

Pupil premium strategy statement – Beverley Minster CE Primary School

This statement details our school's use of pupil premium (and recovery 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	207 (2025-2026)
Proportion (%) of pupil premium eligible pupils	14.4% (2025-2026)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September, 2026
Statement authorised by	Luke Fletcher
Pupil premium lead	Alex Friston
Governor / Trustee lead	Claire Foreman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,819
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years	0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,819

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium Funding, we have considered the context of our school and the challenges that our Pupil Premium children face. Research conducted by the EEF has been used to support decisions around the appropriateness of different strategies and value for money that they represent. Common barriers for learning for disadvantaged pupils at Beverley Minster CE Primary School include lack of language/vocabulary related to both writing and early reading (phonics), maths fluency for specific cohorts and resilience, confidence and self-esteem. There may also be complex family issues which prevent a child flourishing e.g. bereavement, low income families. When considering our pupils, we have taken into consideration the fact that the challenges are varied and there is no 'one size fits all' approach.

Our Ultimate Ambition

- For all pupils to receive quality first teaching that supports children to reach their potential.
- To narrow the gap between disadvantaged and non-disadvantaged pupils.
- For all pupils in school to make or exceed national expectations for attainment and progress
- To be able to support our pupils' mental health and wellbeing to enable them to access learning at an appropriate level.

Our Strategy reflects these ambitions by

- Ensuring that our teaching and learning strategies enable all PP pupils to make good progress and attain in line with, or above the expected standard
- Allocating funding following a needs analysis which will identify priority classes, groups or individuals

How will the school achieve these ambitions?

- Ensure that all teaching, learning and assessment is good or better.
- Ensure our curriculum is broad, balanced and progressive.
- To allocate pupils to targeted interventions.
- Providing additional learning support through TA led interventions.
- Support payment for activities, educational visits and residential visits, ensuring that pupils develop cultural capital to support their learning in the classroom.
- All our work through the pupil premium strategy will be aimed at accelerating pupil progress and supporting an inclusive curriculum offer.
- The school uses separate funding to support its ELSA and 'Be Well' offer.

Challenges

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

Challenge number	Detail of challenge
1	Limited experience of early language and reading and its associated vocabulary/cultural capital.
2	A limited ability to apply knowledge and skills, especially in written form. This often stems from a lack of oracy.
3	A cohort of PP children has a lack of maths fluency.
4	Lack of resilience limits engagement – specific social emotional needs and limited resilience limit access to curriculum. This includes application in experiential learning.

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 pupil outcomes will improve in Reading, Phonics and Writing.	<p>Early Reading</p> <p>English Hub/Reading Lead monitoring will show that Little Wandle phonics is taught at a Good or better standard.</p> <p>English Hub/Reading Lead monitoring will show that on-going assessment is being used to allocate reading books/groups as needed.</p> <p>Overall Year One Phonics screening results will maintain and potentially rise:</p> <p><i>In 2025, Year One phonics outcomes were 86% overall. 3 out of 5 Disadvantaged children (60%) achieved the Year One Phonics Screen ARE.</i></p> <p>Target: Y1 phonics screen in 2025/26 and in consequent years) will be above National.</p> <p>Target: Y2 cumulative in 2025/26 will be at least 50%.</p> <p>Key Stage 2 Combined:</p> <p><i>In 2025, reading, writing and maths combined was 55% and D/ad combined was 57%. This was above the national average for D/ad.</i></p>

