose and key vocabulary during review conversations. • SLT reviews confirm improved curriculum coherence and accessibility.
A Safe, Respectful, Relational Behaviour Culture Behaviour expectations are taught explicitly, reinforced consistently, and rooted in relational practice—ensuring PP pupils feel safe, supported, and ready to learn.	• 95%+ of pupils actively engaged during observed lessons. • Transitions calm and efficient • Behaviour incidents decrease term-on-term. • Staff and pupils articulate expectations clearly. • Bespoke behaviour plans reviewed half-termly show positive impact.
Strong Family Partnerships That Raise Aspiration and Support Learning Families—especially PP families—are engaged, informed, and confident in supporting their children's learning and wellbeing.	• Attendance at family engagement events increases term-on-term. • Parent/carer surveys show high satisfaction and shared understanding of expectations. • PP families demonstrate increased involvement in reading, homework, and learning routines. • Case studies show improved outcomes linked to strengthened family partnerships. • Pupil voice reflects feeling supported, challenged, and celebrated at home and school.
Improved Attendance, Wellbeing & Emotional Literacy for PP Pupils Breakfast Club, Trick Box, and wider wellbeing strategies reduce non-academic barriers and strengthen pupils' readiness to learn.	• PP attendance improves; late arrivals decrease significantly. • Breakfast Club shows high uptake and positive impact on readiness to learn. • Trick Box embedded in routines; pupils demonstrate improved emotional regulation. • Wellbeing scores improve; behavioural incidents reduce. • Staff and pupil voice confirm increased resilience and emotional literacy.

Enhanced Cultural Capital & Aspirational Experiences for PP Pupils PP pupils access high-quality enrichment that broadens horizons, builds confidence, and strengthens motivation.	• PP participation in trips and enrichment matches or exceeds non-PP peers. • Pupil voice shows increased confidence, curiosity, and ambition. • Staff link enrichment experiences to curriculum learning. • Families report increased engagement and support for enrichment. • Monitoring shows positive impact on behaviour, engagement, and progress.
Staff Expertise Strengthened Through Steplab and High-Quality CPL Staff develop precise, high-impact instructional habits through Steplab coaching, ensuring teaching quality improves year-on-year.	• Steplab coaching cycles show measurable improvement in targeted habits. • Staff retention improves in key curriculum and intervention roles. • CPL evaluations show increased confidence in mastery teaching and adaptive pedagogy. • Instructional monitoring shows improved consistency across classrooms. • PP pupils demonstrate improved outcomes linked directly to strengthened teaching.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,239

Activity	Evidence that supports this approach	Challenge addressed
Purchase and maintain the StepLab instructional coaching platform and provide release time for instructional coaches and teachers to participate in fortnightly coaching cycles focused on evidence-informed teaching strategies that improve outcomes for disadvantaged pupils. **What the money pays for:** • StepLab subscription • Leadership release time • Teacher coaching release time • Coaching resources	➢ The EEF's Effective Professional Development guidance states that high-quality teaching is pivotal in improving outcomes and narrowing the disadvantage gap, and that effective PD must build knowledge, motivate staff, develop teaching techniques, and embed practice. ➢ Steplab-style coaching directly uses these mechanisms: revisiting prior learning, goal setting, feedback, and action planning—identified by EEF as core building blocks of effective PD.	➢ 1,2,3,9
Fund teacher release time to develop, implement and monitor a consistent mastery curriculum model, including development of planning materials, Walkthru resources, lesson study cycles and instructional coaching linked to disadvantaged pupils' needs. **What the money pays for:** • Release time • Planning development • Walkthru resources/books • Lesson study cover costs	➢ EEF emphasises that high-quality teaching, carefully sequenced and explicitly modelled, is central to improving outcomes for disadvantaged pupils. ➢ The EEF Metacognition and Self-Regulated Learning guidance highlights the importance of explicit teaching, modelling, and scaffolding of strategies, and of helping pupils plan, monitor, and evaluate their learning—exactly what mastery lesson design supports.	➢ 1,2,3,4,9

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge addressed
Fund additional TA and teacher hours to deliver RWI, Number Sense intervention and targeted reading, writing and mathematics intervention programmes for disadvantaged pupils identified through diagnostic assessment. **What the money pays for:** • Additional TA hours • Intervention teacher time • Intervention resources • Assessment materials	➢ The EEF states that small-group tuition can deliver +4 months' progress for disadvantaged pupils. ➢ One-to-one tutoring is even higher impact, delivering +5 months' progress. ➢ EEF emphasises that tutoring is most effective when tightly aligned to classroom teaching and based on diagnostic assessment.	➢ 1, 2, 3, 4, 8, 9
Fund staff time to deliver structured pre-teaching sessions for disadvantaged pupils and purchase vocabulary development resources (Wellcomm) , visual scaffolds and intervention materials to improve curriculum access. **What the money pays for:** • TA intervention time • Vocabulary resources • Visual materials • Assessment tools	➢ The EEF Metacognition & Self-Regulated Learning guidance highlights: • activating prior knowledge • explicit modelling • scaffolding • vocabulary instruction as high-impact strategies for disadvantaged pupils. ➢ Pre-teaching reduces cognitive load and improves readiness to learn.	➢ 1, 2, 4, 7, 8, 9
Fund targeted speech and language intervention programmes, specialist resources and additional adult support to deliver communication-focused interventions for disadvantaged pupils with identified language needs. **What the money pays for:** • SALT resources • TA delivery time • Assessment materials • Specialist training	➢ The EEF states that oral language interventions deliver +6 months' progress, especially for disadvantaged pupils. ➢ High-impact approaches include: • dialogic teaching • structured talk • explicit vocabulary instruction • modelling language structures	➢ 1, 2, 4, 6, 8, 9

