Pupil premium strategy statement – Beverley St Nicholas

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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

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	287
Proportion (%) of pupil premium eligible pupils	36%
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)**	New Plan 2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ms Turton
Pupil premium lead	Mrs Wood
Governor / Trustee lead	Laura Cookson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,331.65
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
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*	£165,331.65

Part A: Pupil premium strategy plan

Statement of intent

At our school, we are committed to ensuring that every child, regardless of background or disadvantage, has the opportunity to flourish. Guided by our values of ***Respect, Resilience, Nurture, and Community****, our Pupil Premium strategy is designed to remove barriers to learning and enable disadvantaged pupils to achieve their full potential.*

- ***Respect****: We foster a culture where all pupils feel valued and safe, promoting positive relationships and mutual understanding.*
- ***Resilience****: We equip pupils with the skills to persevere through challenges, building confidence and independence in their learning.*
- ***Nurture****: We prioritise social, emotional, and mental health (SEMH) needs*
- ***Community****: We strengthen partnerships with families and the wider community, recognising the vital role of parental engagement in supporting pupil progress.*

Our strategy places emphasis on:

- ***SEMH and wellbeing****: Providing targeted support and interventions to help pupils regulate emotions, develop self-awareness, and build resilience,ensuring wellbeing is at the heart of our provision.*
- ***Behaviour and self-regulation****: Embedding consistent approaches to behaviour management and teaching strategies that empower pupils to take responsibility for their actions*
- ***Academic attainment****: Delivering high-quality teaching and tailored interventions to close gaps in literacy, numeracy, and wider curriculum outcomes.*
- ***Parental engagement****: Enhancing communication and collaboration with parents to encourage active involvement in their child's education and wellbeing.*

Through this approach, we aim to ensure that disadvantaged pupils not only achieve academically but also develop the personal qualities and emotional resilience needed to thrive in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	End of Key Stage 2 data is significantly below national average with children not reaching ARE in English and maths.
2	Maintaining current progress in phonics to ensure that we still continue to achieve above national average on the phonics screening.
3	Social, emotional and mental health issues continue to be a huge barrier to learning for our pupils. High levels of contextual safeguarding issues also impact on this.
4	Attendance and punctuality impacts on children's learning.
5	Limited self-regulation skills and resilience which can result in lack of engagement and poor behaviour in the classroom
6	Limited parental engagement with school activities, workshops, or communication can reduce opportunities to reinforce learning at home. Low expectations or negative attitudes may affect pupil motivation, confidence or aspirations. Lack of confidence or trust in educational settings may prevent some parents from fully engaging and may reduce collaboration for early interventions to support with attendance, behaviour or 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
To continue to improve attendance throughout school to be at least 96% for all pupils.	Overall attendance for disadvantaged pupils improves to at least 96%. Reduction in persistent absenteeism among disadvantaged pupils (target: below 8%). Improved punctuality, measured by fewer late arrivals (target: 20% reduction compared to baseline).
Increase in pupil wellbeing scores from surveys	Boxall Profile to be used for all children and will show an improvement term on term. Pupil voice gathered for the one page profiles shows an improvement.
Reduction in SEMH-related incidents logged	Target of 20% fewer incidents logged according to baseline data. Nurture register shows reduced number of children accessing support Evidence from nurture meetings shows a reduction in support needed
Establishment of nurture classrooms	Establishment of nurture classrooms that provide safe, supportive environments for pupils with SEMH needs, measured by improved engagement and increased time spent in the classroom.

Pupils demonstrate respect, resilience, and responsibility, leading to calmer classrooms and maximised learning time.	Reduction in fixed-term suspensions(target: 50% decrease over the academic year). Reduction in behaviour-related sanctions (target: 25% fewer recorded incidents). Increase in positive behaviour points/rewards (target: +30% compared to baseline).
Closing attainment gaps Disadvantaged pupils achieve in line with their peers, particularly in reading, writing, and maths.	Percentage of disadvantaged pupils achieving expected standard in reading, writing, and maths at KS2 (target: 70%+). Continued accelerated progress in phonics for KS1 disadvantaged pupils (target: 90% pass rate in Year 1). Closing the attainment gap between disadvantaged and non-disadvantaged pupils (target: gap reduced by at least 10%).
Further strengthening parental engagement Parents actively support learning at home and engage positively with school initiatives.	Increase in parental attendance at workshops and school events (target: 60%+ of disadvantaged families engaged). Improved parental survey responses on confidence supporting learning at home (target: +20% positive responses). Greater range of workshops and events offered to parents from both school and other professionals to support them.
Enhanced enrichment and community links: Pupils access a broad range of experiences that nurture confidence, aspiration, and a sense of belonging.	Ensure that all disadvantaged pupils are able to access enrichment opportunities. Increase in pupil participation in extracurricular clubs (target: 75%+ of disadvantaged pupils involved). Positive pupil voice feedback on sense of belonging and community (target: +20% improvement).

