The Bawburgh School Pupil premium strategy statement

2025/2028 – 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Bawburgh School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-26
Date this statement was published	Oct 25
Date on which it will be reviewed	Oct 26
Statement authorised by	Governing body
Pupil premium lead	Emma Maudlin
Governor / Trustee lead	John Wyndham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,975
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,975

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring excellent teaching and learning is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as social, emotional and mental health needs (SEMH), attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments across in EYFS have highlighted that pupils' starting points in Reception are low across Communication and Language and Personal, Social and Emotional Development. Assessments indicate that early reading and phonics support is crucial to make a difference to disadvantaged pupils, this is particularly evident in the lower school. Research concludes that disadvantaged pupils generally have greater difficulties with phonics than their peers This negatively impacts their development as readers.

2	Pastoral support is needed to provide on-going support to disadvantaged and non-disadvantaged children.
3	Assessments indicate that writing support across the school is crucial to make a difference to all pupils. The EEF states that disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading and writing, and this gap grows significantly during KS2.
4	Attendance for the disadvantaged pupils is lower than non-disadvantaged, absenteeism negatively impacts on their progress. Pupils from socio-economically disadvantaged backgrounds were nearly twice as likely to be persistently absent from class.
5	The lack of enrichment, before and after school opportunities and peer interactions have affected all pupils including disadvantaged pupils and impacted on their overall attainment. More families are experiencing poverty with the ongoing cost of living crisis.

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
Improved oral language skills in vocabulary skills and vocabulary among all pupils including disadvantaged pupils. To develop early language and vocabulary acquisition, strengthening phonic knowledge and early reading skills.	• Monster Phonics scheme embedded throughout the school and track progress half termly. • Phonics screening results in line with or above local and national averages for disadvantaged pupils. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence: engagement, book scrutiny and formative assessments. • All staff are trained to deliver Monster Phonics, including intervention. • Phonics teaching is effective and that phonics progress is linked to progress in reading and writing. • Staff are trained in delivering interventions according to pupils targets, set internally and by other professionals. • To introduce Wellcomm to identify chn requiring speech and language support and targeted intervention.
Increased social, emotional mental health needs of children and families.	• Sustained high levels of well-being, children are in a better place to learn and access the curriculum. • Clear pathways of external support for children and families.

To improve wellbeing for all pupils in our school, particularly our disadvantaged pupils.	This is demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • The percentage of pupils persistently absent has de-creased.
To support disadvantaged children to make accelerated progress in phonics, reading, writing and maths towards the end of year expectations.	• Pupils will make accelerated progress in phonics, writing and maths towards end of year expectations. • Pupils will make accelerated progress from their starting points. • The gap between PP children and non-PP will decrease. • Attainment for disadvantage pupils will be in line with national data. • External and internal moderation including observations, formative assessment and summative demonstrates increased engagement and higher standards.
To improve attendance for all pupils, particularly our disadvantaged pupils.	• The overall absence rate for all pupils is at least in line with National and the gap between disadvantaged and their non-disadvantaged peers is reducing. • SLT/SENDCo to identify barriers to attendance and punctuality for pupils and families. • SENDCo to support families and signpost them to external and internal services that can support current barriers around attendance including pupils with emotional school based avoidance and absences linked to medical or SEN needs.
To ensure that disadvantaged pupils have access to high quality services, extra-curricular provision and enrichment opportunities across the school.	• All pupils in receipt of finding and those deemed vulnerable to attend all off site trips and have equal access to residential trips in KS2 • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Offering a broad and balanced curriculum which increases cultural capital.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monster Phonics £400	This approach uses visual cues and multisensory teaching as an enhanced method of systematic synthetic phonics. Fidelity to a scheme has been found to be effective in supporting young pupils to master the basics of reading, with researching suggesting an average of an additional five months progress. EEF Improving Literacy KS1/KS2 Guidance report.	3, 1
Pathways to Write	Compressive writing curriculum which provides detailed lesson plans and teaching resources. Planning is linked to high-quality texts to ensure engaging and purposeful English lessons. Teaching strategies are used to challenge greater depth writers are included within each unit of work. The programme uses a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach.	3, 2
CUSP CUSP Early Maths £800	CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy. CUSP will not only improve outcomes for pupils, but also teacher subject knowledge.	3, 1
Accelerated Reader £1680	A motivational tool to encourage children to read through engaging quizzes, goal setting and personalised recommendations. Children will	3,1

	increase their reading volume, develop greater stamina, word recognition and language comprehension skills.	
Education resources and equipment £2,466	Enhancing the curriculum with high-quality literature. Storytelling is important to the curriculum as it supports children to develop emotional literacy, build empathy and understand the world. Supports the development of a broad and balanced curriculum and helps children to grasp concepts, connect ideas and boost confidence.	3, 4
Progress		

Budgeted cost: £2880

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff led interventions for phonics, early reading and writing. £8367 Interventions: • Monster Phonics – additional phonics sessions targeted at children requiring further support to 'keep up'. Delivered in collaboration with EYFS/KS1 teachers and English Lead. • WellCom – Delivery of a complete speech and language toolkit, from screening to intervention.	• Research from EEF shows that phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. • Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1
Teacher led interventions. • Pathways to Progress • Maths tutoring • Greater depth club 4 hours per week	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	1,3

£4183		
Progress		

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

Budgeted cost: £12,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build experiences to ensure our PP and vulnerable children have equal access to extra-curricular activities to raise aspirations for the future. • To ensure the curriculum is balances and carefully sequenced and allows opportunities for cultural capital • To support PP families with paying for residential • To allow pupils to take part in visits: £1500	Children have improved outcomes as their experiences are the same as their peers.	2, 4
Freelance educational consultant £1000	To offer experience and a personalised service s to support the development of staff.	3
Progress		

Budgeted cost: £2500

Total budgeted cost: 17509

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 year 2022 to 2023 academic year.

See above.

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