# 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 |
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| School name | Billinghay CE Primary School |
| Number of pupils in school | 143 |
| Proportion (%) of pupil premium eligible pupils | 36% |
| 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 | September 2026 |
| Date on which it will be reviewed | September 2027 |
| 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 | £80,600 |
| 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**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £80,600 |

# 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 the 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 (including coaching) 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 with-drawn 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 plus foundational knowledge. We need to close gaps from the very beginning of YR as well as before, through working closely with lo-cal nursery providers including on transition. If pupils cannot read then they cannot access the curriculum. Phonic support continues into KS2 for those pupils identified so all will have a se-cure phonic knowledge.

## Challenges

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

| Challenge number | Detail of challenge |
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| 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.<br><br>Typically over 50% of our disadvantaged pupils are below age expectations on entry to Reception in the CLL ELGs. This is significantly less for non disadvantaged pupils. For example in 2025, on entry to Reception, 63% of disadvantaged pupils were below age related expectations with 14% of non disadvantaged pupils below. This gap narrows significantly by the end of YR and across future year groups. |
| 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. They are more likely to be below age related expectations in reading. This is a key focus of support and continues to be in the early years of education in particular. |

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| | In 2025, on entry to YR, 100% of disadvantaged pupils were below age related expectations in reading compared to 31% of non disadvantaged pupils. This gap narrowed significantly by the end of YR.<br><br>Reading post phonics<br>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.<br><br>Typically a significantly higher percentage of disadvantaged pupils are below age related expectations in reading from Y3 onwards than non disadvantaged pupils although this gap is narrowing. |
| 3 | Foundational Knowledge<br>The need to focus on building and securing strong foundational knowledge across YR and KS1.<br>This has been identified as an area of weakness when children, 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.<br><br>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.<br><br>Typically, a higher percentage of disadvantaged pupils are below age related expectations on entry to YR in Fine Motor Skills (FMS) when compared to non disadvantaged pupils. In 2025, 63% of disadvantaged pupils were below age related expectations in FMS compared to 18% of non disadvantaged pupils. This gap narrows significantly by the end of YR and beyond. |
| 4 | Disadvantaged pupils are significantly more likely to have additional needs. In 2025-26, just over 50% of pupils at SEN Support were also eligible for the Pupil Premium when disadvantaged pupils are circa 35% of the school roll.<br>In 2026-27, 33% of targeted Pupil Premium pupils are also SEN Support, compared to 19% of non Pupil Premium at SEN Support. |
| 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.<br>Pupils tend to have a lack of life experiences beyond the everyday and a lack of global awareness or experiences outside of Billinghay. 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. Through a number of strategies, attendance of FSM6 pupils has improved from 2024-25 but is still in decile 5 with attendance of non FSM6 pupils in decile 4. The Similar Schools Comparison Report from the DfE identifies FSM attendance as an area to focus on. A deeper analysis shows that the overall attendance of |

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| | FSM6 pupils is skewed by 2 pupils and it is the PA of FSM6 pupils that now requires a greater emphasis (in decile 7 currently). |
| 7 | Our assessments and observations indicate the need to focus on the health and well being of many of our disadvantaged pupils.<br><br>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.<br><br>We focus on wider strategies such as social and emotional support which are significant non academic barriers to success at school. We need to ensure pupils feel safe and ready to learn when arrive at school and this continues throughout the school day.<br>Disadvantaged pupils are significantly more likely to have external agencies working with their families such as social workers, Early Help, Health Visitor etc and are significantly more likely to be or have historically been, at Child Protection, Child in Need or Team Around the Family. |
| 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.<br><br>Further to this, disadvantaged pupils are significantly more likely to come to school dysregulated in a morning. Emotional and social support – need to ensure pupils feel safe and ready to learn when they 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 |
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| 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.<br><br>Improved oral language skills and vocabulary among disadvantaged pupils.<br>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 | 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.<br><br>Eligible pupils in YR make progress from their baseline assessments in terms of the 2 stands of Communication and Language. |

