

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 the next 3 academic years and the effect that last year's spending of pupil premium had within our school.



School overview

Detail	Data
School name	Bildeston Primary School
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Julia Shaw Headteacher
Pupil premium lead	Liz Healy, Deputy Headteacher
Governor / Trustee lead	Heather Williams, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,560
Recovery premium funding allocation this academic year	£797.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Children	£4080
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	£37,437.50

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 have a number of service children, who we are aware may potentially be disadvantaged by school moves and parental absence. Therefore, we need to ensure that our strategy also meets their needs. We will also consider the challenges faced by vulnerable pupils, such as those who are young carers.

High-quality teaching is at the heart of our approach, with a focus on early reading, maths and phonics, particular 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 assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be an ongoing issue with some children remaining impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. The impact of school closures is still apparent for some children in Y4/5/6 Therefore, our plan focuses on pupil well being and mental health, which are essential in their own right, as well as contributing to wider academic achievement.

Our approach will be responsive to common challenges and individual needs, including higher achieving pupil premium children, rooted in robust diagnostic assessment, for example White Rose and Little Wandle, 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:

- 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	<p>Assessments and observations suggest that 4/10 disadvantaged pupils in EYFS/Y1 have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Assessments including tracking progress in phonics using the Little Wandle tracker. A small number of pupil premium children continue to have significant problems with phonics/spelling in KS2.</p> <p>Assessments (PIRA) suggest some disadvantaged pupils have greater difficulties with accessing wider reading skills such as inference, prediction, summarizing and retrieval than their peers. This negatively impacts their development as readers.</p>	
2	<p>Latest internal assessments indicate that 36% disadvantaged/Service children across the school have been assessed as being below or well below the expected standard in Maths. In 2024 40% of disadvantaged children achieved the expected standard in the Maths Sat compared to 62% nationally.</p>	
3	<p>Latest internal assessments indicate that 36% disadvantaged/Service children across the school have been assessed as being below or well below the expected standard in Writing. In the KS2 writing assessment results this year for pupil premium children were 22% below the national figure. In 2023 no child achieved the expected standard in writing, although this is based on only 2 children.</p>	
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps and emotional difficulties (particularly for Y4/5) potentially leading to pupils falling further behind age-related expectations.</p>	
5	Attendance	2023- 24
	All children	95.35
	FSM Girls	93.5
	Non-FSM Girls	95.55
	FSM Boys	90
	Non-FSM Boys	95.15
	<p>Our attendance data from last year indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils.</p> <p>Lower attendance and ‘persistent absenteeism,’ particularly boys, are an issue for some of our disadvantaged children and are likely to have negatively impacted their progress.</p>	

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 ensure that pupils in receipt of pupil premium, including those with SEND and our service children, make expected progress from their starting points	High quality teaching and interventions are in place and data indicates that children are making expected progress from their starting points. Identified Walk Thrus are in place to support learning and pupil progress
To identify pupil premium children who are in danger of not meeting the expected standard in Writing and Maths in Y6 and to use interventions/adaptive teaching to support them to achieve the expected standard (and/or make expected progress from their starting point).	High quality teaching, including adaptive teaching and use of interventions to support children achieving expected in Writing and Maths. KS2 Maths and writing outcomes show the proportion of disadvantaged children achieving the expected standard is close to the figure for disadvantaged children nationally.
To ensure that the well being and emotional needs of pupil premium children are being met and that they are ready to learn	Observations show that pupils are settled in school and ready to learn so that interventions have enhanced impact. Attendance rates are high.

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: **£29,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the use of standardised diagnostic assessments, White Rose Maths and PIRA to analyse results and implement the next steps that are identified.	White Rose provides reliable insights into the specific strengths and weaknesses of each pupil. Reports are then generated to show which interventions children need and these are then implemented.	2, 3

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
<p>Enhancement of our teaching of writing to ensure that spelling, punctuation and grammar foci are clearly identified in the writing long term plan.</p> <p>To review the teaching of basic skills and ensure that they are embedded in EYFS/ KS1, and these skills are full supported in KS2 where necessary</p>	<p>Securing foundational knowledge by the end of KS1.</p> <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1729698669</p> <p>Improving Literacy in KS2</p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance, and the Mastery approach.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mastering number for EYFS and KS1 Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Embedding oral language activities across the school curriculum, including Wellcomm screening, Colourful semantics, Talk 4 Writing, Say it Again better (Walk Thrus) and stem sentences. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>(Support from Communicate to intervene early for children with communication difficulties)</p>	<p>There is a strong evidence base that suggests oral language interventions, including high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
<p>To embed the practice of Walkthrus as a core component of our coaching strategy, aimed at systematically raising teacher standards,</p>	<p>WalkThrus is supported by:</p> <ul style="list-style-type: none"> evidence from cognitive science which provides a clear model for learning 	2,3

enhancing instructional effectiveness, and fostering a culture of continuous professional growth and reflective practice	<ul style="list-style-type: none"> evidence from the study of effective professional development <p>The materials draw on the work of prominent researchers and cognitive scientists including Dylan Wiliam, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst.</p>	
Use EEF training in metacognition and learning and in SEND to ensure that strategies utilised in school are enabling all children to learn effectively.	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	2,3

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

Budgeted cost: **£3,437.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the implementation of interventions to support and accelerate progress, including those recommended by the Specialist Education Team.</p> <p>Interventions may include</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>High quality one-to-one and small group tuition -Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for</p>	1, 2,3

