

Bagthorpe Primary School

Pupil Premium Strategy Statement for 2025-26 based on the 2024-2027 3 Year Plan

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year. Please note that last year's outcomes are included in the [final review of the 2021-2024 Pupil Premium Strategy Statement](#).

School overview

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	17.4% (28 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024 Updated September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil Premium Lead	K. Ward (DHT)
Governor / Trustee Lead	Tanya White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£37,025

Part A: Pupil Premium Strategy Plan

Statement of intent

We aim for excellence in achievement and personal development by having a broad, balanced curriculum, which promotes a love of learning and is underpinned by our seven core values; moral purpose, humility, compassion, integrity, accountability, courage and determination.

Our intention is that all our children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve this goal, and to enable those who are already high attainers, to sustain their progress.

Our current pupil premium strategy plan works towards achieving these objectives by adopting a tiered approach, to help balance the elements of improving teaching, targeted academic support and wider strategies.

We focus on a small number of priorities each year, which are selected on the basis of strong external evidence, which we use to help us understand what is most likely to make the biggest difference for children from disadvantaged socio-economic backgrounds.¹

We then aim to put this to work by embedding it in a wider strategic cycle – with a constant focus on effective implementation.

Our primary focus is on **Quality-First Teaching**, because the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their children.² This includes both closing the gap between disadvantaged children and their peers, whilst simultaneously benefitting all other groups.

Secondly, we adopt **Targeted Academic Support** through specific interventions, again based on research evidence, our own evaluations and children's needs.

The third tier includes a number of **Wider Strategies**, each of which combine to provide a safe, secure and supportive context and foundation for learning. This also includes strengthening home-school links.

¹ The EEF Guide to the Pupil Premium – Autumn 2021

² <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning>

Challenges

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

Challenge number	Detail of challenge
1	Persistent absenteeism disproportionately affects disadvantaged pupils, with higher rates of persistent absence (PA)
2	Socioeconomic and social and emotional learning (SEL) issues have impacted resilience, confidence, and independence , making it challenging for children to fully engage with school life.
3	Many children have low aspirations and limited opportunities for wider or extended experiences , which restricts their ambitions and learning potential.
4	The impact of partial school closures has disproportionately affected the education and wellbeing of our disadvantaged children, creating significant knowledge gaps and further hindering progress in reading, writing and maths .
5	Speech and language difficulties hinder oral language development and comprehension , limiting access to the wider curriculum and academic success.
6	Lower levels of reading fluency and comprehension among disadvantaged children impedes their ability to access the curriculum and achieve age-related expectations. Also, access to high quality texts beyond school is limited.

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
Challenge 1: Increase attendance rates for disadvantaged children.	Persistent absenteeism reduced to below national averages. Overall attendance exceeds 96%.
Challenge 2: Support SEL and develop resilience, confidence, and independence among disadvantaged children.	Teacher assessments (Leuven Scales) show improved engagement and participation in class activities.
Challenge 3: Broaden horizons and raise aspirations of disadvantaged children.	Increased participation in enrichment activities and pupil voice surveys indicating raised aspirations.
Challenge 4: Close knowledge gaps in reading, writing and maths for disadvantaged children.	Standardised assessments show disadvantaged children achieving or exceeding expected progress in reading, writing and maths.
Challenge 5: Improve oral language, vocabulary and communication skills.	Language is both evident and actively addressed through teaching practices and learning environments. Notable improvements in oral language skills are observed among disadvantaged children, as confirmed by triangulating evidence from various sources, including lesson engagement, book reviews, and continuous formative assessments.
Challenge 6: Enhance reading fluency and comprehension.	Standardised reading assessments show disadvantaged children meeting or exceeding age-related expectations.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on structured phonics programmes (e.g. Little Wandle).	Phonics has a significant positive impact overall (+5 months), supported by extensive evidence. It plays a crucial role in developing early reading skills, especially for children from disadvantaged backgrounds. EEF - Phonics	4
Introduction and implementation of the Voice 21 Oracy Framework to improve oracy.	EEF Oral Language Interventions (+6 months); UKLA research. Dialogic teaching provides all children with opportunities to participate in discussions, develop their vocabulary, and enhance their articulation. The EEF states 'on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress'. EEF Research: Oral Language Intervention	5
Investment in diagnostic reading assessments to identify gaps in comprehension.	EEF Reading Comprehension Strategies (+6 months). Reading Comprehension Strategies EEF Individually tailored targeted support dependent upon the need of the	4, 6