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| a high priority with strategies for extending vocabulary as well as providing a language rich environment with opportunities for conversations and interactions.<br>Continue to improve the vocabulary of disadvantaged pupils.<br><br>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.<br><br>Need focus on developing an oracy rich classroom culture. Find ways for students to develop their communication skills.<br><br>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. | This impacts on reading with 100% targeted to be at the expected standard by the end of YR. Strategies: Guided Reading sessions, SEE SIP eg SHREC etc.<br>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.<br><br>Develop listening routines and oracy interactions expected. All children to be able to talk confidently.<br><br>Children can reason, explain and justify – articulate their thinking. |
| Phonics and Early Reading<br>The teaching of phonics is effective, robust and structured.<br>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.<br><br>Highly effective leadership of phonics leads to consistently high standards, particularly for disadvantaged pupils (attainment gap is narrower than that nationally).<br>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. | Assessments, observations and monitoring indicate outcomes for phonics at the end of YR, Y1 and Y2 continue to be in line as a minimum with the NA with the aim that 100% of disadvantaged pupils achieve being secure at age expectations 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.<br><br>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.<br><br>Observations and monitoring show that reading for pleasure is enhanced across school with pupils making use of updated |

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| Adaptations to teaching are made in the moment to meet the needs of all pupils and avoid limiting expectations for disadvantaged pupils.<br>All staff are confident in delivering our phonics programme.<br><br>Create curious, resilient and creative minds. Children to question as St Thomas did and challenge themselves. | 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<br>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.<br><br>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.<br><br>Adaptations to teaching are made in the moment to meet the needs of all pupils and avoid limiting expectations for disadvantaged pupils.<br><br>The reading curriculum is designed to enable pupils to develop secure, deep and fluent knowledge, prioritising accurate and fluent word reading.<br><br>CPD programme enables all staff to implement an effective reading curriculum.<br><br>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. | All pupils including the weakest readers make sufficient progress to meet or exceed age expectations.<br><br>Culture of reading is enhanced throughout school.<br><br>Sufficient time is given to the teaching and monitoring of reading.<br><br>Highly effective leadership of reading leads to consistently high standards, particularly for disadvantaged pupils (attainment gap is narrower than that nationally). |

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| Foundational Skills<br>There is a consistent approach which ensures that pupils develop secure foundations, have ample opportunities to practice and revisit, retain key knowledge and apply their learning with confidence. By placing foundational knowledge and skills as a key priority of our curriculum and delivering them through a coherent, well-sequenced and inclusive approach, we prepare all pupils to succeed at the next stage of their education.<br><br>The strong foundations established from YR are embedded.<br><br>This reflects our ambition for all pupils to succeed by ensuring they receive strong foundations in early literacy and beyond. | Pupils are given frequent, purposeful opportunities to rehearse and apply their knowledge and skills so that learning becomes secure and fluent over time. Practice is carefully planned to support retention, build confidence and strengthen understanding.<br><br>All pupils including the weakest readers/most vulnerable pupils make sufficient progress to meet or exceed age expectations<br><br>Progress from baselines showing positive impact<br><br>In YR, 100% at age expectations in fine motor skills<br><br>KS1 Writing Framework. All children are at expected standard as a minimum.<br><br>Expected standard<br><br>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters<br><br>greater depth<br><br>use the diagonal and horizontal strokes needed to join some letters<br><br>Monitoring shows handwriting resources are embedded and fidelity to the scheme.<br><br>Children are using tripod grip, forming letters correctly. |
| SEND<br>The most effective approach is to identify individual barriers to learning and provide high quality teaching alongside any targeted support. | The needs of each pupil are established, whether they be attendance, punctuality, social, emotional, mental health, family circumstance, speech and language, attainment etc. |

