

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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.

School overview

Detail	Data
School name	Billinghay CE Primary School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 to 2026-27
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr R Allen (Headteacher)
Pupil premium lead	Mr R Allen
Governor / Trustee lead	Mr S Atkinson (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-26	£71,205
Recovery premium funding allocation this academic year	£0
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	£71,205

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas.

The Pupil Premium is designed to support schools to raise the attainment of disadvantaged pupils and to achieve that goal including progress for those who are already high prior attaining pupils. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups of pupils. Some form of targeted academic support or wider strategies will benefit other children inc those who are vulnerable such as those with SEND, who have a social worker, who are young carers or who are looked after. We have a whole school ethos of attainment for all pupils. Many of our pupils face similar barriers to learning when they enter school. Each pupil is viewed as an individual and we endeavour to ensure that groups of disadvantaged pupils attain as well as other groups of pupils.

School matches interventions / support to the challenges to learning faced by our pupils. We identify the challenges to learning faced by our disadvantaged pupils considering the underlying academic and non academic causes of them. We will use diagnostic assessment to identify specific areas where intervention and support can improve a pupil's academic progress. We will also draw on data to develop an understanding of non academic challenges pupils are facing which negatively affect their education and readiness to engage in education.

We follow an evidence informed approach to Pupil Premium expenditure whereby teachers and leaders combine findings from research with professional expertise to make decisions. We aim to understand the strength of evidence behind alternative approaches and to consider the cost effectiveness of a range of approaches To do this we evaluate the successes of previous interventions and have investigated, revised or devised new strategies from a range of documents available inc EEF Toolkit.

We aim for a tiered approach to Pupil Premium spending, balancing approaches to improving teaching, targeted academic support and support for wider strategies. Many of these strategies will overlap categories:

- High quality teaching is at the heart of our approach and is the most important lever schools have to improve outcomes for disadvantaged pupils. It is top priority for Pupil Premium expenditure as it is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the attainment of other groups of pupils. We will do this through using the Pupil Premium for CPD / training opportunities so every teacher (and staff member) is supported to keep improving. This includes new staff members. 'Great teaching and careful planning can make a huge impact on the outcomes for disadvantaged pupils' EEF Guide to the Pupil Premium.
- Targeted academic support. We consider how class teachers and TAs can best provide targeted academic support including linking structured small group interventions to classroom teaching. Tackling disadvantage is not just about support for low prior attaining pupils.
- We also focus on wider strategies such as attendance, behaviour and social and emotional support which are significant non academic barriers to success in school. EEF Guide to the PP. There is a strong evidence base showing the impact that high quality interventions can

have on outcomes for struggling children. Interventions at our school are part of the Pupil Premium Strategy. They are most effective when applied alongside efforts to improve teaching and attend to wider strategies such as behaviour and attendance.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations and aspirations of what they can achieve.

From EEF Toolkit. The more successful schools have pupils with similar needs being withdrawn from attending non core curriculum lessons for tailored support from a TA or a Class Teacher. School do not take any pupils who are experiencing difficulties out of eg an English Reading lesson to do additional Reading work or a phonics session to do additional phonics. Support is provided as required out of class or within the class in another session, normally on the same day to address any misconceptions. Our strategy is based on 'Keep Up' rather than 'Catch Up'. The focus is on phonics and early reading. If pupils cannot read then they cannot access the curriculum. Phonic support continues into KS2 for those pupils identified so all will have a secure phonic knowledge.

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 discussions with pupils indicate underdeveloped oral language skills and low levels of vocabulary when pupils enter school. If left unchallenged this and a narrower vocabulary would remain a barrier for many PP pupils throughout primary education. This is more prevalent among our disadvantaged pupils than their peers.
2	Phonics and early reading – assessments observations and discussions with pupils suggest that disadvantaged pupils can have greater difficulties with phonics and reading than their peers. This is a key focus of support and continues to be in the early years of education in particular. Reading post phonics Undertake a comprehensive review of the teaching of reading with a particular focus on post phonics. This reflects our ambition for all pupils to succeed by ensuring they receive strong foundations in early literacy and beyond.
3	Writing The need to focus in YR when pupils enter school on skills such as pencil grip, handwriting and letter formation. This has been identified as an area of weakness when chn, disadvantaged in particular, enter school from nurseries.

