

Pupil Premium Strategy Statement: 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Bagthorpe Primary School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	11.9% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021 Updated September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	D. Walton (HT) Y. Pearse (DHT)
Governor / Trustee lead	Karen Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,640
Recovery premium funding allocation this academic year	1,668
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	£32,308

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	Underdeveloped oracy and vocabulary is more prevalent amongst disadvantaged children.
2	Progress in reading and writing has been impacted by the pandemic. Our reading assessments show a 1.0 scaled score gap between FSM/non-FSM children. In writing, FSM children outperformed their peers, but discussions with teachers, and observations identify writing attainment as a concern.
3	Parental capacity and engagement.
4	Social and emotional wellbeing.
5	Poor attendance and punctuality.
6	Limited wider or extended opportunities , for example: • visiting places beyond the local area; • develop artistic skills; • accessing clubs, visits, activities or extended provision.

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.

Challenge number	Intended outcome	Success criteria
1	Improved oracy and vocabulary amongst disadvantaged children.	Assessments and observations indicate significant improvements in oracy and vocabulary among disadvantaged pupils, as evidenced in work scrutiny, engagement in lessons and ongoing formative assessment.
2	Improved attainment and progress in reading and writing for disadvantaged children.	Monitoring activities confirm teacher expectations are high and that the children are making good progress. KS2 outcomes in 2025/6 show that more than 85% of disadvantaged children met the expected standard.
3	To improve engagement with the parents of disadvantaged children.	Parental surveys and discussions with parents confirm that: Parents are challenged and supported by school and in turn are equipped to challenge and support their own children. Parents feel involved in and part of the school.
4	To achieve and sustain improved wellbeing for all children in our school, and particularly our disadvantaged children.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations

		• Staff are able to cite examples of how children's behaviour, social skills and attitudes to learning have improved • Staff feedback in Pupil Progress Meetings indicates improvements in levels of children's wellbeing. • Evidence of equity in selecting children for school leadership roles.
5	To improve levels of attendance and punctuality for all children, particularly our disadvantaged children.	Attendance of Pupil Premium children is in line with or above the national average for non-pupil premium children. Punctuality is not identified as an issue for disadvantaged children.
6	To provide wider or extended opportunities and enable access for disadvantaged children.	Increased participation in enrichment/wider activities particularly amongst disadvantaged children.

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: £16,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding oracy across the school curriculum in order to support children to articulate key ideas, consolidate understanding and extend vocabulary. We will fund CPD for Subject Leaders to access relevant training, including release time for development work.	There is a strong evidence base that suggests oral language interventions including comprehension are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Employ teaching assistants to enable class teachers to provide improved, precise feedback to children.	Providing feedback is a well evidenced approach, which has a high impact on learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
Purchase 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	2
Improve the quality of social and emotional (SEL) learning. 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: £6,409 (+£1,668 Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional PE sessions led by sports coaches, instead of class teacher, and with emphasis on outdoor adventurous activity, enables class teacher to work alongside partner class teacher colleague, in a pair, to focus closely on quality first teaching and high-quality feedback. Disadvantaged pupils to be targeted for additional support in writing, phonics and mathematics, depending on priorities throughout the year. (Completed 2021/22)	Providing feedback is a well evidenced approach, which has a high impact on learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Peer tutoring and metacognitive strategies will also be employed during these sessions, both of which are also well documented by EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 4
Reading Comprehension Strategies and phonics Catch Up in KS2 and commencement of tightly structured reading intervention programme.	Reading Comprehension Strategies EEF Individually tailored targeted support dependent upon the need of the child; fluency and decoding, or reading comprehension.	
Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. For younger children, this will include an ECaR-led intervention. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
Focused and purposeful TA-led interventions, using tailored programmes, where appropriate.	Gap analysis and teacher formative assessment informs teacher judgement about appropriacy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2

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

Budgeted cost: £8,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Artist in Residence to run weekly art classes for children who will benefit from extension in art or social and emotional support through art. All our disadvantaged children participate in this programme. (Completed 2021/22) For 2022/23 the Artist in Residence is working with children in the context of their class in order to extend CPD opportunities and allow the Class Teacher to focus on the PP children. Completed.	There is a strong evidence base that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 4, 5, 6
Embedding principles of good practice as set out in the Trust's Attendance Self-Evaluation tool and the DfE's Improving School Attendance Introduction of the Attend Framework This will be used by SLT and Governors to enhance existing strategies in place.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Endorsement by both LA and Trust RAG rated Trust self-evaluation tool evidences improvement over time.	5
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.	1, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £32,308

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.

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

In 2024:

- **EYFS assessments** indicated 0% PP children made expected progress in Listening, Attention & Understanding, compared with 93% non-PP children (NB 15 cohort)
- In **phonics (Y1)** 87% children passed the screening. There were no PP children in this cohort. (NB 15 cohort)
- In **reading (Y1 to 6)** 87% PP children made expected or better progress, compared with 78% non-PP.
- In **speaking and listening** 63% PP children in YR-Y6 made expected or better progress, matching 86% non-PP.