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| | Research constantly shows that improving classroom teaching has the greatest impact on pupils with SEND. |
| To enhance / broaden learning opportunities for all our pupils but particularly our disadvantaged pupils to increase expectations.<br><br>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 chn have had and build on these. Celebrate diversity. Provide opportunities where children are confident to articulate, discuss, reason and question, explain, problem solve and reflect. | 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.<br><br>Through discussions with pupils and monitoring of careers education job expectations ensure pupils have access to life experiences beyond the everyday and outside of Billinghay. |
| Attendance<br>To sustain and continue to enhance improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained improved attendance demonstrated by:<br>• Schools Comparison Report states if school had FSM attendance of 93.4%, this would result in an increase in overall attendance by 0.7 ppts and PA overall would drop by 1.6 ppts<br>• Reduce the % of disadvantaged pupils who are PA. 2025-26 PA FSM pupils was 28.3% in decile 7. Aim to get to be below 24.9% as a minimum. This would be in top 30-40% schools. |
| To develop and sustain improved wellbeing for all pupils in our school particularly for disadvantaged pupils.<br><br>Wider strategies. Targeted support inc mentoring meetings between pupil and staff member. Time to explore individual barriers to learning plus anxieties/worries.<br>Perceptions of themselves learners. Use as baseline.<br><br>Emotional literacy support<br>Ed Psychology service CPD previously. Staff training so non teaching staff can continue | Sustained high levels of wellbeing through discussions with pupils, staff, parents and observations. Also through parental questionnaires.<br>Shows pupils feel safe and ready to learn when in school. |

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| this level of support eg sensory circuits and Lego therapy,<br>10 min mentoring meetings with a pupil to explore individual barriers to learning / anxieties worries.<br><br>Emotional coaching strategies<br>Mental Health First aid training<br>Linc Mental Health – anxiety<br><br>Daily tooth brushing in YR from Sept 26. Analysis has shown that many of our pupils do not attend a dentist and have poor dental hygiene. This is more prevalent with disadvantaged pupils. | |
| To ensure that when all pupils arrive at school including those 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/ are dis regulated including those travelling to school 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, |

**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: £20,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and purposeful use of assessment.<br><br>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.<br><br>CPD carried out by a staff member in YR from English Hub. Action Plan devised. To measure progress against milestones. Use of ShREC approach. Use of a wide range of implicit approaches – plan teaching of vocabulary, model language.<br>Inc for targeted pupils. Look at 100% Sp and Listening<br><br>Each child baseline in Sept –Oxford Lang Screen resource. Ensure every child benefits from high quality everyday practice that develops comm skills. Baseline set up. Identify who requires additional support. How provide this eg more opps for shared book reading or more time in a small group activities. Re test for impact. | EEF Guide to the PP<br><br>DfE Reading Framework – teaching the foundations of Literacy<br>Research shows that disadvantaged pupils have a deficit in vocabulary from an early age. This is generally the case in our school.<br><br>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.<br><br>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'.<br><br>RISE E Ashby Willesley Primary. Overcoming barriers – scaffolding and speaking and listening<br><br>Pupil Premium Awards winners – research shows the | 1, 2, 3, 4 |

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| 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.<br><br>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.<br><br>Focus on Language and Communication in Early Years as EEF Guidance Report.<br><br>Monitoring opp – discussion pupils and staff. Data tracking. See evidence to make decision about support strategies we use. Monitor success ensuring have positive impact.<br><br>DfE validated systematic synthetic phonics programme is in place in school.<br><br>Invest further in leadership of phonics. Highly effective leadership leads to consistently high standards, particularly for disadvantaged pupils. Adaptations are made in the moment to meet the needs of all pupils and avoidance of limiting expectations for disadvantaged pupils.<br><br>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.<br><br>Work with the local English Hub for phonics and reading CPD. Mentoring and coaching to ensure teaching of phonics is effective, robust and structured with fidelity to our new scheme.<br><br>Purchase standardised diagnostic assessment for Reading. Training for staff to | 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.<br><br>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.<br><br>EEF Literacy Guidance – importance of strategies to improve reading fluency and comprehension CPD. There should be a balanced and engaging approach to developing reading integrating decoding and comprehension skills.<br><br>EEF Guidance Report – Improving Literacy in KS1<br>Importance of high quality adult – child interactions. The importance of developing pupils' speaking and listening skills and wider understanding of language.<br><br>EEF Deployment of TA Guidance Report<br>TA deployment delivering evidence based, structured interventions. Investing in TA training. Effective deployment of TAs is crucial when complementing high quality teaching with carefully selected evidence based systematic small group or 1:1 intervention. | |