	Also the need to amend the curriculum in YR to focus on not introducing complex writing tasks too early. The need to teach handwriting and spelling (transcription) from the reception year is crucial so that these skills become automatic for children. This will free up their working memory for composition. This is particularly a focus for disadvantaged pupils.
4	Assessments and observations indicate the need to focus support for mid to high prior attaining pupils eligible for the PP as well as low prior attaining pupils.
5	Some lack of parental involvement in their children's learning and low aspirations for their children for the future. This is true for many of our pupils but particularly so for our disadvantaged pupils. Pupils tend to have a lack of life experiences beyond the everyday and a lack of global awareness or experiences outside of Billingham. This is true for many of our pupils but particularly so for our disadvantaged pupils. Within our community there are some low aspirations for the future with limited access to positive role models.
6	We will ensure that any poor attendance issues are addressed in a quick manner and ensure wider opportunities for PP Pupils are provided. Our attendance data indicates that attendance among disadvantaged pupils has historically been below the NA. Through a number of strategies, attendance of pupils eligible for the PP has significantly increased to be in decile 5 (top 40-50%) in 2023-24. Persistent absence of pupils eligible for the PP has also significantly improved on school historical and was in decile 5 of all schools in 2023-24. However, attendance continues to be below that for non pupil premium pupils in school.
7	Our assessments and observations indicate the need to focus on the well being of many of our disadvantaged pupils. How the pupils feel, think and feel about themselves is closely linked with their successes and failures in all walks of life. This shows each child's perceptions of their own learning abilities and capabilities and is not a simple measure of self esteem. We focus on wider strategies such as social and emotional support which are significant non academic barriers to success at school. Emotional and social support – need to ensure pupils feel safe and ready to learn when arrive at school and this continues throughout the school day.
8	Previous incidents of poor behaviour on the school bus have historically impacted on children's ability to be ready to learn when they arrive at school. Historically between 50-75% of pupils on school transport are eligible for the PP. Emotional and social support – need to ensure pupils feel safe and ready to learn when arrive at school and this continues throughout the school day.

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
We aim to inspire our pupils to be resilient, curious and creative. Giving our pupils the opportunity to question as St Thomas did. St Thomas seeks knowledge then travels to spread this knowledge. To do this he needed to have good oracy skills. Improved oral language skills and vocabulary among disadvantaged pupils. Make use of EEF Guidance reports on improving Literacy and DfE Literacy Framework to respond to barriers to learning related to vocabulary. Language acquisition is a high priority with strategies for extending vocabulary as well as providing a language rich environment with opportunities for conversations and interactions. Continue to improve the vocabulary of disadvantaged pupils. Work on strategies that we could use in the classroom that would make a difference to the most disadvantaged students, but also to all students in terms of using language and using oracy to develop and deepen their understanding. Need focus on developing an oracy rich classroom culture. Find ways for students to develop their communication skills. Oracy is about reasoning, students being able to explain and justify their mathematical thinking. Having a really oracy-rich classroom culture, where those things are embedded and students are reasoning, explaining, justifying and thinking mathematically all the time, and being able to articulate that thinking to their teachers.	Assessments and observations indicate significant improved oral language among disadvantaged pupils. This is also evidenced when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment. As pupils get older there will be evidence of increased use of new vocabulary in their written work. Eligible pupils in YR make progress from their baseline assessments in terms of the 2 stands of Communication and Language. This impacts on reading with 100% targeted to be at the expected standard by the end of YR. Strategies: Talk 4 writing. Quality interactions take place between adults and children. Those pupils with less well developed language (typically vulnerable pupils) have as many opportunities as possible to develop spoken language with adult interactions. Pupils will become more precise in using a greater range of nouns, verbs, adverbs, adjectives. Usage of preposition develops—under, over. Verbally first then into written work. Develop listening routines and oracy interactions expected. All children to be able to talk confidently? Children can reason, explain and justify – articulate their thinking.
Phonics and Early Reading The teaching of phonics is effective, robust and structured.	Assessments, observations and monitoring indicate outcomes for phonics at the end of YR, Y1 and Y2 continue to be in line as a

