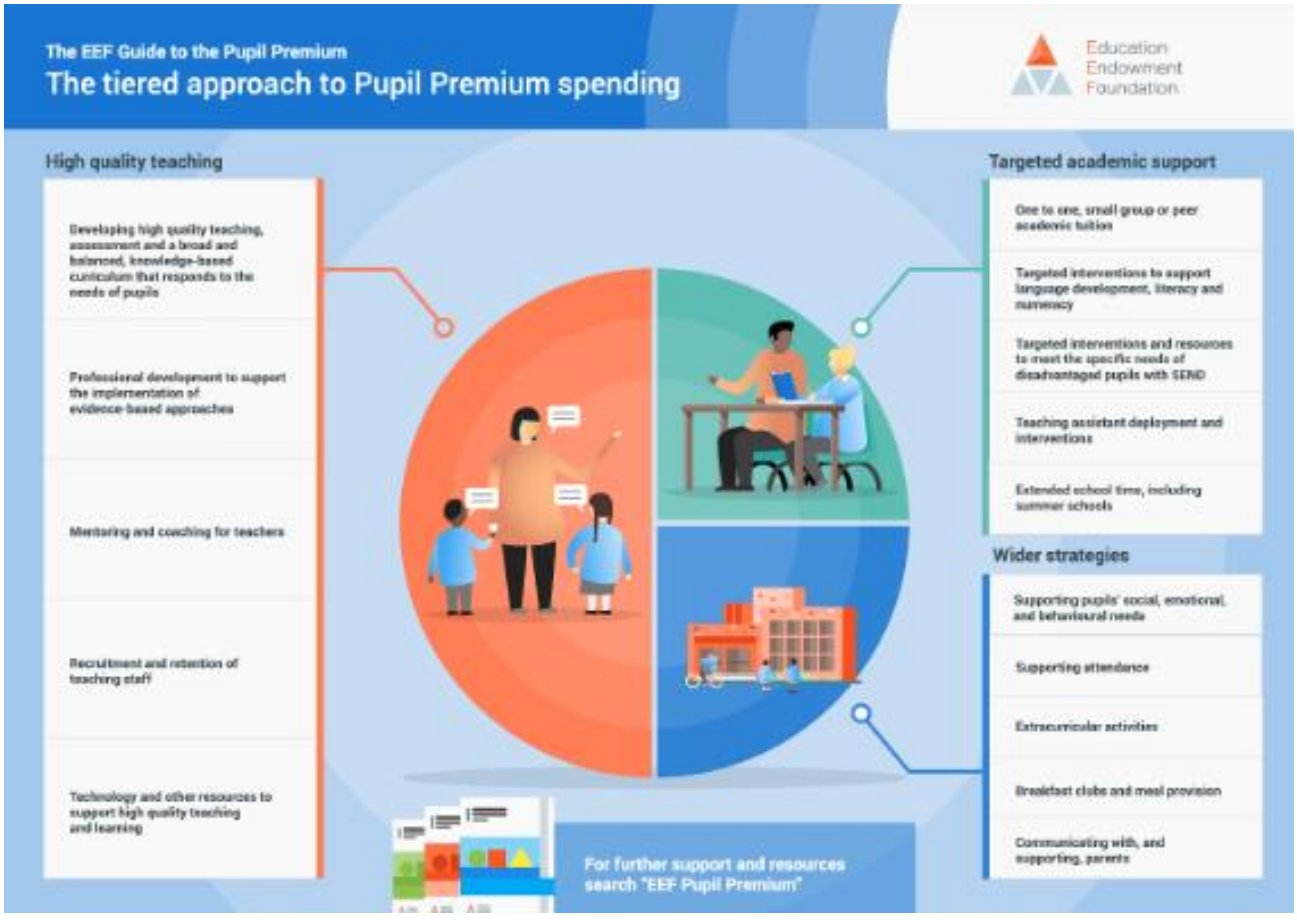
Bathampton Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantage 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 had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
Total number of pupils in school	155
Proportion of disadvantaged pupils	9/155 - 5.8 % (2 LAC, 4 Service)
Proportion of disadvantaged pupils who have SEND	2
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Publish date	December 2025
Review date	October 2026
Statement authorised by	Tom Morrison
Pupil Premium lead	Komilla Datta
Governor lead	Tony Purpuri

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£11,205

Part A: Pupil Premium Strategy Plan

- **Statement of Intent – Over 3 Years**

At Bathampton Primary School, we are committed to ensuring that every child, regardless of background or circumstance, thrives academically, socially, and emotionally. We recognise that disadvantaged pupils, including those with Special Educational Needs and Disabilities (SEND), may face additional barriers to learning and attendance. Our intent is to remove these barriers and provide equitable opportunities for success.