Fund staffing, training and resources required to deliver Stormbreak, Lego Therapy and emotional literacy interventions for disadvantaged pupils requiring social, emotional or communication support. **What the money pays for:** • Staff training • Resources • Delivery time • Intervention staffing	➢ EEF emphasises that SEL (social & emotional learning) programmes improve attainment by +4 months. ➢ The DfE highlights that wellbeing interventions reduce barriers to learning and improve attendance. ➢ Emotional literacy programmes strengthen resilience, behaviour, and readiness to learn.	➢ 5, 6, 9
Fund teacher release time and additional staffing capacity to deliver structured 1:1 pupil conferencing for disadvantaged pupils, particularly those at risk of underachievement and those approaching key transition points. **What the money pays for:** • Scheduled conferencing cycles to identify misconceptions, set academic goals and develop metacognitive awareness. • Additional teacher release time to analyse conferencing outcomes and adapt planning, intervention and pastoral support accordingly. • Enhanced transition conferencing for vulnerable disadvantaged pupils moving between year groups and from Year 6 to Year 7. • Training and resources to support consistent conferencing approaches across the school.	➢ The EEF Feedback guidance emphasises: • timely, specific feedback • verbal feedback • goal setting as high-impact strategies for disadvantaged pupils. ➢ Conferencing strengthens metacognition, which the EEF rates as +7 months' progress.	➢ 2, 3, 4, 6, 8, 9

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge addressed
Subsidise Breakfast Club provision for disadvantaged pupils by funding staffing, food and resources to improve attendance, punctuality, wellbeing and readiness to learn. **What the money pays for:** • Staffing • Food • Equipment • Subsidised places	➢ The EEF's Magic Breakfast trial found +2 months' progress in KS1 pupils and improved behaviour/attendance. ➢ DfE guidance highlights breakfast clubs as a key strategy for reducing barriers to learning for disadvantaged pupils.	➢ 2, 5, 6, 8, 9
Fund pastoral staffing capacity to provide targeted mentoring, wellbeing support, transition programmes and individual interventions for disadvantaged pupils experiencing social, emotional or attendance barriers. **What the money pays for:** • Pastoral staff time • Transition support • Wellbeing assessment tools • Intervention resources	➢ SEL programmes improve academic outcomes by +4 months. ➢ EEF emphasises that emotional regulation and resilience reduce behavioural incidents and improve engagement.	➢ 4, 5, 6, 9
Provide financial support to ensure disadvantaged pupils can fully access educational visits, residential experiences, extracurricular activities and enrichment opportunities linked directly to curriculum learning. **What the money pays for:** • Trip subsidies • Residential subsidies • Transport • Club costs • Enrichment resources	➢ The EEF's Guide to the Pupil Premium emphasises tackling non-academic barriers such as aspiration, confidence, and cultural capital. ➢ Enrichment experiences improve engagement, motivation, and long-term outcomes.	➢ 1, 2, 6, 7, 8, 9

Fund attendance monitoring systems, pastoral staffing capacity and targeted family support programmes to improve attendance and reduce persistent absence among disadvantaged pupils. **What the money pays for:** • Attendance staff time • Family support meetings • Attendance systems • Targeted interventions	➢ EEF emphasises that tackling non-academic barriers (attendance, behaviour, wellbeing) is essential for PP success. ➢ DfE guidance highlights early intervention and family partnership as key attendance drivers.	➢ 5, 6, 8, 9

Total budgeted cost: £ 67,239

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil Premium Results 2025-26

EYFS 81%

	No. of PP	Achieved ARE	% Achieved	% comparison to All
GLD	8 of 21	5	63%	**-18%**

Year 1

	No. of PP	Achieved ARE	% Achieved	% comparison to All	Achieved GD
Reading	9 out of 27	5	56%	**-11%**	0
Writing		6	67%	**-3%**	0
Math		6	67%	**-3%**	0

Year 2

		Achieved ARE	% Achieved	% comparison to All	Achieved GD
Reading	7 out of 23	7	100%	-	1
Writing		5	71%	**-8%**	1
Math		6	86%	**-1%**	2

Year 3

		Achieved ARE	% Achieved	% comparison to All	Achieved GD
Reading	4 out of 18	4	100%	**+17%**	2
Writing		4	100%	**+28%**	0
Math		3	75%	**-8%**	1

Year 4

		Achieved ARE	% Achieved	% comparison to All	Achieved GD
Reading	8 out of 22	5	63%	+8%	2
Writing		5	63%	-5%	0
Math		3	38%	-8%	1

Year 5

		Achieved ARE	% Achieved	% comparison to All	Achieved GD
Reading	14 out of 23	11	78%	**+3%**	3
Writing		9	64%	**+2%**	1
Math		8	57%	**-10%**	2
Combined		5	36%	**-10%**	0

Year 6

		Achieved ARE	% Achieved	% comparison to All	Achieved GD
Reading	6 out of 12	3	50%	**-25%**	0
Writing		3	50%	**-25%**	0
Math		4	67%	**-16%**	1
Combined		3	50%	**-25%**	0

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
RWI	Ruth Miskin
Number Sense	Stanislas Dehaene
TrickBox	Suzanne Miles
Relational Practice Training	TADDS