Ensure high quality teaching which is a key factor for attainment and progress. All identified staff receive training and implement strategies. This will impact on reading and phonics data and links to the School Improvement Plan milestones and the Reading Framework – Teaching the Foundations of Literacy. Highly effective leadership of phonics leads to consistently high standards, particularly for disadvantaged pupils (attainment gap is narrower than that nationally). The phonic leader ensures the curriculum allows enough time for teaching, practicing and revisiting content and for addressing any gaps or misconceptions in pupil knowledge as quickly as possible inc same day keep up support. Rigorous keep up reduces catch up later. Adaptations to teaching are made in the moment to meet the needs of all pupils and avoid limiting expectations for disadvantaged pupils. All staff are confident in delivering our phonics programme. Create curious, resilient and creative minds. Children to question as St Thomas did and challenge themselves.	minimum with the NA with the aim that 100% of disadvantaged pupils achieve being secure at phase 3 by end of YR and achieve the screening check by the end of Y1. Support continues into KS2 for those pupils who are identified so all will have a secure phonics knowledge. Includes CPD for staff and resource from phonics scheme. Assessments, observations and monitoring highlight any disadvantaged pupils working below age expectations in reading and support is put in place to ensure that they achieve age related expectations as a minimum by the end of the academic year they are in. Observations and monitoring show that reading for pleasure is enhanced across school with pupils making use of updated reading material in each room and book corners. Use story time and Accelerated Reader from Y3-Y6 to measure impact.
Reading – focus on post phonics Undertake a comprehensive review of the teaching of reading with a particular focus on post phonics. This reflects our ambition for all pupils to succeed by ensuring they receive strong foundations in early literacy and beyond. The Reading leader ensures the curriculum allows enough time for teaching, practicing and revisiting content and for addressing any gaps or misconceptions in pupil knowledge as quickly as possible inc same day keep up support. Rigorous keep up reduces catch up later. Adaptations to teaching are made in the moment to meet the needs of all pupils and	All pupils including the weakest readers make sufficient progress to meet or exceed age expectations. Culture of reading is enhanced throughout school. Sufficient time is given to the teaching and monitoring of reading. Highly effective leadership of reading leads to consistently high standards, particularly for disadvantaged pupils (attainment gap is narrower than that nationally).

avoid limiting expectations for disadvantaged pupils. The reading curriculum is designed to enable pupils to develop secure, deep and fluent knowledge, prioritising accurate and fluent word reading. CPD programme enables all staff to implement an effective reading curriculum. Reading. Competitions and support for parents/carers to ensure all pupils maximise reading time in a week. Ensure PP pupils have reading buddies or read with an adult so pupils read aloud at school. Reading for pleasure is enhanced across school.	
Writing Undertake a comprehensive review of the teaching of writing. This reflects our ambition for all pupils to succeed by ensuring they receive strong foundations in early literacy and beyond.	Progress from baselines showing positive impact of Writing Roots in Y1 to Y6. In YR, 100% at age expectations in fine motor skills and % at age expectations in writing is above the NA.
Focus support for mid to high prior attaining pupils as well as low prior attaining pupils. (Links to parental low aspirations/expectations). Improved writing, reading and maths attainment for mid to high prior attaining disadvantaged pupils	Outcomes show an increase in the % of disadvantaged pupils achieving the higher standard than school historical data.
To enhance / broaden learning opportunities for all our pupils but particularly our disadvantaged pupils to increase expectations. School provide and will continue to provide examples of positive role models. This has been an approach to the use of PP funding from past PP award winners. We will enrich the opportunities provided for our pupils through our curriculum so it raises local and global knowledge, addresses barriers our children have to learning, understand typical experiences our children have had and build on these. Celebrate diversity. Provide opportunities where children are confident to	We will find attitudes to learning and support pupils to develop positive attitudes to learning and a thirst for knowledge (inc through curriculum provision). Achieved through discussion with pupils. Through discussions with pupils and monitoring of careers education job expectations ensure pupils have access to life experiences beyond the everyday and outside of Billingham.

articulate, discuss, reason and question, explain, problem solve and reflect.	
Attendance To sustain and continue to enhance improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained improved attendance demonstrated by: - Attendance of pupils eligible for FSM to be in line with NA. Slight fall from 23-24 but 2 pupils had 20 days u/a absence each as moved abroad and 1 pupil 5 days u/a absence as moved to another school out of the local area and did not start new school for 5 days. 17/20 pupils who are PA and on roll at end T6 in 2025 are FSM (85%). 31% of all FSM pupils are PA. 11/20 are in Y5 and Y6. Shows that targeting new pupils / year groups joining is working. Reduce the % of disadvantaged pupils who are PA to NA.
To improve and sustain improved wellbeing for all pupils in our school particularly for disadvantaged pupils. Wider strategies. Targeted support inc mentoring meetings between pupil and staff member. Time to explore individual barriers to learning plus anxieties/worries. Perceptions of themselves learners. Use as baseline and s.c Emotional literacy support Ed Psychology service CPD previously. Staff training so non teaching staff can continue this level of support eg sensory circuits and Lego therapy, 10 min mentoring meetings with a pupil to explore individual barriers to learning / anxieties worries. Emotional coaching strategies Mental Health First aid training Linc Mental Health - anxiety	Sustained high levels of wellbeing through discussions with pupils, staff, parents and observations. Also through parental questionnaires. Shows pupils feel safe and ready to learn when in school.
To ensure that when all pupils arrive at school on school transport, but particularly those who are disadvantaged, they are ready to learn at the start of the school day.	Discussions with pupils and staff show that pupils who experience anxiety/poor behaviour on the bus are able to have time to discuss this, access strategies such as

