

# 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	117
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£36,360
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Children	£6300
<b>Total budget for this academic year</b>	<b>£42,660</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of background, disadvantage or individual circumstance, experience a high-quality, inclusive education that enables them to achieve well and make strong across all subject areas. Our pupil premium strategy reflects our commitment to equity and inclusion, ensuring that disadvantaged pupils, including those who are already high attainers, are supported to fulfil their academic potential. We have a number of service children, who we are aware may potentially be disadvantaged by school moves and parental absence, while others, including young carers, may experience challenges linked to wellbeing and engagement. Our provision is therefore designed to identify and remove barriers to learning so that all pupils can access the curriculum and succeed.

High-quality teaching is at the heart of our approach, with a focus on high quality interactions particularly in EYFS, phonics, early reading, math's and handwriting/writing, 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.

Assessment, behaviour, wellbeing, and mental health information indicates that some pupils remain affected by the disruption caused by COVID-19, with the impact particularly evident for disadvantaged pupils and some children in Years 5 and 6. As a result, our strategy places a strong emphasis on pupils' personal development, emotional wellbeing, and readiness to learn, recognising these as integral to sustained engagement and academic success. The Hamish and Milo program and Zones of Regulation are used across the school to support children's mental health, wellbeing and social and emotional development.

Our approach will be responsive to common challenges and individual needs, underpinned by robust diagnostic assessment such as Wellcomm screening to identify language needs. White Rose/Smart Grade for maths and Little Wandle assessments for phonics, ensuring support is precisely matched to need rather than based on assumptions about disadvantage. We adopt a whole-school culture of responsibility and high ambition, where all staff are accountable for disadvantaged pupils' outcomes. 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>In our 25/26 EYFS cohort all pupil premium children (4 children) were below (red) on the initial Wellcomm assessments. (Note in the wider year group 11/14 were assessed as below (red).</p> <p>Assessments and observations suggest that disadvantaged pupils in EYFS/Y1 (8/14) 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.</p> <p>A small number of pupil premium children continue to have significant problems with phonics/spelling in KS2.</p>													
2	<p>Latest internal assessments indicate that 33% disadvantaged/Service children across the school have been assessed as being just below and 15% 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 although this increased to 80% in 2025.</p>													
3	<p>Latest internal assessments indicate that 41% disadvantaged/Service children across the school have been assessed as being just below and 18% 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. In 2025 80% of children achieved the expected standard in writing.</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 Y5/6) potentially leading to pupils falling further behind age-related expectations.</p>													
5	<table border="1"> <tr> <td>Attendance</td> <td>2024- 25</td> <td rowspan="6"></td> </tr> <tr> <td>All children</td> <td>95.94</td> </tr> <tr> <td>FSM Girls</td> <td>94.52</td> </tr> <tr> <td>Non-FSM Girls</td> <td>96.53</td> </tr> <tr> <td>FSM Boys</td> <td>91.62</td> </tr> <tr> <td>Non-FSM Boys</td> <td>95.43</td> </tr> </table>	Attendance	2024- 25		All children	95.94	FSM Girls	94.52	Non-FSM Girls	96.53	FSM Boys	91.62	Non-FSM Boys	95.43
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	<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>
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## 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	<p>High quality teaching and interventions are in place and data indicates that children are making expected progress from their starting points.</p> <p>Identified Walk Thrus are in place to support learning and pupil progress</p>
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).	<p>High quality teaching, including adaptive teaching and use of interventions to support children achieving expected in Writing and Maths.</p> <p>KS2 Maths and writing outcomes show the proportion of disadvantaged children achieving the expected standard is close to the figure for disadvantaged children nationally.</p>
To ensure that the well-being and emotional needs of pupil premium children are being met and that they are ready to learn	<p>Observations show that pupils are settled in school and ready to learn so that interventions have enhanced impact. Attendance rates are high.</p>

## 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: **£34,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embed the use of standardised diagnostic assessments, White Rose Maths and Smartgrade to analyse results and implement the next steps that are identified.</p>	<p>White Rose/Smartgrade 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.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<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 fully supported in KS2 where necessary</p>	<p>Securing foundational knowledge by the end of KS1.</p> <p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school</a></p> <p>Writing Framework 2025</p> <p><a href="https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf">https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</a></p> <p>Improving Literacy in KS2</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1729698669">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1729698669</a></p>	<p>3</p>
<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</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2</p>
<p>Embedding oral language activities across the school curriculum, including ShREC approach, Makaton, Widgit visuals to support understanding, Wellcomm screening, Colourful semantics, Talk 4 Writing, Say it Again better</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>1, 3</p>