	child; fluency and decoding, or reading comprehension. Informed by Smartgrade Assessments	
Use Little Wandle, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all children. Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF- Phonics High impact for very low cost based on very extensive evidence - +5 months Phonics Toolkit Strand Education Endowment Foundation EEF	4, 6
Training and implementation of reading fluency practise. Train new staff in RfP principles and embed stated ambitions and recommendations of the DfE Reading Framework	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006) Reading for Pleasure - DFE Research DFE Reading Framework	2, 3, 4, 5, 6
Improve the quality of Social and Emotional Learning (SEL) SEL approaches will be embedded into routine educational practices, through use of the Life Education SCARF curriculum and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £9,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one or small group phonics/reading interventions for children at risk of falling behind.	EEF Toolkit: Small Group Tuition (+4 months). EEF Toolkit: One-to-One Tuition (+5 months).	4, 6
Targeted 1-1 and group support focus on social and emotional needs to include interventions and provision delivered by designated TAs /ELSA for example Drawing & Talking	1:1 and small group support with social and emotional programmes improve classroom behaviour, motivation and self-esteem which all have a positive impact on outcomes of pupils. Social and emotional learning approaches have a positive impact, on average, of +3 months' additional progress on academic outcomes over the course of a year Special educational needs in mainstream schools Social and emotional learning EEF research	1, 2, 5
Focused and purposeful TA-led interventions (including using tailored programmes to support where appropriate) drawing on school Adaptations Grids	Targeted intervention with small groups of pupils are tailored for the specific needs of the pupils. As found by the EEF, this leads to 4+ months accelerated progress over time. Smartgrade diagnostic gap analysis and teacher formative assessment informs teacher judgement about appropriacy. Making Best Use Of Teaching Assistants Small group tuition EEF research	4, 6
TA interventions: 1:1/small group oral language interventions inc. Attention Autism, Speech and	On average, oral language approaches have a high impact on pupil outcomes of 6 months	5

language support, targeted reading and book discussions	additional progress. EEF: Oral Language Approaches	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hosting parent workshops e.g. <i>Stay and Play</i> sessions to engage parents in supporting basic skills at home.	EEF Parental Engagement Toolkit (+4 months).	4, 6
Reward systems for consistent attendance	DfE guidance: Working Together to Improve Attendance.	1
Embedding principles of best practice as set out in the Trust's Attendance Self-Evaluation tool and the DfE's Improving School Attendance including the introduction of the Attend Framework This will be used by SLT and Governors to enhance existing strategies already in place.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Endorsed by both LA and Trust, RAG rated Trust self-evaluation tool evidences improvement over time. Attend Framework	1
Financial support to enable disadvantaged children to access services, such as breakfast club, music tuition and school visits.	Access to services and participation in enrichment activities, including visitors in school and visits out of school, broadens children's horizons.	3

Total budgeted cost: £37,025

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 2024 to 2025 academic year.

Challenge 1: Improved **oracy and vocabulary** amongst disadvantaged children.

In 2024: **Challenge 1:** Increase **attendance** rates for disadvantaged children.

The primary attendance goal for disadvantaged pupils was to reduce persistent absenteeism below national averages and achieve overall attendance above 96%. This year, we have made strong progress toward these objectives.

Persistent absenteeism among Pupil Premium (PP) pupils fell to **4.5%**, significantly below the national benchmark (typically around 15%). This represents a success and demonstrates the effectiveness of targeted strategies, including the implementation of the **Attend Framework**, reward systems for consistent attendance, and proactive parental engagement and personalised support.

Overall attendance for PP pupils reached **94.5%**, which, while below our 96% target, reflects a positive trajectory and a narrowing gap compared to non-PP pupils (95.4%). The difference of **0.9 percentage points** indicates that our interventions are reducing disparities. Notably, PP pupils recorded slightly lower unauthorised absence rates (1.0%) than their peers (1.3%), suggesting improved family engagement and compliance with attendance expectations.

These outcomes highlight the impact of our wider strategies, such as financial support for breakfast club and enrichment activities, which have helped remove barriers to attendance. While illness remains the most common reason for absence among PP pupils, our work has ensured that non-attendance due to avoidable factors is minimised.

In summary, we have achieved a significant reduction in persistent absenteeism and narrowed the attendance gap. Continued focus on health-related absences and consistent attendance will be key priorities for the next review cycle.

Challenge 2: Support **SEL** and develop **resilience, confidence, and independence** among disadvantaged children.

Our second strategic priority was to strengthen Social and Emotional Learning (SEL) for disadvantaged pupils, improving resilience, confidence, and independence. This was measured using Leuven Scales for Wellbeing and Involvement across the academic year.

For **Pupil Premium (PP) pupils**, average progress in **Wellbeing** was **+0.1**, matching the improvement seen in non-PP pupils. Distribution data shows **7% below expected**, **76% expected**, and **17% above expected**, indicating that the majority of PP pupils maintained secure wellbeing, with a notable proportion exceeding expectations. Similarly, **Involvement** scores for PP pupils

averaged **+0.1**, with **17% below expected**, **62% expected**, and **21% above expected**, demonstrating positive engagement and participation in learning activities.

These outcomes reflect the impact of targeted SEL interventions, including the **SCARF** curriculum, **ELSA**-led sessions, and structured approaches such as Drawng and Talking. Embedding SEL into daily practice has supported emotional regulation and classroom engagement, while enrichment opportunities have further enhanced confidence and independence.

