



Pupil Premium Strategy Statement 2023 – 2026

Reviewed Summer 2025

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Baltonsborough Primary School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	June 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Catherine Greenwell
Pupil premium lead	Catherine Greenwell
Governor / Trustee lead	Anne Moody

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29 385
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	£ 29, 385

Part A: Pupil premium strategy plan

Statement of intent

See our Trust wide plan 'Accumulating Advantage for all'

In a changing world we recognise the need to ensure that our Curriculum reflects how pupils are supported and encouraged to flourish in all aspects of their lives. Current research shows that the South West is one of the most challenging areas to grow up poor. We strongly believe that as a Trust, and through our Curriculum, we are able to narrow the disadvantaged gap, supporting all pupils.

Our aim as a trust is to ensure that all pupils accumulate advantage based on the high quality experience that we offer them through our curriculum and enquiry based approach to learning.

Our curriculum is rich and ambitious and offers all pupils an equal opportunity to experience a range of outdoor lessons, take part in educational visits, hands on days, expert visits and the opportunity to explore a wide range of extra-curricular clubs.

We believe that all pupils should have the opportunity to aspire to be the best version of themselves. Therefore, we provide pupils with the experiences that develop their love of learning and support them to acquire experiences as they move through their school lives and make informed choices when deciding future decisions.

At the heart of our curriculum lie three core values: pursuit of academic excellence, the explicit teaching of learning to learn (including the development of metacognition) and crucially character education. We believe that through our curriculum and core principles we can ensure that our very high expectations result in improved outcomes for disadvantaged pupils. This ensures all children will achieve and flourish whilst acquiring life long skills that enable learners to overcome any barriers to learning and future successes.

At Baltonsborough Church of England Primary School we aim to develop ALL of our children to become life-long learners within a curriculum underpinned by our 3 core values: independence, collaboration and creativity. We aim for every child to fulfil their potential so they can leave us fully prepared for the next stage in their education. We use the Pupil Premium Grant to target the children it is intended for to improve their achievement and life chances by narrowing the gap in achievement between them and their peers. We aim to achieve this by:

- Providing educational opportunities, support and resources which raises the achievement of pupils so that it is at least in line with their peers and national expectations.

- Providing emotional and social support where appropriate, so they are ready to learn and make progress.
- Addressing any inequalities in opportunity faced by children and developing their understanding and knowledge of the world.

Challenges

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

Challenge number	Detail of challenge
1	Upon entry to school, base line assessments continue to show that many children entitled to additional funding are working behind age related expectations in communication and language development. In 2024/2025, 25% of children were identified on entry as needing specific and targeted support in communication and language.
2	Social and emotional issues continue to impact on the resilience, readiness to learn and independence of many of our children. These attributes underpin successful learning and are key to securing better outcomes for disadvantaged children. 29% of children are currently on the register with SEMH needs. 50% of disadvantaged children have experienced social and emotional issues that impact upon their resilience and readiness to learn.
3	Additional Special Educational Needs has shown to impact attainment for a number of children eligible for pupil premium funding. 19% of children currently in receipt of pupil premium funding are on the SEND register. 21% of the SEND register are also disadvantaged.
4	Attendance has a significant impact on attainment for some children due to arriving late/time off which impacts on sequences of learning. Attendance for disadvantaged children is currently 92.8% with 21% of children persistently absent.
5	Parental engagement and involvement in learning opportunities at home and lack of opportunities to read and be read to at home impacts on the progress of some pupil premium children.
6	The limited life experiences of some children living within a remote community with very poor access to services has an impact on contextual knowledge, vocabulary and the ability to apply skills and knowledge over a range of activities.

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
Pupils will make excellent progress in EYFS to ensure that they catch up rapidly and those pupils entering below expectations in the area of communication and language will make accelerated progress.	Pupils in EYFS make rapid progress from their starting points and targeted intervention supports accelerated progress in prime areas.
Children will be immersed in a language rich environment and make accelerated progress in phonics and early reading.	- There is fidelity across the school in terms of the teaching of phonics and early reading. - Children will make excellent progress within the RWI scheme (measured through the Year 1 PSC and Year 2 reading attainment). - Reading with Pupil Premium children is prioritised. - Continuous assessments enable teachers to identify any children who need additional catch up quickly. - Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers in all subjects.
Accurate summative and diagnostic assessment is used effectively by teachers to inform quality first teaching and support staff to target need in order to increase progress and diminish attainment differences between pupil premium children and their peers.	- Journals reflect progress made in all three areas – metacognition, character and academic excellence. - The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils and no greater than a 10% difference (Year 1 phonics check, Year 4 multiplication check, Year 6 SATs).
Successful strategies are in place to support children's mental health and wellbeing so children are ready and can access learning. Over time children will become increasingly independent and resilient.	- Children make good progress against Thrive targets. - Pupil voice shows that Thrive sessions are well matched to individual need. - Over time, children with emotional needs to diminish differences in attainment from start points against those children not disadvantaged and national outcomes.
Parents of pupils are engaged in their children's learning and pupils are well supported at home.	Pupils are engaged in home learning particularly reading.