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| ensure assessments are interpreted and administered correctly.<br><br>Staff training for new phonics assessment resource on Little Wandle. | | |
| CPD opportunities. Cost implementation has been low and ongoing costs are any additional training and follow up support for new staff.<br>Eg Teaching Reading Fluency, strengthen literacy skills in Early Years, Early Language development free CPD from the English Hub but supply costs.<br><br>CPD in analysing data, use of formative assessment. Guided Reading sessions, standardised assessments, formative assessments, Reading ages, book band etc reveals pupils who require extra support with reading.<br>For example with phonics:<br>All staff (teachers and TAs) can analyse phonic data on LW tracker and report to Phonic Lead inc focus on vulnerable pupils. Children not green on the tracker to reassess every 3 weeks.<br>Findings are fed into recap lessons, adaptations to daily lessons and keep up support. Chn falling behind are identified, support is put in place and positive impact is evidenced.<br><br>Maths mastering number programme YR to Y2 CPD is free from Maths Hub but release time for teachers Maths problem solving<br>Maths subject leader development meetings. Help maths SL to address key areas in maths curriculum that have impacted on maths data.<br><br>Maths and Mastery learning. EEF Toolkit<br>Mastery learning has been seen as having moderate impact for low cost.<br><br>CPD for new 1:1 TAs to support phonics. Release time for Phonics Lead. Mentoring and coaching. | Sutton Trust report revealed effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. Prioritise CPD inc for support staff.<br><br>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'. | 1,2,3,4,8 |

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| Prioritising foundational knowledge. CPD, coaching. New LW handwriting resource from Sept 26. | EEF Guidance Report – Improving Literacy in KS1<br><br>Children need to develop fluency in skills of transcription so they become automated. | |
| Monitoring shows a focus is required on developing adaptive teaching strategies particularly for disadvantaged pupils including those with SEND. CPD on the EEF 5 a Day principle.<br><br>Teachers use assess information alongside their own knowledge of individuals to identify 5 pupils in each class. Teacher attention is focused on these chn a little more closely. Many of the focus chn to be PP / vulnerable. Teachers choose from a range of strategies eg scaffolding, live marking which are identified as being particularly valuable to these chn. Identifying barriers and removing them. | EEF SEND in Mainstream Schools – effective PD to improve outcomes<br><br>Importance of all pupils having access to high quality teaching. Good teaching for pupils with SEND is good teaching for all – 5 a Day approach.<br><br>RISE Support E Midlands. Ashby Willesley Primary Focus Five approach | 1,2,3,4 |
| Retention<br>Invest in a team of teacher educators equipped with the knowledge and skills to embed evidence informed practice across school.<br>NPQ – Senior Leadership and Early Years Leadership for 2 staff members. Cover time for teachers undertaking NPQs. | EEF Guide to the PP<br>Offering effective professional development and managing workload is key to retaining great teachers.<br>EEF Recruitment and Retention Review | 1,2,3,5 |
| Curriculum development<br>Work with a local school to review and develop our curriculum | EEF Guide to the PP – importance of curriculum development | 1,2,3,4 |
| School have asked to take part in a supervised tooth brushing programme—a proven initiative that improves children's oral health and wellbeing.<br>This requires YR staff to undertake CPD to provide daily tooth brushing. | In March 2025, the government announced plans to implement a national targeted supervised tooth brushing programme for children aged 3-5, in early years settings in the most deprived communities. This is to improve the outcomes and | 5,7 |

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| | reduce inequalities in oral health in children. | |
| Attendance<br>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 | 6 |

