

Pupil premium strategy statement St Budeaux CE Primary Academy

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.

School overview

Detail	Data
Number of pupils in school	55 (includes 6 Nursery)
Proportion (%) of pupil premium eligible pupils	45%
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)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Angela Jenkins
Pupil premium lead	Natasha Brooks
Governor / Trustee lead	Dr. Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38720
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£38720

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, 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 pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language: School tracking and internal monitoring demonstrate that our disadvantaged oracy skills and levels of vocabulary, although improving, lead to less progress in writing.
2	Maths - basic maths skills are not being applied consistently to reasoning as evidenced in maths lessons and assessments.
3	Metacognition & Learning Behaviours – through observations and discussions with pupils and other members of the school community, aspiration and engagement in learning although improving is still an area that requires modelling through high quality teaching and specific interventions in order to increase resilience and a sense of ownership in learning.
4	Attendance –PP attendance for the year 2024-25 is 88% with persistent absenteeism a concern for the disadvantaged children.
5	Parental Engagement – We recognise that for some of our families supporting home learning and attendance can be more challenging due to a range of personal and environmental factors including confidence and knowledge in the different curriculum areas.
6	SEND need - Some disadvantaged pupils have multiple barriers to learning such as an additional SEND or safeguarding need.

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
The vocabulary gap and oracy skills no longer inhibit the children making good or better progress in their writing.	By 2027 the gap between disadvantaged and national non-disadvantaged children narrows further. Children make better than expected progress in writing in this area.
Known number facts and number sense does not inhibit mastery and reasoning across maths.	By 2027 the end of KS2 data shows the gap between disadvantaged and national non-disadvantaged children narrows. By 2027 the gap between disadvantaged and national non-disadvantaged continues to narrow in the MTC. Greater progress at mastery in lessons.
Clear structures in place for positive engagement in learning for children with SEMH need which leads to children taking responsibility for their learning.	An annual reduction in the number of behaviour incidents reduces for children with specific SEMH

	need. Greater focus seen in lessons leading to higher levels of progress in all subject areas.
Improved attendance of disadvantaged children ensures good progress in learning and social and emotional development.	By 2027, the gap between disadvantaged and non-disadvantaged children's attendance is closed and when required families access rapid intervention. Percentage of persistent absenteeism is significantly reduced.
To ensure that disadvantaged pupils with additional barriers to learning have their individual needs addressed so that they make at least expected progress from their starting points in reading, writing and maths.	There will be a systematic approach to individual cases identifying any SEND or safeguarding needs. This approach will include a termly Pupil Progress Meeting and possible further intervention which could include: Joining a specific intervention group Adjustments made within the classroom Individual learning plans

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: £26893

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of teaching staff to facilitate; - high quality teaching in smaller classes - single age group teaching for maths - curriculum development.	Evidence indicates that high quality teaching is the most important lever that school has to improve pupil attainment including for disadvantaged pupils. Further, managing workload and supporting effective professional development are key to retaining great teachers.	all
Learning Mentor and TA to deliver ELSA and attend training updates where available.	The EEF toolkit states 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'	3, 4 & 6
'Learning by Questions' is embedded to ensure that	The EEF toolkit states that research shows 'the impact of mastery learning approaches	1, 2, 3 & 6

barriers to learning are removed.	is an additional five months progress, on average, over the course of a year.'	
Talk for Writing framework embedded in school to help scaffold writing for learners	The EEF toolkit evaluation states 'it is reported that the project has a positive impact on pupils' writing skills'	1,3 & 6
Continued Phonics CPD and implementation for EYFS/Year 1 and intervention for other year groups	Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. If an older reader is struggling with decoding, phonics approaches will still be appropriate.	1,2,3&6
Educational materials available to access for all pupils: TT Rockstars, Accelerated Reader, Testbase, Spelling Shed and SAT's Springboard.	EEF Using Digital Technology to Improve Learning Some key points: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. • Technology can be engaging and motivating for pupils. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching	1,2,3 &6

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

Budgeted cost: £ 5034

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc interventions and resources	EEF efficacy trial shows Fresh Start's positive impact The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.' Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.	1, 6
Teaching assistant recruitment and deployment: Precision Teaching	Precision Teaching is a proven intervention to target basics skills through repetition and daily practice. This improves accuracy and	1, 2, 3, 6

Maths Skills Spellings Phonics	fluency and can be used across the curriculum.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6793

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance weekly LA meetings once per half term.	Regular monitoring means that issues will be picked up and dealt with more quickly and support is put in place as necessary.	4
Targeted nurture support	The EEF toolkit research states that 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'	3, 4 & 6
Targeted drive to ensure disadvantaged pupils have access to extra-curricular activities	Government research (conducted by the University of Bath found that children who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.	3 & 6
Family Support Early Help	Early help can offer children the support needed to reach their full potential (EIF, 2021). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2021). Research suggests that early help can: protect children from harm reduce the need for a referral to child protection services improve children's long-term outcomes.	3, 4, 5 & 6
Forest School	Research shows that the forest school curriculum encourages pupils to learn how to work together and how to support each other. Pupils engage positively with outdoor learning, working together to build dens, make campfires and explore the outside space. As a result, pupils develop strong friendships both in the playground and in lessons.	3, 6
Homework club	Research from the EEF shows the following about homework. 1. Homework has a positive impact on average (+ 5 months)	1, 2, 5

	2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). 3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.	
Variety of training/guidance from SEMH advisor/lead for staff to help support SEMH needs Therapeutic play	The EEF toolkit states ‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’	3, 4 & 6

Total budgeted cost: £38720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024-2025 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

Outcomes for KS2 reading, writing, maths combined were higher this year than the school non-disadvantaged learner outcomes but lower than national.

In Maths and Reading, PP learners' outcomes were lower than national in both subjects. However, in writing PP outcomes continue to be higher than national. The 'Talk for writing' initiative will remain a key element of this year's PP strategy to enable the children to make even better progress.

For reading, we will continue to develop whole class guided reading ensuring the texts are high quality and with a particular emphasis on retrieval, inference and deduction as well as high level vocab. Reading sessions for those highlighted through 'Dibbles Assessment' will be given extra support.

In Maths, we will continue to make use of Magma Maths and LBQ to individualise learning – both are proven to ensure better progress.

Phonics screening in Year 1 last year the children achieved below the required standards. This year, further training for staff around phonics from RWI approved trainers and First Federation School Improvement team will continue to ensure that all children get the best quality of phonics teaching and phonics intervention, using a consistent approach with fidelity to the selected scheme.

The Year 4 multiplication check showed an average score of 21 which is an improvement on last year for PP children and above the national average.

Accelerated reader books continue to support children's reading and where disadvantaged readers have not yet reached this level, decodable and well-matched books are available. There has been continued investment in our library/book corners ensuring that there are many books of interest for the children to read as part of the reading for pleasure initiative.

Absence among disadvantaged pupils was still higher than national non disadvantaged learners in 2024/25 including persistent absence. However, a collaborative approach to improve attendance and punctuality has led to a greater understanding of the specific barriers our disadvantaged pupils face which may impact their attendance at school. Due to this, we continue to adapt provision for specific learners to ensure school is accessible, families are supported, and barriers are reduced.

Our observations and assessments demonstrate that pupil behaviour continues to improve again on last year, but the challenges around SEMH need and PP children remain.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle
Spelling Shed	EdShed
Magma Maths	Magma
LBQ	Learning by Questions
Maths Bot	Mathsbot.com