<p>(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><a href="https://educationendowmentfoundation.org.uk/early-years/oral-language-interventions-toolkit-strand">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach">ShREC approach</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach">https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</a></p>	
<p>To embed the practice of Walkthrus as a core component of our coaching strategy, aimed at systematically raising teacher standards, enhancing instructional effectiveness, and fostering a culture of continuous professional growth and reflective practice</p>	<p>WalkThrus is supported by:</p> <ul style="list-style-type: none"> <li>• evidence from cognitive science which provides a clear model for learning</li> <li>• evidence from the study of effective professional development</li> </ul> <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>	2,3
<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>	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	2,3

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

Budgeted cost: £4,340

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> <ul style="list-style-type: none"> <li>• Wellcomm</li> <li>• Ed Shed</li> <li>• White Rose based interventions</li> <li>• Precision teaching</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></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 intervention can be a powerful tool for supporting these pupils when they are used carefully.</p>	1, 2,3
<p>Additional phonics sessions targeted at pupils who require further support and disadvantaged pupils.</p> <p>Little Wandle – individual/group keep up 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

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

Budgeted cost: £3,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</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>Use of new Arbor system to provide enhanced monitoring of attendance.</p> <p>Use My Concern to enhance monitoring of attendance concerns</p>		
<p>Developing staff skills and abilities to support pupil wellbeing, social skills and dealing with anxiety</p> <p>Training for support staff – Hamish and Milo, ELSA</p> <p>Continuing training and support for the introduction of Zones of Regulation</p> <ul style="list-style-type: none"> <li>• Drawing and Talking</li> <li>• Lego Therapy</li> <li>• Hamish and Milo</li> <li>• Elsa – Emotional Literacy Support Assistant</li> <li>• Play Therapy</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></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 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> <p><a href="https://hamishandmilo.org/evidence-based-programme-educator-magazine/">https://hamishandmilo.org/evidence-based-programme-educator-magazine/</a></p> <p>Link to University of Bath research reports on the effectiveness of Hamish and Milo</p>	4

**Total budgeted cost: £42,660**

## 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 2024 to 2025 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					
2024/25 KS2 Results	School 15 children	National	Disadvantaged School (5 children)	Disadvantaged National	Greater Depth School	
Reading	80%	75%	80%	64%	47%	
Writing	73%	72%	80%	59%	13%	
Maths	93%	74%	80%	61%	33%	
Reading Writing Maths	73%	62%	80%	47%	13%	

24/25 results	Bildeston	Disadvantaged / Pupil Premium	National 2025	National Disadvantaged
EYFS GLD	19 Children 68%	5 children 60%	68%	51% FSM eligible
Y1 Phonics	20 Children 80%	6 children 67%	80%	67%
Y2 Phonics Re-take	13 children 100% by end of Y2			

**Year 6** There are no progress scores for KS2 SATs in 2024 and 2025 because there were no KS1 assessments. 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 broadly similar results to disadvantaged children nationally. Last academic year achievement was higher at 80%

School Reading Test Disadvantaged 2023	National Reading Test Disadvantaged 2023	School Reading Test Disadvantaged 2024	National Reading Test Disadvantaged 2024	School Reading Test Disadvantaged 2025	National Reading Test Disadvantaged 2025
50% (2 children)	60%	60% (5 children)	62%	80% (5 children)	64%

There is more variation in writing results with results in 2024 being 22% below national average. In 2023 no child achieved the expected standard in writing, but this is based on only 2 children. 2025 shows a higher percentage of children achieving the expected standard and writing continues to be a major focus for the pupil premium strategy.

School Writing TA Disadvantaged 2023	National Writing TA Disadvantaged 2023	School Writing TA Disadvantaged 2024	National Writing TA Disadvantaged 2024	School Writing TA Disadvantaged 2025	National Writing TA Disadvantaged 2025
0% (2 children)	60%	40% (5 children)	62%	80% (5 children)	59%

In maths pupil premium children achieve broadly in line with disadvantaged children nationally allowing for small cohorts. In 2025 our 80% meant that children achieved higher than disadvantaged children nationally.

School Maths Test Disadvantaged 2023	National Maths Test Disadvantaged 2023	School Maths Test Disadvantaged 2024	National Maths Test Disadvantaged 2024	School Maths Test Disadvantaged 2025	National Maths Test Disadvantaged 2025
50% (2 children)	60%	60% (5 children)	62%	80% (5 children)	61%

**Phonic screening check** 80% children passed the phonic screening check. 67% (4/6) children passed the phonic screening check which was in line with national average.

**Early Years Foundation Stage Profile (EYFSP)** Our percentage of children achieving a good level of development was 68%. 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	<a href="#">EdShed</a>
Rock Steady	<a href="#">Rock Steady Music School</a>

## 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.	Ensure children benefit from the measure outlined in this report and specific interventions where appropriate. Support is offered with clubs and trips where needed. 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 Funding of 'Rock Steady' music activity for some service children to allow them to participate.
What was the impact of that spending on service pupil premium eligible pupils?	Monitor.