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

Budgeted cost: £44,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Small group learning delivered in addition to and linked with normal lessons.<br>Example: Little Wandle Keep Up sessions. High quality structured support.<br>Use of sprinkles across the day and targeted repeated practice with phonics. Inc timetabled shuffle time for identified pupils x4 a daily.<br>Importance of accurate assessment and reviewing processes regularly – every 3 weeks for LW Keep Up support.<br><br>Use of TAs in the phonic lesson – adaptations. The daily session must meet the needs of all the children. TA support in application part of session which must link to a child's / children's phonic knowledge. | 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.<br><br>EEF Guidance Report – Improving Literacy in KS1<br><br>Use of high quality structured interventions<br><br>EEF Deployment of TA Guidance Report<br><br>TA deployment delivering evidence based, structured interventions. | 1,2,3,4 |
| 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. | 2,4 |

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| | 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<br><br>Phonics and Early Reading support has had a positive impact historically.<br><br>Targeted academic support is not just for low prior attaining pupils. EEF guide on PP supporting middle and high prior attaining pupils too. | |
| Reading inc post phonics<br>Fluency and comprehension<br>Continue 1:1 reading<br>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.<br><br>Reading and the use of Accelerated Reader.<br>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 them with support in the books that they are choosing to read. | 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.<br><br>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 comprehension particularly in Years 5/6 | 1,2,4 |
| Focus in YR on foundational knowledge.<br>fine motor skills. Skills such as pencil grip, handwriting and letter formation. | Writing Framework | 3,4 |

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

Budgeted cost: £18,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Emotional support<br>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.<br>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. | 4,7,8 |
| Wellbeing. Assistant Educational Psychologist.<br>Sensory circuits and Lego Therapy<br>Cognitive behaviour<br><br>TA shadowed this and now carries out support. Lego Therapy and sensory circuits. Also mentoring role and cognitive behaviour<br><br>Colour Away your worries – resources and felt tips for pupils<br><br>Counselling (Casy Counselling)<br>Mindfulness 4 You<br><br>Building strong relationships and getting to know your pupils well equips you to identify and remove barriers to their learning, so you can support and guide them effectively. Time invested in building secure relationships now, will reap rewards in the long term. Ask questions and take the time to discover something each child or young person would like to talk about to make them feel valued<br>Mentoring. Structured programme. Time to talk. Link to developing spirituality. Platform for chn to raise concerns / discussions with a trusted adult. This adult stays with child throughout time in school. Work in groups and have chn from Yr to Y6 in each group. All grps complete the same activities. Starter activity and discussion | The importance of focusing on wider strategies such as social and emotional support which are significant barriers to success in school. EEF Pupil Premium<br><br>Mentoring Meetings. 10 minute mentoring meetings between the pupil and class teacher or TA. Time to explore any barriers to learning, explain learning targets. Seen as being successful strategy from one of previous Pupil Premium Awards winning schools. | 4,7,8 |

| | | |
|---|---|---|
| Attendance<br>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.<br><br>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.<br><br>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. Additional staff member from 8.15 to the start of the school day.<br><br>Continue to monitor attendance of pupils eligible for the PP, particular regard to PA.<br><br>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.<br><br>Meeting pupils at the start of the day who may be dysregulated. Brief discussions – can include breakfast if not had.<br><br>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.<br><br>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.<br><br>Historically pupil attendance increases through use of strategies such as letters and Panel Meetings where schools work with families.<br><br>Free Breakfast Club spaces has been evidenced as being successful strategies from one of the previous Pupil Premium Awards winning schools.<br><br>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.<br><br>DfE Working Together to Improve School Attendance. | 6 |
| 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 | 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 | 8 |

| | | |
|---|---|---|
| issues so these children are ready to learn in school. | 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. | |
| 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<br>Evidence – NFER support the attainment of disadvantaged pupils states need to ensure PP pupils feel happy, safe and ready to learn. | 5 |

## Total budgeted cost: £83,000

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

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

In terms of closing the gaps:

