

Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Brigstock Latham's CE Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	20% 25/26 15% 26/27 (-5% on 25/26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	6/11/2025
Date on which it will be reviewed	13/11/2026
Statement authorised by	Lou Sadler Headteacher
Pupil premium lead	Lou Sadler Headteacher
Governor	Steve Hone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30650
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£30650

Part A: Pupil premium strategy plan

Statement of intent

Our school vision states:

Believe ~ Grow ~ Flourish

'Life in all its fullness' (John 10v.10)

In line with this, we want to ensure that all pupils, irrespective of their circumstances have the opportunity and support to excel, in all areas of school life.

Our pupil premium strategy aims to support pupils who are disadvantaged to excel, whether they are high attainers or struggling to meet age related expectations. We recognise that excellence comes in many forms and may not be solely academic, as such we aim to foster the development of the whole child so that they are empowered to take the next steps in their education positively and with confidence. Ultimately, we want to ensure that there is no gap in progress and attainment between pupil premium and non-pupil premium eligible children.

The strategies listed in this statement are not solely for the benefit of children in eligible for pupil premium, but indicative of the quality teaching and learning experience we aim to provide all children. We also recognise the additional challenges that having a social worker, being a young carer or a service child present to children, and the impact that Covid-19 had on the whole school community and apply these strategies equally to all to support them to thrive.

High quality first teaching is at the heart of our approach as evidence shows that this is the most effective way to ensure that any gap between disadvantaged children and their peers can be narrowed and ultimately eradicated.

At Brigstock Latham's CE Primary we see success holistically and so recognise that in order for excellent teaching and learning to be taking place, pastoral care also needs to be excellent. As such, our strategy incorporates activities to support wider wellbeing and the development of the whole child.

Our approach will be responsive responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing Disadvantaged children are often some of our children who have less motivational external drivers. On analysis of the drivers for that behaviour, this is often due to attachment difficulties, having poor self-efficacy and general wellbeing concerns.
2	Gaps in learning Disadvantaged children were disproportionately impacted by the Covid-19 pandemic and so gaps in learning were exasperated. Some of this was due to lack of available technology to engage in lessons on Microsoft Teams. 10/15 of our children are in year 5/6 and would have been significantly affected by the closing of schools.
3	Oracy and vocabulary Disadvantaged children have weaker oracy and vocabulary skills when they join us in Reception, as demonstrated by baseline assessment data. This makes EY more challenging for disadvantaged children.
4	Phonics and Early Reading Internal phonics tracking, Year 1 phonics screening and end of KS1 SATs shows that disadvantaged children do not achieve as well by the end of KS1.
5	Mathematical Fluency Internal tracking, observations and statutory assessment data shows that disadvantaged children have weaker basic mathematics skills and struggle with fluency questions. This means that they find applying this knowledge to reasoning and problem solving contexts more challenging too.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2027/2028 demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations · ELSA sessions and FSW involvement records - A whole school approach to wellbeing that is embedded across the classes in school and all pupils.
To significantly narrow the achievement gap between disadvantaged children and their peers.	Achieve national average attainment scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
To improve oracy skills in disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
To improve reading outcomes for disadvantaged children.	By end of key stage assessments in 2028, disadvantaged children will be performing at least as well as their peers in Y6 Reading assessments.
To improve maths outcomes for disadvantaged children.	By end of key stage assessments in 2028, disadvantaged children will be performing at least as well as their peers in Y6 maths assessments.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £9472

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant interventions £5606	EEF (+4) EEF research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Small group and individual interventions for identified individuals and groups informed by assessment data and agreed with SLT in pupil progress meetings. The effectiveness of these interventions is closely monitored via the school wide provision map	2, 3, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. £3866	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4, 5

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

Budgeted cost: £18,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker appointed to work with vulnerable families and improve parental engagement Family Support Worker to work with families to identify and address the issues causing low attendance £18,805	EEF (+3) EEF define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment	1
Family Support Worker to deliver individual interventions 2 days a week	EEF (+4) Social and Emotional Learning – EEF determine 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. We do however acknowledge the need to closely scrutinise the impact of specific social and emotional programmes and interventions. EEF identify three broad categories of SEL interventions: -School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; -Universal programmes which generally take place in the classroom with the whole class; - More specialised programmes which use elements of SEL and are targeted	1

	at students with particular social or emotional needs.	
Subsidised school uniform and school trips Trips: - £1151 Uniform: - £720	EEF research shows that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. It does however state that, if a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. It is our view that supporting pupils to access all of the enrichment opportunities available through school and to have the correct school uniform by removing financial barriers ensures pupils identify as part of, and feel included in the wider school community which then fosters the emotional well-being and intrinsic motivation needed to make good progress.	1, 2
Developing a whole school approach to wellbeing. £500	Wellbeing across the school and understanding how the brain works will highly motivate disadvantaged pupils who also may struggle with wellbeing. My Happy Ming is a programme which supports wellbeing and gives children and staff all the resources they need to be able to self regulate.	

Total budgeted cost: £ 30650

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 - 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. The below table shows the outcomes for pupil premium pupils vs non pupil premium pupils

	<i>Pupil Premium pupils</i>	<i>Non-pupil premium pupils</i>	
GLD at the end of Reception	0	0/14 72%	
Year 1 phonics screening	2/3 66.6%	9/10 90%	
End of KS1 – Working at expected standard in Reading, Writing and Mathematics	2/3 66.6%	8/10 80%	
KS2 % achieving expected standard or above in reading.	2/5 40%	9/10 90%	
KS2 % achieving expected standard or above in writing	2/5 40%	9/10 90%	
KS2 % achieving expected standard or above in maths	3/5 60%	9/10 90%	

The gap between pupil premium children and non-pupil premium children is significantly less over the past year in the last year. In some year groups 100% of pupil premium children reached their end of year expectation.

Pupil Premium children will continue to be monitored throughout this year, especially due to the high numbers in our current year 5 and 6 cohort. (10 out of our 15 children are in years 5 and 6)

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

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

Further Information

Projects not requiring pupil premium funds:
School have identified, through pupil voice, observation and discussion , that many of our pupils have limited aspirations especially our disadvantaged learners. From the role-play of our youngest children to conversations about future jobs with our year 6s, there is evidence that children are simply not aware of the range of career paths open to them. This year, one of school priorities is to show children the big wide world that is out there for them to be a part of. We will be sharing different career choices with children as well as enabling them to take part in different opportunities throughout the year. Oundle Secondary School have been to school to offer an outreach service where our pupils can go and experiences We intend to developing and extending career-related learning in our school to show our children the benefits for the future. We will continue to improve attitudes to learning, their ambitions for the future, and challenging stereotypes, these benefits are more apparent in disadvantaged pupils.