	colouring activities at start of the day so they are ready to learn,
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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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The progress of reducing language gaps depends on adults engaging with children in high quality dialogue and direct teaching so that children can articulate what they know and understand and can develop their knowledge across all areas of learning using the vocabulary they need to support learning. Additional teacher release time funded to embed main messages of this document. Language acquisition is a high priority with strategies in place to extend vocabulary and create language rich environments across school. Staff have worked through the barriers to learning with high quality CPD. Helping pupils to become better comprehenders by providing them with experiences to build the knowledge they are lacking and support their practice of it. We will continue to enhance how we explicitly teach vocabulary linked to recent research. Motivation and goals are set in context. Focus on Language and Communication in Early Years as EEF Guidance Report. Monitoring opp – discussion pupils and staff. Data tracking. See evidence to make decision about support strategies we use.	DfE Reading Framework – teaching the foundations of Literacy Research shows that disadvantaged pupils have a deficit in vocabulary from an early age. This is generally the case in our school. Research shows disadvantaged children have a deficit in vocabulary from an early age. This is generally the case at our school. Identify any additional intervention programs for PP children. Focus on Language and Communication in Early Years as EEF Guidance Report. This is ‘especially important for young children and support develops a range of early literacy skills’. Pupil Premium Awards winners – research shows the gap between those pupils that read well and those that read less, grows exponentially as chn get older. Key to address this in YR and Y1.	1 and 2

Monitor success ensuring have positive impact. Track phonics data YR and Y1 and SIP milestones. DfE validated systematic synthetic phonics programme is in place in school. Additional resources published by provider to purchase and fund ongoing CPD for staff. Include for teaching phonics for those pupils in KS2 who do not have a secure phonics knowledge. Work with the local English Hub for phonics and reading CPD. Mentoring and coaching to ensure consistent application of phonics. Enhance role book corner in each class. Linked read pleasure. Use in story time and individual reading. CPD staff training Evidence DfE July 21. Challenge pupils re choosing books and testing on AR. Develop comprehension resources inc staff CPD. Purchase standardised diagnostic assessment for Reading. Training for staff to ensure assessments are interpreted and administered correctly. Purchase assessment for phonics and staff training.	EEF guide to the PP. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PP to improve teaching quality benefits all children and has a particular benefit for children eligible for the PP.	
CPD opportunities. Cost implementation has been low and ongoing costs are any additional training and follow up support for new staff. Eg Teaching Reading Fluency, strengthen literacy skills in Early Years, Early Language development free CPD from the English Hub but supply costs. Maths mastering number programme YR to Y2 CPD is free from Maths Hub but release time for teachers Maths problem solving Maths subject leader development meetings. Help maths SL to address key areas in maths curriculum that have impacted on maths data. Maths and Mastery learning. EEF Toolkit	Sutton Trust report revealed effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. Prioritise CPD inc for support staff. School have successfully implemented the mastery approach (positive impact on attainment and progress) to maths. The EEF Toolkit suggests 'mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for each other's progress'.	1,2,3,8

Mastery learning has been seen as having moderate impact for low cost. CPD for new 1:1 TAs (in YR and Y5), to support phonics. Also for new TA in Y1. Release time for Literacy Lead. Mentoring and coaching inc for inc supporting the consistent application of the school Behaviour Policy with ECT. Monitoring shows a focus is required on developing adaptive teaching strategies particularly for disadvantaged pupils. CPD on the EEF 5 a Day principle.		
Attendance From Sept 25, continued CPD for Receptionist who is developing role as Attendance Officer. CPD from Lincs Attendance and Inclusion Team and with HT.	Non attendance is a symptom of something else and therefore needs are assessed to identify the underlying cause. DfE Improving School Attendance	

