



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Bottesford CE Primary
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	1 st December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	M North
Pupil Premium Lead	M North
Governor Lead	L Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52180
Recovery premium funding allocation this academic year	0
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	£52180

Part A: Pupil Premium Strategy Plan

Statement of intent

At Bottesford CE Primary School, our aim is that all pupils, regardless of their background or the challenges they face, make strong progress and achieve high attainment across all core subjects – Reading, Writing and Maths.

Our pupil premium strategy is designed to support disadvantaged and vulnerable pupils in meeting this goal, including those who are already high attainers. Alongside academic achievement, we place great importance on developing pupils' emotional resilience and fostering a positive sense of wellbeing.

Quality First Teaching (QFT) is at the heart of our approach. We focus on the areas where disadvantaged pupils require the greatest support, as this has been proven to have the most significant impact on closing the attainment gap. At the same time, it also benefits non-disadvantaged pupils. Implicit in our intended outcomes is the expectation that the attainment of all pupils will be sustained and improved, with disadvantaged and non-disadvantaged pupils thriving together.

Our strategy is responsive to both common challenges and individual needs. It is rooted in robust assessment rather than assumptions about the impact of disadvantage. The approaches we adopt are designed to complement one another, ensuring that all pupils can achieve their potential.

To ensure effectiveness, we will:

- Ensure disadvantaged pupils are consistently challenged in the work they are set.
- Intervene early, at the point where need is identified.
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve.
- Deliver consistently high-quality teaching to drive improved attainment and progress.
- Support and nurture pupils in developing resilience, confidence, and a positive sense of self

Challenges

This details the key challenges to achievement that we have identified last year remain largely prevalent among our disadvantaged pupils. A number of strategies remain in place to address challenges

Challenge number	Detail of challenge
1	<p>Oral language and vocabulary gaps: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Reading and reading for pleasure: Through pupil survey, discussions and assessments it is clear that many of our disadvantaged pupils do not enjoy reading for pleasure and as a result, this has impacted on their reading and writing attainment</p>
3	<p>Phonics: Regular assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their fluency and accuracy as readers.</p>
4	<p>Writing: Assessments and observations have identified a significant gap between disadvantaged and non-disadvantaged pupils</p>
5	<p>Spelling, Handwriting and fine motor control: Our internal monitoring indicates that disadvantaged pupils are not secure in spelling patterns and strategies and as a result are falling behind their peers.</p>
7	<p>Social, Emotional and Mental Health:</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, intensified by the result of the pandemic. These challenges particularly affect disadvantaged pupils and negatively impact their attainment and progress.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 32 pupils (12 of whom are disadvantaged and 8 of which are disadvantaged and SEN)) currently require additional support with social and emotional needs, some of which receive small group interventions.</p>

	Our discussions with disadvantaged families show that financial support is needed to subsidise enrichment activities to allow greater participation in the wider curriculum in and out of school. Financial support with uniform costs is also recognised as important for our disadvantaged families.
8	Attendance: Our attendance data indicates that attendance among all pupils, including disadvantaged pupils, has been significantly lower since the pandemic began in March 2020. This needs to improve as our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Staff know how to improve the teaching of pupils from disadvantaged backgrounds.	Pupil profiles are set up for all disadvantaged pupils and reviewed termly by teachers. Staff understand the strengths and needs of disadvantaged pupils
Improved oral language and vocabulary.	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.
Improved reading – fluency, comprehension and reading for pleasure.	Pupils are making progress in teacher assessments. The gap is closing. However, we feel that further work is needed in this area
More pupils pass the phonics screen check.	We anticipated a reduction in the number of children passing the Year 1 phonics check in 2025, due to the nature of the Year 1 cohort. Therefore, we will focus support, using Little Wandle in 2025 -26 academic year.
Improved writing attainment.	Writing attainment for disadvantaged pupils is improved, along with improved spelling, in order to be in line with their peers.
Improved social, emotional and mental health.	Pupils identified by teachers/parents and referrals completed. SS / KY are contacted, and support is put in place. This is recorded on the one-page pupil profiles. Pupils will feel safer and more comfortable in class and socialise more appropriately. This will also have a direct correlation to their attainment in core subjects and improved attendance levels.

	<p>Disadvantaged pupils have greater participation in activities linked to the wider curriculum e.g. trips, clubs, PGL.</p> <p>Disadvantaged pupils are wearing correct school uniform in line with their non-disadvantaged peers.</p>
Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<p>Sustained high attendance is demonstrated by:</p> <ul style="list-style-type: none"> □ The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced □ The percentage of all pupils who are persistently absent (<90% attendance) is below 14% and the same for disadvantaged pupils.

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: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed.
Pupil Premium Lead release time	Ensures good leadership to enable effective use of the grant.	All
English Lead release time	<p>English Lead to undertake further CPD to support staff in improving teaching and learning. Areas covered include writing training, introduction of new reading assessments, improving reading provision across the school</p> <p>Evidence review: The effects of high-quality professional development on teachers and students – Education Policy Institute (epi.org.uk)</p>	1-5
CPD to support talk for Writing in Early Years	We will provide release time for English subject lead and Early years teachers to enable them to implement a talk for writing approach in EYFS and Year 1.	1-5

<p>Tas to provide ELSAs</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>ELSA support staff hours and resources</p>	<p>7</p>
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<p>Early reading and phonics audit. We have worked hard to implement changes to early reading and phonics provision in recent months. We will audit provision in this area to evaluate impact</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention</p>	<p>Teaching assistants can provide high impact intervention when deployed in a targeted manner.</p> <p>Small group teacher focused intervention groups inc:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonics Y1 group in Spring term <input type="checkbox"/> Y6 SATs revision fro February half term onwards <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants?utm_source=/education-evidence/guidance-reports/teachingassistants&</p>	<p>1-7</p>

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Uniform</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/school-uniform?utm_source=/education-evidence/teaching-learningtoolkit/schooluniform&utm_medium=search&utm_campaign=site_search&search_term=uniform</p>	<p>7</p>
<p>Half price trips and/or experiences to provide</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>7</p>

extracurricular opportunities	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	
Music tuition subsidized for children upon request	EEF Teaching and Learning toolkit rates arts participation as having a 'moderate impact for very low cost based on moderate evidence' Arts participation EEF (educationendowmentfoundation.org.uk)	7

Total budgeted cost: £50,500 with a small amount (£4,114) left for contingency

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

Analysis of Outcomes against Targets set for 24-25 Cohorts

School Name: Bottesford CE Primary school

EYFS Good Level of Development Number of children (PP): (2)

	% of PP eligible to reach GLD
Target	50%
Outcome	50%

Year 1 Phonics Number of children (PP): (6)

	% of PP eligible to meet the expected standard
Target	67%
Outcome	50%

Year 4 Multiplication Times table Check (Score of 20+) Number of children (PP): (5)

	% of PP eligible to meet the expected standard
Target	20%
Outcome	100%

End of Key Stage Two Attainment

End of Year 6 Number of children (PP): 2

	PP eligible EXP+ reading	PP eligible GDS reading	% of PP EXP+ writing	% of PP eligible GDS writing	% of PP eligible EXP+ maths	% of PP eligible GDS maths
Target	100%	50%	100%	0	100%	50%
Outcome	100%	50%	100%	50%	100%	50%