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: £82645

Activity	Evidence that supports this approach	Challenge number(s) addressed
For high quality teaching to be always used to raise attainment throughout school in maths and English	ASPIRE: To raise the attainment of disadvantaged pupils document. EEF Implementation Guide states that: 'school leaders play a central role in improving education practises through high quality implementation' by 'defining both a vision for and standards of desirable implementation'.	1 and 2 Costs of teachers salaries 5% of total £40851
Have a pupil champion in school with time to support, deliver and respond to the children's needs.	CPD form LA and trust which is then fed back to staff in termly meetings.	1,2,3, 4, 5 ,6 £4056
TA's to deliver high quality interventions afternoons across both KS in maths and english and SALT	Teaching assistants are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions. Teaching assistants can provide a large positive impact on learner outcomes. Where teaching assistants are trained to deliver an intervention to small groups or individuals, this has a high impact. EEF Toolkit states TA interventions have a +4 months impact	1,2 Three TA's every afternoon £31996
Run With It programme aimed at Year 4 pupils giving them real life maths and literacy skills	https://www.runwithithull.co.uk/	1, 2 £1200
Purchase of Doodle Learning to support maths, english and spelling schools across KS2. This is accessible for home learning as well	EEF - Teaching and Learning Toolkit states that homework has an impact of +5 months	1, 2, 6 £1710 doodle

Continued use of Reading Plus to support with KS2.		1,2 , 6 Paid to Dec 26 reading plus £2832
Mastering number initiative being carried out from EYFS to Year 3	EEF toolkit shares that there is a +5 months impact from mastery learning.	1
CPD from VCET and EP around trauma and EBSA CPD from Kids around PDA	Systematic Review_of_Professional_Development (EEF) noted that professional development should be ongoing and as a staff we want to focus on supporting our SEND PP children as well as we support our PP children. Collaborative Learning Approaches EEF toolkit +5 months impact	3,4,5,6 No charge

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

Budgeted cost: £17508

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Interventions for FS, KS1 and 2	+5 months impact according to the EEF toolkit	1,2 One TA daily every afternoon £10232
Precision teaching	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils (Dietrichson et al., 2017; Education Endowment Foundation, 2018b; a; Nickow, Oreopoulos and Quan, 2020; Torgerson et al., 2018).	1,2 TA time weekly of 5 hours £3564
Reading/phonics intervention from English Leader	As above	1, 2 Once per week for 30 minutes by CB £1204
Doodle learning targeted interventions from DHT	Homework +5 months according to the EEF toolkit. We are supporting those	1,2

	pupils who are not able to access this at home. Individualised instruction +4 months	Once per week for 30 minutes by JH £1429
Due to high need of disadvantaged pupils in particular employment of additional teacher in EYFS to enable delivery of highly targeted maths and English sessions daily	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils (Dietrichson et al., 2017; Education Endowment Foundation, 2018b; a; Nickow, Oreopoulos and Quan, 2020; Torgerson et al., 2018).	1,2 Sarah Hunt daily for 30 minutes maths and 30 minutes English £1079

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

Budgeted cost: £65179

Activity	Evidence that supports this approach	Challenge number(s) addressed
The importance of promoting positive wellbeing to be acknowledged and promoted throughout school via using TLG therapeutic counselling	Longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health Goodman, A. et al. (2015). Social and emotional skills in childhood and their long-term effects on adult life. Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing - DFE Mental health and behaviour in schools. EEF (+4) Social and Emotional Learning	3, 5 £11000
As above but TLG coaches	As above - working with 4 pupils 1:1 for the year	No charge
Additional Support disadvantaged pupils	Physical exercise and activity EEF toolkit +2 months	Cost of supervisory assistant

and behaviour support at lunchtimes		£4070
Nurture manager role providing SEMH support across school in the mornings and via the Ark nurture provision in the afternoons and providing support with parental engagement	As above Meta cognition and self regulation strategies EEF toolkit +8 months Parental engagement EEF +4 months Social and emotional learning +3 months	3, 4, 5, 6** J.Hamlyn salary £32281
Attendance monitoring and support for parents- bespoke according to need to focus on reducing the % of percentage absenteeism	+4 months EEF toolkit for parental engagement	4,6 SBM 1day per week. £11328
Involvement with **Regional Support Offer** through the new **RISE Attendance & Behaviour Hubs programme**.		4, 6 Time allocated for involvement with this for SBM and HT(cover from DHT) £6500 approx