	• Greater parent participation is evident in workshops and learning experiences. • Attendance at parent consultations and other school events is high. • Parents felt supported and welcomed into the school.
Attendance is in line with national benchmarks.	• Improve the attendance of disadvantaged children to 95% • Attendance is in line with or above national figures. • The % of persistently absent pupils is in line with or below national data. • Reduction in the % of children arriving late. • For families where attendance is a concern to feel supported and attendance plans to be in place.
To continue to provide children with a broad range of experiences through a rich and varied curriculum.	• For each class to have rich and varied experiences within their curriculum and for every child to have the opportunity to participate in these. • Take up of additional clubs/forest school/music sessions is high and pupils are clearly gaining through these experiences. • All disadvantaged pupils attend residential which are partly funded by the school.

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: £ 11216

Activity	Evidence that supports this approach	Challenge number(s) addressed
On going whole school phonics support Continued CPD from the RWI team and Ilsham hub	Phonics is an approach to teaching some aspects of literacy by developing pupils' knowledge and understanding of the relationship between written symbols and sounds (+5 months EEF teaching and learning toolkit)	1, 3 and 5

	Ensuring that training and professional development is provided for staff when new approaches are introduced is likely to increase impact (EEF Early Years Toolkit) EEF Early Reading Framework – implementing a systematic programme (section five: building a team of experts).	
Curriculum CPD and coaching for staff ACE coaching days	Ensuring there is a clear understanding of the ACE curriculum's intent and implementation. ACE pedagogy is developed across the school. This will be developed through staff meetings and coaching days. EEF teaching and learning toolkit – metacognition and self regulation	1, 2, 3 and 6
CPD within specific subjects Subject specific training delivered from subject leaders and external agencies to support subject specific training	High Quality teaching Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils particularly the most disadvantaged among them. EEF high quality teaching/maximising learning	1, 3 and 6
CPD for all staff Supporting staff for strategies for children with additional needs	High Quality teaching Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at and enjoyment of school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. EEF SEND in the mainstream classroom	2 and 3
Assessment Explore meaningful ways to assess in the wider curriculum	Assessment Evidence Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. We need to consider what assessment tasks will give us the best diagnostic information about the prerequisite	1, 3 and 6

	knowledge, skills and competencies we want our pupils to develop. EEF diagnostic assessment evidence toolkit	
High Quality Teaching Leaders ensure quality first teaching	Quality First Teaching Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. Monitoring enables us to gain a full picture across the school. EEF high quality teaching	All

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

Budgeted cost: £ 11216

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions (Thrive/ELSA)	Teaching assistants can provide a large positive impact on learner outcomes. However targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. EEF teaching and learning toolkit	
Training More and Staffing Interventions	Previous Data and Education Endowment fund show that structured and carefully assessed targeted interventions help children close gaps in learning.	
Classroom TAs	The education endowment fund suggests that targeted use of TA support can accelerate children's progress. We use our teachers and TAs to create opportunities for adults in class to target children that need support or extension.	
TA interventions (phonics 1:1)	Teaching assistants can provide a large positive impact on learner outcomes. However targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	

	EEF teaching and learning toolkit	
TA interventions (OPAL play leaders)	Teaching assistants can provide a large positive impact on learner outcomes. However targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. EEF teaching and learning toolkit	

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

Budgeted cost: £ 7002

Activity	Evidence that supports this approach	Challenge number(s) addressed
Licensed Thrive Practitioners To ensure that children with emotional needs have an opportunity to regular, timetabled sessions with a qualified practitioner.	Social and emotional intervention evidence Social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions rather than focusing directly on the academic or cognitive elements of learning. EEF teaching and learning toolkit	
Licensed Thrive Practitioners Deliver impactful and bespoke sessions that allow pupils to develop strategies around social skills, self regulation and self expression.	EEF social and emotional learning	
Wider Opportunities (swimming, music lessons, sports clubs, residential).	Wider opportunities can support pupils to develop non-cognitive skills such as resilience, self confidence and motivation which are key attributes to become a successful learner. These play an important part of the wider school experience regardless of any impact on academic outcomes. EEF toolkit	