	<p>In 2026, reading, writing and maths to be in line with the national average and for D/ad to close the gap. .</p> <p>In 2027, reading, writing and maths to be in line with national and for D/ad to performing at the national average.</p> <p>In 2028, reading, writing and maths to be above National and for D/ad and non-D/ad.</p> <p>Key Stage 2 Writing</p> <p><i>In 2025, writing was 67% for the EXS standard and 57% for D/ad, which was close to National average for D/ad.</i></p> <p>In 2026, writing to be above National average for children at the EXS and for D/ad children to achieve (at least) the National average for D/ad.</p> <p>In 2027, writing to be above National average for children at the EXS and for D/ad children to achieve (at least) the National average for D/ad.</p> <p>In 2028, writing to be above National average for children at the EXS and for D/ad children to achieve above the National average for D/ad.</p> <p>Key Stage 2 Reading</p> <p><i>In 2025, reading was 73% at or above the EXS standard, which was close to the national average. The school D/ad at the EXP or above was 64%, which was above national average for D/ad.</i></p> <p>In 2026, <i>reading</i> to be above National average for children at the EXS and for D/ad children to achieve (at least) the National average for D/ad.</p> <p>In 2027, <i>reading</i> to be above National average for children at the EXS and for D/ad children to achieve (at least) the National average for D/ad.</p> <p>In 2028, <i>reading</i> to be above National average for children at the EXS and for D/ad children to achieve above the National average for D/ad.</p>
Pupil outcomes will improve in Maths for identified cohorts.	<p>The school has implemented the use of White Rose Maths and will now develop their teaching to ensure there is a hybrid approach to teaching resources.</p> <p>The school will continue to implement a fluency programme e.g. Flashback 4, TT Rockstars.</p> <p>Assessment data will support the identification of specific pupils and cohorts in need of maths intervention. It will also support a robust pupil progress system.</p>

	Pupil Progress will support provision mapping and intervention including intervention groups and targeted in class support.
Opportunities for D/Ad children to develop resilience will be improved.	<p>1 The school has implemented the use of White Rose Maths and will now develop their teaching to ensure there is a hybrid approach to teaching resources.</p> <p>2. The school will continue to develop a series of low stakes tests to develop stamina and resilience to challenging scenarios.</p> <p>3. The curriculum will give logical sequential learning to allow children to build on knowledge and skills and be supported by the sequencing of learning.</p> <p>4. The school will adopt alternative 'risk taking' learning such as forest school. It will also fund resources and experiences to support a quality first curriculum offer (e.g. transport and resources) that will increase children's knowledge retention, encourage attendance and support inclusion in the curriculum.</p> <p>5. The school will continue to embed a whole school encouraging ethos in all areas of learning.</p> <p>6. The school will increase its admin support to work closely with the EWO and admin' lead to improve attendance.</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: £2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP lead in place to monitor the effectiveness of the support given to pupils. A new one page document to be implemented to monitor	LA ASPIRE meta-study highlights the importance of holding high expectations for all pupils. Supporting & challenging all teachers to take responsibility for outcomes of disadvantaged pupils and taking strategic responsibility for monitoring the impact of Pupil Premium spending on pupil progress and to	1,3,4

the support provided for disadvantaged pupils. Cost: £600	ensure closing the attainment gap is a key part of the overall School Improvement Plan.	
CPD and leadership time for the English Leaders to partake in Talk for Writing training. To lead staff CPD for Talk for Writing and monitor the implementation. This will include time for the reading lead to work with the English Hub and embed/develop Little Wandle practice across the school, and purchase any additional resources. Cost: £1000	EEF says: Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments. The Writing Framework is clear that improved oracy will support children to access the curriculum and will contribute to improved outcomes in writing.	2
Support Leadership Time to give subject leaders time and training to develop the curriculum. Cost: £2000	EEF says: Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.	1,2,3,4

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

Budgeted cost: £46,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership time to support the leaders to identify specific individuals and cohorts for intervention. Cost: £800	In school experience has shown that in order to effectively support teachers in the Pupil Progress process, the leaders need sufficient time to prepare the data needed to support and challenge.	1,3
TAs deployed to deliver phonics and reading interventions to individuals and small groups	EEF says: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked	1,3,4

Cost:£30,219	to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum. This will enable children to 'keep up' as well as 'catch up'. The additional support will also increase the children's ability to access the wider curriculum.	
TAs deployed to support in class to allow children to access the curriculum and build confidence. Cost:£15,000	EEF says: Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while not inhibiting their access to the wider curriculum.	1,3,4

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

Budgeted cost: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils attending residential and additional experiential learning. Cost:£3000	Cultural capital and cultural literacy are well researched concepts within education (see the work of E.D Hirsch). Where pupils lack experience and capital they struggle to access all aspects of the curriculum as they lack understanding to contextualise and/or deepen their learning. The LAs ASPIRE Cultural Capital toolkit supports this further.	4
Continue to address attendance, specifically persistent absence. Cost: £600	EEF says: Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Through experience, we know that providing additional admin time to work closely with the EWO and attendance lead will support in improving attendance outcomes.	4

Total budgeted cost: £ 51,819

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1

In Key Stage 2, children have books that are targeted at their appropriate level. A review into the process of selection allowed for more accuracy of the level of challenge provided to children.