***Pupil Premium***

YR – 7 eligible pupils

- In 2026, 5/7 (71%) achieved a Good Level of Development (GLD). This is above 2025 NA. Non PP was 18/21 (86%). Gap is non PP + 15 ppts. National gap in 2025 was 20.5 ppts.
- Assessments in YR during the course of 2025-26 identified 7 pupils not on track for ARE in Reading. Through focused support and keep up (additional Guided Reading sessions and phonic keep up plus additional reading and sprinkles (quick recaps during the day) with a focus on blending) 4 achieved the ELG in Reading at the end of 2026. 3/7 above were PP. 2 of these pupils achieved the Reading ELG at the end of YR. These children made progress in terms of applying their phonics knowledge and progress is evident from the sounds they are secure at on the phonic tracker.
- Reading (word reading) 6/7 achieved ELG in Reading. Non FSM was 90%. Ppt gap non FSM +4 ppts.
- Writing 5/7 expected (71%). Non PP 90% (19/21).
- Maths nos 7/7 expected. Non PP 90%.
- Fine Motor Skills. Assessments identified 9 children not on track for ARE in FMS at the start of the 2025-26 academic year. 5 of these pupils were eligible for PP so 5/7 PP pupils not on track. By the end of the year, 6/7 achieved the FMS ELG.
- CLL. Assessments identified that 8 pupils were not on track for ARE in Speaking and 8 in Listening and Understanding. 5/8 were eligible for the PP so 5/7 PP pupils not on track. By the end of the year, 6/7 achieved the Speaking ELG and 5/7 the Listening and attention ELG.

Year 1 – 4 eligible pupils. Phonic Screening

- In 2025: the school gap to disadvantaged, in terms of pupils achieving the phonic screening threshold, was 41 ppts. NA gap was 17 ppts.
- In 2026, 75% achieved the threshold. Non disadvantaged achieving the threshold was 8/9 (89%). Gap to disadvantaged closed significantly from school 2025 to 14 ppts. Support from LW keep up sessions and additional sprinkles /shuffle time/ repeated practice had a positive impact.

Year 6 – 7 pupils

- Year 6. 5/7 (71%) achieved EXS+ in RWM combined. NA was 49% in 2026. NA of disadvantaged pupils achieving higher standard in RWM was 4%. School was 14%.
- 100% of pupils achieved expected standard + in Reading. This is sig + the national average.
- 71% of pupils achieved the expected standard + in Writing which is above the national average.
- 86% of pupils achieved the expected standard + in Maths which is above the national average.
- Y6 progress from KS1.
  i) Reading: End of KS1: 3/7 were EXS+. End of Y6 7/7 EXS +. No pupils at higher standard at the end of KS1. 1/7 at higher standard at the end of Y6. This gave a reading progress score of 3.5 which is above the national average.
  ii) Writing: End of KS1: 2/7 were EXS+. End of Y6 5/7 were EXS+. No pupils at higher standard at the end of KS1. 1/7 at higher standard at the end of Y6. This gave a writing progress score of +1.8 which is above the national average.
  iii) Maths: End of KS1, 3/7 were EXs+. End of Y6 6/7 were EXS+. 1 pupil achieved higher standard at the end of KS1. 1 at the end of Y6. This gave a progress score of +0.1.

- Closing of the gap to non disadvantaged.
  i) Reading: 2025 and 2026 the NA Gap was 18 percentage points in Reading. School was 47ppts in 2025. In 2026, Non FSM 13/15 so 87%. PP + 13ppts.
  ii) Writing: 2025 NA Gap was 19 percentage points in Writing. School was 2% (Non PP 77%). 2026 School Gap is 9%. FSM 71% Non FSM 80% in Writing in terms EXS+. Below NA gap which was 19 ppts in 2026.
  iii) Maths: In 2025, NA Gap was 20 percentage points. School was 24%. In 2026: PP 6/7 86%. Non PP 13/15 87%. Gap is non PP +1 ppt. NA gap in 2026 is 20 ppts.

Attendance:

Our FSM 6 data is 92.3% which puts us in decile 5. This is an improvement on 2024-25 when FSM attendance was 91.7%. FSM attendance is skewed by 2 pupils. One had attendance 56% and the other at 67%.

Our non FSM is 96.2%. This is decile 4.

In terms of Persistent Absence, Our PA FSM was 28.3%. In decile 7.

PA non FSM of 7.7% puts us in decile 6

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.*<br><br>• 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. |