	EEF social and emotional learning	
CPOMs To ensure that effective support is in place to safeguard children and provide support for children's social, emotional and mental health.	User based evidence for CPOMs For the Safeguarding team this has become a key way to build safeguarding chronologies and to build chronologies linked to behaviour.	
Attendance support To work with families to increase attendance	Attendance evidence Pupils with the highest attainment at the end of Key Stage Two have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2 pupils not meeting the expected standard in reading/writing/maths had an overall absence rate of 4.7% compared to 3.5% among those meeting the expected standard. Working together to improve school attendance 2022	
Parental engagement To find ways to enhance parental engagement	Parental engagement evidence Parental engagement has a positive impact on progress. However it is crucial to consider how to engage with all parents to avoid widening the gap. EEF Teaching and learning toolkit	
Breakfast Club	EEF – magic breakfast club	
Support disadvantaged families	EEF – parental engagement	

Total budgeted cost: £ 29435

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 2020 to 2021 academic year.

Intended Outcome	Success Criteria	23/24	24/25	25/26
Pupils will make excellent progress in EYFS to ensure that they catch up rapidly and those pupils entering below expectations in the area of communication and language will make accelerated progress.	Pupils in EYFS make rapid progress from their starting points and targeted intervention supports accelerated progress in prime areas.	50% of PP children achieved good levels of development		
Children will be immersed in a language rich environment and make accelerated progress in phonics and early reading.	There is fidelity across the school in terms of the teaching of phonics and early reading. Children will make excellent progress within the RWI scheme (measured through the Year 1 PSC and Year 2 reading attainment).	All of early years and KS1 are immersed in the RWI phonics programme. There is fidelity across the groups. Year 1 80% passed PP children 50% passed		

	Reading with Pupil Premium children is prioritised. Continuous assessments enable teachers to identify any children who need additional catch up quickly. Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers in all subjects.	There are systems in place to ensure PP/lowest 20% are supported and heard daily. Vocabulary is planned and evident in all classrooms. Build in strategies for recall and retention.		
Accurate summative and diagnostic assessment is used effectively by teachers to inform quality first teaching and support staff to target need in order to increase progress and diminish attainment differences between pupil premium children and their peers.	Journals reflect progress made in all three areas – metacognition, character and academic excellence. The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils and no greater than a 10% difference (Year 1 phonics check, Year 4 multiplication check, Year 6 SATs).	This is a new area and needs further embedding and monitoring. Year 1 phonics screening National: 80% School: 80% PP: 50% Year 4 x check (scoring 20 or above) School: 33% PP: 25%		

		Year 6 Reading National: 74% School: 85% PP: 66% Writing National: 72% School: 85% PP: 66% Maths National: 73% School: 62% PP: 33%		
Successful strategies are in place to support children's mental health and wellbeing so children are ready and can access learning. Over time children will become increasingly independent and resilient.	Children make good progress against Thrive targets. Pupil voice shows that Thrive sessions are well matched to individual need. Over time, children with emotional needs to diminish differences in attainment from start points against those children not disadvantaged and national outcomes.	Children have made good progress. See outcomes reported above.		

Parents of pupils are engaged in their children's learning and pupils are well supported at home.	Pupils are engaged in home learning particularly reading. Greater parent participation is evident in workshops and learning experiences. Attendance at parent consultations and other school events is high. Parents feel supported and welcomed into the school.	We have started to expand the range and number of opportunities to engage with parents. Attendance is generally good but there are key PP children whose parents do not attend.		
Attendance is in line with national benchmarks.	Improve the attendance of disadvantaged children to 95% Attendance is in line with or above national figures. The % of persistently absent pupils is in line with or below national data. Reduction in the % of children arriving late. For families where attendance is a	Attendance of all children was 92%. Attendance of PP children was 89% School works closely with families around attendance. Lots of time is given to understand the wider issues surrounding attendance. New PFSA now in role.		

	concern to feel supported and attendance plans to be in place.			
To continue to provide children with a broad range of experiences through a rich and varied curriculum.	For each class to have rich and varied experiences within their curriculum and for every child to have the opportunity to participate in these. Take up of additional clubs/forest school/music sessions is high and pupils are clearly gaining through these experiences. All disadvantaged pupils attend residential which are partly funded by the school.	Each class has visitors and trips planned in. PP club attendance has been low – look at free clubs next year. All but 1 child attended the residential this year.		