Total budgeted cost: £165332

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *Attendance last year for our disadvantaged pupils was 91% which was lower than our whole school average which was 94%. Much work was done to support these families via meetings/offering of additional agency help/supporting as a school and this continues into the new plan as attendance remains a concern for us. It was not helped by a growth in families taking term time holidays despite penalty notices being issued.*
- *We have seen a large increase in emotionally based school avoidance and there has been a huge increase in the numbers of children accessing our nurture support(these pupils experienced disruption to their early schooling due to covid-19). Last year in excess of 70 children benefitted from this. Over the course of the year over one third of our disadvantaged pupils were on our nurture register and benefitted from extra support.*
- *We set up our nurture provision and 8 disadvantaged pupils accessed this during the year.*
- *TLG counsellor worked with 5 pupils one to one all year and provided 6 weeks of group sessions for 30+ children. In addition to this our TLG coaches provided support for a further 4 children all of whom were disadvantaged.*
- *The MHST commenced work with school. Staff accessed CPD around trauma informed schools and they delivered regular termly workshops and assemblies predominantly to KS2. We also referred a number of pupils for more specialist support.*
- *In Foundation Stage 70% of our pupils achieved GLD which was slightly above the national and local average however only 51.4% of our PP pupils achieved GLD. They did however make strong progress from their starting points and a number of pupils had EHCP's granted. Despite low entry points 67.3% reached expected standards for the communication and language strands.*
- *In the phonics screening 96.6% of pupils met the required standard - which is significantly above national and local average. One pupil did not meet the standard however attendance was a contributing factor.*
- *With the Year 4 multiplication check we have improved our average score year on year however our disadvantaged pupils scored 14.6 compared to 19.4 nationally. This has become a stronger focus on our new strategy statement and is already showing positive benefits.*
- *End of KS2 data continues to be a focus for us as a school and was affected by a number of factors. Our disadvantaged pupils generally performed below non-disadvantaged peers with them often being disproportionately affected by persistent absenteeism or behaviour challenges. The increased reliance on external mental health services and the growing numbers of pupils accessing these undoubtedly had an effect as well.*

- *Internal strategies focused on quality first teaching with the Talk 4 Writing approach and Little Wandle now being fully embedded across school.*
- *In April 2025 we also made the decision to move to White Rose Maths as it was felt that this would better meet the needs of our cohort moving forwards.*
- *Precision teaching was used to support children in Year 4 with their MTC and there was a slight increase in their attainment. Internal studies have shown that TTR was not supporting the children to achieve well in the MTC so we have moved across to Doodle Learning which adapts to meet the children's needs and carefully targets what they are doing. Children through pupil voice are shown to have a greater understanding of their gaps.*
- *Reading Plus has been used well to support children's learning and has enabled us to carefully track children's progress.*
- *NCETM was delivered throughout the year in FS and KS1. It had a very positive impact and has now been expanded into Year 3.*
- *Our focus has had to be on wider strategies for social emotional needs because of the numbers of pupils presenting in a dysregulated manner and not able to access their learning.*
- *SALT interventions were delivered along with Lego therapy.*
- *Word of the day books were used consistently across school and staff noticed a widening of children's vocabulary as a result of the Talk 4 Writing approach. On communication with parents staff were asked to focus on key vocabulary for each term so that parents could use this at home as well.*

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
TLG Therapuetic Counselling	TLG
Reading Plus	Dream Solutions
Run With It	Run With It

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding. *Other activities:* ● *Lunchtime Doodle Club* ● *Reflection Room at lunchtimes* ● *English Hub involvement and support* ● *Talk 4 Writing* ● *One page profiles for all disadvantaged pupils - pupil voice* ● *Parent workshops* ● *Coffee mornings* ● *MHST* ● *Restorative Practice* ● *Positive Handling* ● *New behaviour strategy - Swap shop* ● *Edukos 50* ● *Trust Ambassadors* ● *Careers work* ● *Pupil Parliament work* ● *TLG coaches* ● *Tigers Trust after school club* ● *Debutots Club - communication and language* *Pupil Champion has accessed training and support via the local East Riding Disadvantage network and from our Trust.*