<ul style="list-style-type: none"> • Wellcomm • Ed Shed • White Rose based interventions 	supporting these pupils when they are used carefully.	
<p>Additional phonics sessions targeted at pupils who require further support and disadvantaged pupils.</p> <p>Little Wandle – individual/group keep up</p> <p>Little Wandle – Rapid Catch up</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

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

Budgeted cost: **£3,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Use of new Arbor system to provide enhanced monitoring of attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Developing staff skills and abilities to support pupil wellbeing, social skills and dealing with anxiety</p> <p>Training for support staff – ELSA</p> <p>Continuing training and support for the introduction of Zones of Regulation</p> <ul style="list-style-type: none"> • Nurture Groups • Drawing and Talking • Lego Therapy • THRIVE • Elsa – Emotional Literacy Support Assistant 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on</p>	4

<ul style="list-style-type: none"> • Play Therapy 	<p>the academic or cognitive elements of learning.</p> <p>EEF note that 'Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p>	
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Total budgeted cost: £38,355

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.

(This explains the progress towards the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved. (Note – Small numbers of Pupil premium children can make the setting of statistically significant percentages difficult and analysing trends in results difficult)

To ensure that pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points

	Children achieving the expected standard				
2023/24 KS2 Results	School 12 children	National	Disadvantaged School (5 children)	Disadvantaged National	Greater Depth School
Reading	83%	74%	60%	62%	33%
Writing	67%	72%	40%	58%	17%
Maths	75%	73%	40%	59%	42%
Reading Writing Maths	67%	61%	40%	45%	17%

23/24 results	Bildeston	Disadvantaged / Pupil Premium	National 2024	National Disadvantaged
EYFS GLD	18 Children 67%	5 children 60%	68%	49% FSM eligible
Y1 Phonics	14 Children 93%	1 child 100%	80%	62%
Y2 Phonics Re-take	19 children 89% by end of Y2	1 child 67%		
Y2 Reading	18 Children 78%	2 children 100%	71%	58%

Teacher Assessment				
Y2 Writing Teacher Assessment	56%	2 children 50%	63%	49%
Y2 Maths Teacher Assessment	67%	2 children 100%	72%	59%

Year 6 There are no progress scores for KS2 SATs in 2024 because there were no KS1 assessments in 2020. This is due to COVID-19 disrupting primary tests and assessments in the 2019/20 and 2020/21 academic years. The small number of pupil premium children in each make comparisons difficult over the last 3 years. In reading over the last 3 years pupil premium children have achieved similar results to disadvantaged children nationally.

School Reading Test Disadvantaged 2022	National Reading Test Disadvantaged 2022	School Reading Test Disadvantaged 2023	National Reading Test Disadvantaged 2023	School Reading Test Disadvantaged 2024	National Reading Test Disadvantaged 2024
80% (5 children)	62%	50% (2 children)	60%	60% (5 children)	62%

There is more variation in writing results with results this year being 22% below national average. In 2023 no child achieved the expected standard in writing, but this is based on only 2 children. Writing is a focus for the next 3-year pupil premium strategy.

School Writing TA Disadvantaged 2022	National Writing TA Disadvantaged 2022	School Writing TA Disadvantaged 2023	National Writing TA Disadvantaged 2023	School Writing TA Disadvantaged 2024	National Writing TA Disadvantaged 2024
60% (5 children)	62%	0% (2 children)	60%	40% (5 children)	62%

In reading pupil premium children achieve broadly in line with disadvantaged children nationally allowing for small cohorts.

School Maths Test Disadvantaged 2022	National Maths Test Disadvantaged 2022	School Maths Test Disadvantaged 2023	National Maths Test Disadvantaged 2023	School Maths Test Disadvantaged 2024	National Maths Test Disadvantaged 2024
80% (5 children)	62%	50% (2 children)	60%	60% (5 children)	62%

Year 2 100% of pupil premium children achieved the expected standard in reading, 50% achieved the expected standard in Maths. Again, the small number of pupil premium children (2) make comparisons difficult

Phonic screening check 93% children passed the phonic screening check including the pupil premium children.

Early Years Foundation Stage Profile (EYFSP) Our percentage of children achieving a good level of development increased was 67%. 60% of disadvantaged children achieved a good level of development

Improved maths attainment for disadvantaged pupils at the end of KS2.

There were 5 children classed as disadvantaged. Although 2 children achieved the expected standard internal assessments show the other 3 children making expected progress, taking account of SEN needs.

To ensure that the wellbeing and emotional needs of pupil premium children are being met and that they are ready to learn

A number of strategies were put in place, including ELSA support, play therapy, Talking and Drawing, individual counselling, nurture groups. During the last academic year and this term incidents of dysregulation have continued to decrease (excluding a small number of children with specific SEN needs) and observations show that children are more settled coming into school and ready to learn particularly in KS1. Attendance rates remained lower and persistent absenteeism rates were higher for pupil premium children, and this is something we will continue to target.

Externally provided programmes

Programme	Provider
Spelling Shed/Maths Shed	EdShed
Rock Steady	Rock Steady Music School

Service pupil premium funding (optional)

Measure	Details
Raise awareness of service children with class teacher and the potential need to address gaps in education caused by moving between schools or wellbeing issues.	<p>Ensure children benefit from the measure outlined in this report and specific interventions where appropriate.</p> <p>Support is offered with clubs and trips where needed.</p> <p>Emotional /well being support is also offered as needed, for example if a parent is away for a long period of time, including lunch time 'army' club</p> <p>Funding of 'Rock Steady' music activity for some service children to allow them to participate.</p>
What was the impact of that spending on service pupil premium eligible pupils?	Monitor.