Books in Key Stage 1 are matched accurately and pupils benefit from this. This was the focus on an English Hub Audit and through the work of the reading lead.

Phonics Outcomes (Year One) have shown a very positive impact of the synthetic teaching of phonics through Little Wandle programme, with 2023 – 77%, 2024 – 74% and 2025 - 86% (with a comparison of 2022 – 52%).

Key Stage 2 Combined

Combined outcomes (R,W,M) significantly raised from 22% in 2022, 40% in 2023, 53% in 2024 and now 55% in 2025 (National RWM in 2025 - 47%)

The combined attainment gap (in R,W,M) between D/Ad and non D/Ad continues to narrow from 29% in 2022, 17% in 2023 to D/Ad pupils out performing by 4% in 2024 and 2% in 2025.

Challenge 2:

The long term plan for English has been reviewed. The plan now has clear planned progression for pupils to be able to build on their grammar, punctuation and vocabulary through a systematic approach. Their learning is then embedded and built upon over time.

Challenge 3:

Maths

The school has continued to embed the use of White Rose Maths. This has developed the approach to teaching Maths by building progression based on small steps.

The school adopted 'Insight' to track the results of the tests completed at the end of the White Rose Maths unit. This has helped to inform progress meeting conversations that has resulted in interventions being in place from the start of the year. The end of term tests, from the NFER, allow for teachers to monitor the progress of the children with an indication of how they are attaining at the end of each term.

Next Step: to develop how we adapt White Rose and combine it with gap analysis and other resources to target gaps in learning.

Challenge 4: Opportunities for D/Ad children to develop resilience will be improved.

1. The school has a new performance management system, known as PQI. The staff have successfully developed 'adaptive teaching' as part of this inclusive approach. Next Step: Develop Oracy as an inclusive approach to support curriculum outcomes.
2. The school has successfully adopted an applied maths curriculum e.g. White Rose in order to expose children to learning related to fluency, 'using and applying' and mastery.
3. The school has adopted a series of low stakes tests and uses NFER for termly summative testing.

4. The school has developed a high quality English curriculum with logical sequencing that ensures children can build on prior knowledge and skills. The focus of this curriculum is to challenge the children to achieve their full potential.
5. The school has continued to train and uses a part time ELSA.
6. The school has engaged well with the NHS mental Health pilot project and started a family links course in conjunction with the Children's Centre. The school has a 'Be Well Programme' that is supported through a MIND practitioner.
7. The school has adopted outdoor learning for specific cohorts and have a forest school for all year groups.
8. The school meets each half term with the EWO service to address specific cases of absence and funds additional admin time to support this process.
9. The PP budget used to continue to fund the assessment lead to work with the trust on developing knowledge organisers and to fund additional subject leader release time.

Priorities for 2025/2026:

Continue to track and support intensive early reading intervention and support following the advice of an English Hub Audit.

Identify a whole-school strategy and resources to support the consistent approach to teaching English, which will now include Talk for Writing approaches.

Use Insight data, Pupil Progress and Provision Mapping to ensure robust targeted support for identified cohorts in maths.

Continue to audit and improve the curriculum to ensure outcomes are improved for all subjects.

Continue to implement Forest School and review its impact as well as additional experiential learning to improve the curriculum offer and encourage further inclusion.

Continue to address attendance, specifically persistent absence.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle	Harper Collins
White Rose maths	White Rose

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

Further information (optional)

Beverley Minster School is an inclusive school where everyone is encouraged to be their best.

We firmly believe in the importance of reading for all pupils and recognise that for disadvantaged pupils this is an essential gateway for future learning. We target our lowest 20% of readers for additional reading with teachers and teaching assistants which has led to improved outcomes for Pupil Premium pupils last year.

We are committed to improving outcomes for all our pupils through an engaging curriculum, strong positive relationships and a respectful ethos.

The school has had changes in leadership in recent years and since January, 2023, has now appointed an experienced substantive Head Teacher. Following the academy conversion, a new lead Deputy Head Teacher has been put in place for the year 2024-2025.

The school received a Directive Academy Order in 2023 and is now part of The Education Alliance.