Key principles are: High expectations for all, Inclusive and personalised provision, Attendance and engagement, Wellbeing and belonging, Closing the gap.

2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	Pupil Premium attendance and persist absence and punctuality, particularly for SEND
2	Attainment gap, particularly for GDS– PP are below national
3	Speaking and Listening - pupils in Early Years have shown a decline in their speaking and listening skills

3. Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil Premium, SEND attendance exceeds national	**1. Academic Achievement** Disadvantaged pupils (including SEND) make at least expected progress from their starting points in reading, writing, and maths. The attainment gap between disadvantaged pupils and their peers is narrowing year-on-year. Pupils access high-quality teaching and targeted interventions, evidenced through lesson observations and pupil progress meetings. Curriculum is engaging and coherently sequenced with clear progression. There are high quality resources. **2. Inclusive Provision**

	All disadvantaged pupils and those with SEND have personalised support plans in place, reviewed termly. Evidence of reasonable adjustments and differentiated strategies in classroom practice. Increased participation in enrichment activities (clubs, trips, leadership roles). **3. Attendance** Disadvantaged pupils' attendance is at least 95% or shows significant improvement compared to baseline. Persistent absence among disadvantaged pupils is below national average. Families report improved engagement and support through attendance initiatives. **4. Wellbeing and Engagement** Pupil voice surveys show high levels of belonging and wellbeing among disadvantaged pupils. Reduction in behaviour incidents and increased positive recognition for effort and achievement. Access to pastoral support and mental health resources is documented and effective. **5. Monitoring and Impact** Termly data analysis shows closing gaps in attainment and progress. Pupil Premium and SEND funding is tracked and evaluated for impact. Governors receive regular reports demonstrating progress against these criteria.
Pupil Premium, SEN attainment in line with national	**Attainment Benchmarks** By the end of each key stage, the percentage of disadvantaged pupils (including SEND) achieving expected standard in reading, writing, and maths is at or above national averages. For SEND pupils, attainment in core subjects is in line with or improving towards national SEND benchmarks. **Progress Measures** Disadvantaged pupils and SEND pupils make progress scores at least in line with national averages (e.g., KS2 progress measures for reading, writing, maths). Internal tracking shows term-on-term improvement for these groups. **Gap Reduction** The gap between disadvantaged pupils and non-disadvantaged peers within school is narrowing year-on-year. SEND pupils demonstrate accelerated progress where starting points are below age-related expectations. **Quality of Provision**

	Evidence from learning walks and book study shows high-quality teaching and targeted interventions for Pupil Premium and SEND pupils. Staff CPD records confirm training in adaptive teaching and inclusive strategies. **External Validation** Outcomes validated through statutory assessments (EYFS, Phonics, KS1, KS2) and compared against national data. Governors receive termly reports showing attainment and progress trends against national benchmarks.
Children that are persistently absent attend school every day	**Attendance Rate Improvement** Pupils previously classed as persistently absent (attendance below 90%) now have attendance above 95% over a sustained period (e.g., half term or term). **Daily Attendance** Target pupils attend every day for a set period (e.g., 4 consecutive weeks) with no unauthorised absences. Set up a part time timetable, if appropriate. **Reduction in Persistent Absence** The number of pupils in the persistent absence category reduces by 50% compared to last year. **Family Engagement** Evidence of regular communication and support plans with families of target pupils (e.g., attendance meetings, home-school agreements). Signpost families for support as well. **Positive Reinforcement** Pupils demonstrate improved engagement and motivation through personal recognition.
Pupils speak and listen with confidence	**Improved Oracy Skills**: Schools that have embedded Voice 21 for several years show **50% higher oracy scores** compared to new schools. [thebiglifegroup.com], [voice21.org] **Academic Gains**: Oracy supports literacy and vocabulary acquisition; some schools report improved reading scores and engagement in subjects like maths. [voice21.org] **Confidence & Wellbeing**: Students become more confident speakers, better at reasoning and collaboration, and show improved emotional regulation and mental health. [voice21.org], [voice21.org] **Employability & Life Skills**: Strong spoken language skills help students transition to higher education and employment, where

	communication is a top-rated skill by employers. [committees...liament.uk]