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

Budgeted cost: £46,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group learning delivered in addition to and linked with normal lessons.	EEF toolkit suggest that individual instruction may be more effective for pupils who are skilled at managing their own learning (Metacognition and Self-Regulation). School use small group learning to meet differing learner needs. Small group tuition / Teaching and Learning Toolkit EEF.	1,2,3,8
Phonics and early reading – additional sessions targeted at disadvantaged pupils who require phonics and early reading support. Keep Up Support. Working with the local English Hub.	School have been successful historically in terms of the % of PP pupils achieving the screening check. Use of strong teaching from CT and TAs.	2

	EEF toolkit states phonics support has a moderate impact for low cost. Evidence base is very secure but need a high quality of implementation. This is ensured at school through CPD and monitoring. Key is to address this in YR and Y1 Phonics and Early Reading support has had a positive impact historically. Targeted academic support is not just for low prior attaining pupils. EEF guide on PP supporting middle and high prior attaining pupils too.	
Writing % of pupils at expected standard and above in writing. Make use of writing support in 1:3 group across school using a part time class teacher employed at school. School data shows greater progress when small group tuition is led by a member of staff at school who works part time and has the capacity to deliver this support.	As previous	1,3,8
Reading inc post phonics Fluency and comprehension Continue 1:1 reading Use of Accelerated Reader (AR) – links to CPD staff have had access to CPD. Staff need to teach pupils a range of techniques which will enable them to comprehend the meaning of what they have read. Interventions have had a positive impact eg RALF and Project X. Reading and the use of Accelerated Reader. We continue to review use of Accelerated Reader in Y3-6. Continue to provide space in the timetable for daily independent reading. There must be a time to read independently and take quizzes. Research shows the need to foster the habit of independent reading. Target disadvantaged pupils and also provide	Evidence – Reading and use of AR - EEF Research shows that the gap between those that read well and those that read less grows exponentially as chn get older. Key address this in YR and Y1. EEF Research study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. Whilst this was with Y7 pupils trials in school and school data supports this and shows AR has a positive impact on reading, achievement and	1,2,3

them with support in the books that they are choosing to read.	comprehension particularly in Years 5/6	
Focus in YR on fine motor skills. Skills such as pencil grip, handwriting and letter formation.	Writing Framework	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional support Myself as a Leaner Y5 and Y6. Compare scores to mean score and deviation. Main purpose of this scale is to measure pupil's perceptions of their own learning abilities and capabilities and is not a simple measure of self-esteem. If below mean deviation then analyse responses to individual questions and ½ day support in T2.	How pupils feel, think and feel about themselves is closely connected with success in all walks of life. Importance of focusing on strategies such as social and emotional support which are significant non academic barriers to success at school.	6
Wellbeing. Assistant Educational Psychologist. Sensory circuits and Lego Therapy Cognitive behaviour TA shadowed this and now carries out support. Lego Therapy and sensory circuits. Also mentoring role and cognitive behaviour Colour Away your worries – resources and felt tips for pupils	The importance of focusing on wider strategies such as social and emotional support which are significant barriers to success in school. EEF Pupil Premium Mentoring Meetings. 10 minute mentoring meetings between the pupil and class teacher or TA. Time to explore any barriers to learning, explain learning	6

Counselling (Casy Counselling)	targets. Seen as being successful strategy from one of previous Pupil Premium Awards winning schools.	
Attendance Ensure that any poor attendance issues are identified in a quick manner and ensure wider opportunities for pupils eligible for the Pupil Premium are provided. We will ensure non attendance is followed up in line with our Attendance Policy and will work with families to address any barriers to regular attendance. Offering free places at Breakfast Club has had an impact on attendance for these pupils who attend. It also ensures those who attend have help in being ready to learn at 8.50am (inc opportunities to work in club). This is to continue. It helps the pupils who attend be ready to learn and be punctual. Continue to monitor attendance of pupils eligible for the PP. Continue to extend the free Breakfast Club to impact on attendance for additional opportunities for these pupils to have additional reading / maths games in a quiet area before school. Continue to provide CPD to receptionist to develop her role re attendance monitoring.	NFER Research shows that lower performance is associated with higher absence levels. Why we use some of the PP funding to endeavour to improve attendance. DfE with NFER – addressing behaviour and attendance. Schools ensure effective strategies are in place, respond quickly to poor attendance and provide strong social and emotional support inc through working with families. Historically pupil attendance increases through use of strategies such as letters and Panel Meetings where schools work with families. Free Breakfast Club spaces has been evidenced as being successful strategies from one of the previous Pupil Premium Awards winning schools. There is strong evidence to suggest free breakfast club provision can benefit pupils by preparing them for learning and supporting behaviour and school attendance. EEF Supporting School Attendance. DfE Working Together to Improve School Attendance.	5