The development of children's vocabulary continues to be a priority evident both in children's written work and discussion. This includes the learning and application of complex vocabulary in children's independent written work across the curriculum. Analysis of outcomes identified a correlation between the speaking and listening attainment of PP children, and their attendance.

Challenge 2: Improved attainment and **progress in reading and writing** for disadvantaged children.

Pupil Premium children have shown solid progress in both reading and writing this year, with many maintaining or advancing their levels from Autumn to Summer. This steady development reflects their resilience, hard work, and the impact of tailored support. Targeted interventions are clearly effective, building foundational skills and confidence while laying a strong groundwork for future achievements. Priorities for improvement have been built into the most recent School Improvement Plan, including a focus on the attendance of Pupil Premium children.

Reading Progress of PP children 2023-24

		2023-2024 Sum NTS				
		No Data	<70	70 - 91	92 - 113	≥114
2023-2024 Aut NTS	No Data	Not Pupil Premium: 29 pupils (19%) Pupil Premium: 3 pupils (2%)				
	<70		Not Pupil Premium: 1 pupil (1%)	Pupil Premium: 1 pupil (1%)		
	70 - 91			Not Pupil Premium: 18 pupils (12%) Pupil Premium: 6 pupils (4%)	Not Pupil Premium: 22 pupils (14%) Pupil Premium: 2 pupils (1%)	Not Pupil Premium: 6 pupils (4%) Pupil Premium: 1 pupil (1%)
	92 - 113			Not Pupil Premium: 2 pupils (1%) Pupil Premium: 1 pupil (1%)	Not Pupil Premium: 19 pupils (12%) Pupil Premium: 6 pupils (4%)	Not Pupil Premium: 16 pupils (10%) Pupil Premium: 1 pupil (1%)
	≥114				Not Pupil Premium: 2 pupils (1%)	Not Pupil Premium: 17 pupils (11%) Pupil Premium: 2 pupils (1%)

In Reading:

- **53%** of PP pupils made **better than expected progress** in reading, showing impressive growth.
- **33%** maintained expected progress by staying within their Autumn reading level.
- **13%** experienced regression, indicating potential areas for targeted support.

Overall, a majority of PP pupils demonstrated strong reading progress, with more than half making better than expected gains, underscoring the positive impact of reading support initiatives.

Writing Progress of PP children 2023-24

2023-2024 Sum WRITING				
	Below	WTS	EXS	GDS
2023-2024 Aut WRITING	No Data	Not Pupil Premium: 1 pupil (1%)		
	Below	Not Pupil Premium: 4 pupils (3%) Pupil Premium: 3 pupils (2%)		
	WTS	Not Pupil Premium: 1 pupil (1%)	Not Pupil Premium: 25 pupils (16%) Pupil Premium: 6 pupils (4%)	Not Pupil Premium: 15 pupils (10%) Pupil Premium: 2 pupils (1%)
	EXS		Not Pupil Premium: 1 pupil (1%) Pupil Premium: 11 pupils (7%)	Not Pupil Premium: 75 pupils (48%) Pupil Premium: 4 pupils (3%)
	GDS			Not Pupil Premium: 6 pupils (4%)

In Writing:

- **50%** of PP pupils **made better than expected progress** in writing.
- **46%** achieved expected progress by maintaining their Autumn writing level.
- Only **4%** experienced regression, suggesting strong writing support for the PP group.

This data indicates a successful year for PP pupils in writing, with the majority either meeting or exceeding progress expectations.

Overall Summary

- **Better than Expected Progress:** PP pupils showed notably higher percentages in both reading and writing (53% in reading, 50% in writing) compared to their Non-PP peers.
- **Expected Progress:** Due to the high proportion of PP pupils exceeding expected progress (above) the proportion making expected progress (33% in reading, 46% in writing) is lower than Non-PP Pupils.
- **Regression:** Regression rates were low across both groups, with minor differences between PP and Non-PP.

This analysis highlights that **PP pupils outperformed their non-PP peers** by showing more growth beyond expectations in both subjects.

Challenge 3: To improve engagement with the parents of disadvantaged children.

During the school's consultation with parents about joining a multi-academy trust, we gathered feedback on what they valued and areas for improvement. A recurring theme from parents, including those of disadvantaged children, was the strong sense of belonging, shared values, and the supportive family-like atmosphere of the school. Parents felt involved and connected to the school community, which they viewed as a key strength.

Staff have been working diligently to maintain this sense of community while offering additional support to families. Regular communication with parents is prioritised, whether through phone calls, emails, or face-to-face meetings. This ensures that parents feel supported in their child's educational journey. When addressing attendance issues, the headteacher personally discusses concerns with parents and, where necessary, writes formally to challenge poor attendance. These conversations emphasise both support and accountability, focusing on the irreplaceable nature of missed school days and their academic impact.

For parents unable to attend consultation evenings, the school takes proactive steps to ensure they receive a full update on their child's progress. This is particularly important for Pupil Premium (PP) families. As a result, attendance at parents' evenings remains consistently high, often reaching 100%.