Although progress is modest, the fact that PP pupils achieved parity with their peers in both wellbeing and involvement is significant. The proportion of pupils above expected levels suggests that interventions are not only maintaining baseline expectations but also enabling some disadvantaged children to thrive socially and emotionally.

Next steps will focus on sustaining these gains and accelerating progress for the small group of pupils below expected levels, ensuring all disadvantaged learners develop the resilience and confidence needed for academic success.

Challenge 3: Broaden horizons and **raise aspirations** of disadvantaged children.

The 2024-2025 enrichment data demonstrates success in broadening horizons and raising aspirations for Pupil Premium pupils. Participation rates are virtually identical (86% PP vs 87% Non-PP), confirming equitable access, with PP pupils engaging in 89 total activity instances compared to 326 for Non-PP pupils.

Most significantly, the data reveals strategic targeting of high-impact, aspiration-raising opportunities. PP pupils are over-represented in competitive experiences (28% vs 8% Non-PP)—with 9 PP competitive instances nearly matching the 11 for the entire Non-PP cohort. Leadership opportunities show similar strategic success, with 9 PP instances engaging 31% of the cohort versus 29 Non-PP instances reaching only 19%.

Sports participation achieved equity at 62% across both groups (52 PP instances vs 184 Non-PP). Crucially, PP pupils received enhanced wellbeing foundations essential for aspiration development: 17% accessed ELSA support versus 15% Non-PP, and 14% engaged with resilience programmes versus 10% Non-PP.

The Belonging at Bagthorpe DEIB initiative proved positive, engaging 21% of PP pupils in leadership development. This strategic approach—prioritizing quality, confidence-building experiences over quantity—successfully creates the transformative moments that expose disadvantaged pupils to new possibilities and develop the self-belief necessary for raised aspirations.

Challenge 4: Close knowledge gaps in **reading, writing and maths** for disadvantaged children.

Average attainment for Pupil Premium (PP) pupils: EXS (Expected Standard) across reading, writing, and maths, matching non-PP peers.

Distribution (PP vs Non-PP):

- **Reading:** PP – 4% well below, 26% just below, 61% expected, 9% above.
Non-PP – 2% well below, 27% just below, 53% expected, 19% above.
- **Writing:** PP – 17% well below, 21% just below, 63% expected, 12% above.
Non-PP – 16% well below, 13% just below, 65% expected, 6% above.

- **Maths:** PP – 4% well below, 29% just below, 54% expected, 13% above.
Non-PP – 2% well below, 27% just below, 46% expected, 25% above.

Key Insights:

- PP pupils broadly meet expected standards in all subjects, indicating strong progress toward closing gaps.
- **Strengths:** Writing shows parity with non-PP at expected level (63% vs 65%) and a higher proportion above expected (12% vs 6%).
- **Areas for improvement:** Maths has fewer PP pupils above expected (13% vs 25%), and reading shows a smaller proportion above expected compared to non-PP (9% vs 19%).
- **Gap analysis:** While attainment at expected level is strong, the stretch to above expected remains a challenge, particularly in maths and reading.

Next Steps:

- Continue targeted interventions in maths and reading to increase proportions above expected.
- Maintain writing progress through sustained phonics and fluency strategies.

Challenge 5: Improve **oral language, vocabulary and communication** skills.

Our aim was to improve oral language, vocabulary, and communication skills among disadvantaged pupils. Due to the qualitative nature of the success criteria—focused on classroom observations and engagement—quantitative data is not available for this review cycle. However, significant steps were taken to embed language-rich experiences.

Last year, we implemented the Open University Reading for Pleasure initiative, which prioritised dialogic reading and book-based discussions. This approach encouraged pupils to share ideas, articulate opinions, and engage in meaningful conversations about texts, fostering vocabulary development and confidence in speaking. Teachers integrated strategies such as paired reading and group discussions to create purposeful opportunities for oral language practice.

Feedback from staff and pupil voice suggests improved engagement and willingness to participate in talk-based activities. Moving forward, we will continue to strengthen these practices and explore additional oracy frameworks to deepen impact.

Challenge 6: Enhance **reading** fluency and comprehension.

Our aim was to ensure disadvantaged pupils meet or exceed age-related expectations in reading fluency and comprehension. Attainment data shows that **61% of Pupil Premium (PP) pupils achieved expected standards in reading, with 9% above expected**, compared to **53% expected and 19% above expected for non-PP pupils**. This indicates strong progress in securing expected outcomes but highlights a gap in higher-level attainment.

Targeted strategies, including structured phonics teaching (Little Wandle), diagnostic reading assessments, and Reading for Pleasure initiatives, have supported decoding and comprehension

skills. Teacher feedback suggests improved engagement and confidence in reading activities, particularly among pupils previously at risk of falling behind.

Next steps will focus on increasing the proportion of PP pupils achieving above expected standards through continued fluency practice, enriched vocabulary exposure, and sustained investment in high-quality texts. This will ensure disadvantaged pupils not only meet but exceed age-related expectations.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	
N/A	

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