2 staff members collect the children from the school transport each day. Over 50% of these pupils are disadvantaged pupils. They can provide support, someone to talk to, breakfast, deal with anxieties or behavioural issues so these children are ready to learn in school.	Bus behaviour: ensure children attending school via school transport are ready to learn when they arrive at school. Success – 2 TAs collect chn from bus and walk them into school at beg day. Deal with any issues from bus quickly before chn get into school so when arrive happy and ready learn.	7
Social and emotional support	Links to barrier learning and low aspirations. Lack of life experiences. Careers education and visits. Ways to engage parents/families. PP pupils identified for support eg counselling, Lego therapy etc as above. Staff training. Mentoring meetings Evidence – NFER support the attainment of disadvantaged pupils states need to ensure PP pupils feel happy, safe and ready to learn.	4

Total budgeted cost: £71,300

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 2023 to 2024 academic year.

Assessments and prioritising as below suggest a positive impact for pupils eligible for the PP.

We prioritised YR, KS1 and 2 identifying gaps and re-establish good progress in the essentials: phonics and reading, increasing vocabulary (continue daily vocab sessions) writing and mathematics, identifying opportunities across the curriculum so children read widely and developing knowledge and vocabulary. The curriculum remained broad.

Substantial modification to the curriculum was required at the start of the year, so teaching time was prioritised to address significant gaps in pupils' knowledge

Our curriculum plan is informed by assessment of pupil starting points. We address gaps in knowledge and skills and in particular make effective and regular use of formative assessment such as quizzes, observe pupils in class, talking to children to assess their understanding, scrutiny of pupils' work etc. We used this assessment so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

In terms of closing the gaps:

Pupil Premium

YR – 3 eligible pupils

- 67% achieved a Good Level of Development with 56% of non FSM achieving a GLD.
- 67% at age expectations in Reading and Writing (non FSM 67% and 56% respectively). 100% at age expectations in maths number (non FSM 78%).

Year 1 – 6 eligible pupils

- 50% achieved the screening threshold.
- 2/6 achieved the expected standard in Reading and Writing with 3/6 in maths (inc one pupil who achieved the higher standard in Reading).

Year 2 –4 eligible pupils

- $\frac{1}{4}$ achieved expected standard in Reading, Writing and Maths

Year 3 – 10 eligible pupils

- Continuation of phonic support. All achieved screening threshold.

- 50% at expected standard in Reading (was 40% at the end of Y2). 40% at expected standard in writing. Gap same as at end of Y2. Gap closed in maths with 60% at expected standard (50% at end of Y2).

Year 4 – 6 pupils

- 50% at expected standard in Reading, Writing and Maths. 1 pupil higher standard in Reading and Maths.
- Average score of 20.5 in Y4 Multiplication Tables Check with 1 pupil achieving 25/25. Focus of support on times tables had a positive impact.

Year 5 – 5 pupils

- Reading interventions had a positive impact in terms of small step progress data from Accelerated Reader and STAR Reader assessments. 3/5 at expected standard + (1 was higher standard). (74% non PP).
- Writing is as reading with 1 pupil at higher standard (none at higher standard at the end of Y4).
- Maths is 2/5 at expected standard + (1 of which is at the higher standard). 1/5 at expected standard + at the end of Y4.

Year 6 – 8 eligible pupils

- Reading 3/8 at expected standard + with 1 pupil at the higher standard. 1 pupil was 1 mark from the expected standard.
- Writing support from one of our part time teachers had a positive impact with 5/8 (63%) achieving the expected standard as a min with one at the higher standard. Closing of the gap from the end of Y5 where 2/8 were at the expected standard.
- Maths 5/8 at the expected standard + with 2 of these at the higher standard. Closing of the gap from the end of Y5 with 4/8 at the expected standard and 1 of whom was at the higher standard.

Attendance:

17/20 pupils who are PA and on roll at end T6 are FSM (85%). 31% of all FSM pupils are PA. 11/20 are in Y5 and Y6. Shows that targeting new pupils / year groups joining is working.

Overall attendance showed a slight fall from 23-24. Impacted by 2 pupils who had 20 days u/a absence each as family moved abroad and had to record as CME and keep on roll for 20 days. Also one pupil moved outside the local area but still within county and not find a new school for 5 days so on roll and u/a absence. Excluding them from the data, attendance is 92.2%. Just above 2023-24 data.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in the previous years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.