The school has also continued to organise whole-school events, such as the 'Let's GLOW!' Days, which are designed to make staff and the school more accessible to parents. These events have become an effective way to engage with the parent community, regularly attracting over 100 participants.

This continued focus on engagement helps ensure that all families, particularly those of disadvantaged children, feel connected and supported within the school.

Challenge 4: To achieve and sustain improved **wellbeing** for all children in our school, and particularly our disadvantaged children.

At Bagthorpe Primary, efforts to improve student well-being and engagement have been highlighted through various initiatives and supported by the outcomes of the Year 6 survey, which included both Pupil Premium (PP) and non-PP children. Feedback from children's voices, parent surveys, and teacher observations show that children are happy at school and enjoy numerous aspects of school life, such as the trim trail, woods, reading, and special events like "Let's GLOW!" and Sport Enrichment days. This feedback has been valuable in shaping the school's future vision and priorities.

One of the key themes that emerged from the Year 6 survey was the importance of equity. Children discussed the idea of fairness and equal treatment, with one student noting, "...everyone being treated the same." This sentiment reinforces the school's commitment to providing equal opportunities for all students, especially those from disadvantaged backgrounds. Additionally, staff have observed improvements in children's social skills, behaviour, and attitudes towards learning, while also identifying the need to further support students' confidence, independence, and resilience.

Leadership opportunities for children have also been a priority, contributing to a positive sense of well-being. The increased focus on giving children leadership roles has encouraged greater ownership and pride in their learning environment, with this area set to remain a focus in the 2024/25 school year. Weekly outdoor learning sessions and special events like the annual Healthy Living Day are also key components of the school's enrichment programme, fostering a love of learning beyond the classroom.

The Year 6 survey highlighted several areas of impact. Students cited outdoor learning, school trips, and the supportive environment as major factors in their enjoyment at school. Favourite subjects included history, P.E., and design technology, and many expressed appreciation for the hands-on, engaging learning experiences. Children also felt safe at school, expressed thanks to the supportive staff and the school's unique outdoor spaces, such as the woods.

The introduction of the Leuven Scales to measure well-being revealed that PP children have a well-being measure 23% lower than their non-PP peers. Establishing this baseline has given the school a clear indicator to monitor and respond to this gap moving forward, ensuring targeted opportunities to support the well-being of disadvantaged children and improve their overall school experience. An example of this is using Insight to track PP participation in enrichment activities.

Challenge 5: To improve levels of **attendance** and **punctuality** for all children, particularly our disadvantaged children.

The attendance of Pupil Premium (PP) children has shown improvement over recent years, though there remains a gap when compared to non-PP children. Currently, the position is as follows:

	2021-22	2022-23	2023-24	Trend 2021-24
Pupil Premium	91.8%	92.8%	93.0%	+1.2%
Not Pupil Premium	94.9%	95.4%	95.8%	+0.9%
Gap	3.1%	2.6%	2.8%	-0.3%

This data indicates a steady increase in attendance for both PP and non-PP children between 2021 and 2024. Although the overall figures are gradually approaching the school's previous best of 97%+, the gap between PP and non-PP attendance has fluctuated slightly, showing a reduction of 0.3% over this period. The school continues to prioritise the attendance of PP children to sustain this trend.

Current persistent absenteeism (PA) levels for PP children have now risen to 22%, representing 5 children, compared to 9.1% for non-PP children. While PA averages typically decrease over the academic year, this significant gap will be closely monitored and addressed through regular communication with parents, along with targeted support and intervention.

Punctuality is not currently identified as a widespread issue among disadvantaged children, but attendance remains a key focus. The school monitors the effectiveness of attendance systems using the Trust self-evaluation tool.

Challenge 6: To provide **wider or extended opportunities** and enable access for disadvantaged children.

Staff are deliberate in working to provide children with a range of enriching experiences, regularly seeking out activities that extend beyond their usual experiences. Whether through educational visits or inviting external visitors into the school, the goal is to offer opportunities that broaden children's horizons. This also fits with our curriculum thread of People and Places.

Recognising financial constraints that families may face, the school ensures inclusivity when planning events and is proactive in offering support, making sure all children can participate fully, including providing access to resources like the Breakfast Club when needed.

The school has also built strong connections with other schools within Transform Trust. As part of this collaboration, we have introduced school swaps, where children spend a day in a contrasting environment, being hosted by peers from a different school. This low-cost, high-impact initiative has proven to be an excellent way for all children, including those from disadvantaged backgrounds, and from several other schools as well as our own, to access new learning opportunities.

Children are actively encouraged to take responsibility for their own learning, both indoors and outdoors. By being given these opportunities, they have grown in confidence and independence, showing respect for their learning environment.

The school's extensive grounds are utilised weekly for learning outside the classroom. Children engage in environmental education and outdoor adventurous activities, taking full advantage of the rich opportunities offered by the natural environment.

Every week, all children participate in outdoor learning sessions, which staff carefully integrate into their curriculum. These sessions enrich their educational experiences, building on the school's commitment to broadening children's personal development.

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