- **Planned Activity in the academic year 2025-2026**

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

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed evidence-informed teaching strategies such as explicit instruction, scaffolding, and retrieval practice Develop Bathampton T & L offer in line with current research.	(High Quality Teaching - EEF).	2
Embed curriculum planning that is coherently sequenced and builds on prior knowledge, with clear progression for all pupils. Consider purchasing high quality curriculum resources to support delivery of the curriculum e.g. CUSP	(DFE – A Guide to Effective Practice in Curriculum Planning (2024)	2

Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budgeted Cost: £ 4000

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

Use diagnostic assessments to identify gaps and tailor support accordingly.) - Deploy skilled teaching assistants to deliver targeted support (including Colourful Semantics), pre-teaching and recap for key pupils using teachers/highly skilled TAs. Use assembly times effectively to do this in small groups.	*(EEF Making the Best Use of Teaching Assistants)* *(EEF Teaching and Learning Toolkit 2025*	2
Monitor and evaluate the impact of interventions regularly, adjusting as needed to maximise effectiveness. Use Arbor Provision Map to track interventions	*(EEF Making the Best Use of Teaching Assistants)*	2

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

Budgeted Cost: £ 2,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance and punctuality through early intervention and family support. Ensure fidelity to Trust Attendance Strategy - Strengthen home-school communication to build trust and reinforce learning beyond the classroom. Ensure newsletters and all communication is accessible to parents.	*(DFE Working Together to Improve School Attendance 2024)*	1
Voice 21 – year 1	(EEF – The Guide to the Pupil Premium (2024) Voice 21: Improving Oracy - second pilot | EEF	3

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year
Outcomes for disadvantaged pupils

This details the impact that your pupil premium activity had on pupils in the 2024 to 2025 academic year.

To support you with Part B you could complete this table or paste in relevant sections of the Mime Report.

Assessment 2024/25	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %
EYFS Profile GLD	N/A	77%	51.5*	72*
Year 1 PSC	67%	88%	67	84
MTC (% 25/25)	100 %	68 %	21*	33*
KS2 RWM EXS+	100 %	50 %	47	69
KS2 R EXS+	75%	84%	63	81
KS2 W EXS+	25%	78%	50	78
KS2 M EXS+	50%	68%	61	80
KS2 RWM GDS	0 %	5 %	4	11
KS2 R GDS	0 %	26 %	31	39
KS2 W GDS	0 %	5 %	7	16
KS2 M GDS	0 %	13 %	15	32
Attendance	4.1 %	4,7 %	92.1	95.5
Persistent Absence	15.4 %	5.7 %	26.6	10.3
Suspensions (total number of sessions for 24/25)	1	0		

*23/24 data (24/25 not yet released by DfE)

- **Commentary/Analysis**

This year, our Pupil Premium outcomes show mixed success across subjects. In Reading, 3 out of 4 pupils achieved the expected standard, reflecting the positive impact of targeted interventions. However, Writing remains a significant area for development, with only 1 pupil meeting expectations, and Mathematics outcomes were stronger but still require improvement, with half of the cohort achieving the expected standard.

- While our reading interventions were effective, feedback from pupils indicates they did not feel fully confident or inspired by the range of diverse, high-quality texts used across reading, writing, and maths. This lack of engagement impacted not only Pupil Premium pupils but also the wider cohort. A review of text selection is therefore a key priority moving forward.

- We also need to strengthen our Talk for Writing approach, ensuring feedback is consistently high quality and moves learning forward. Alongside this, a review of our feedback policy is essential, as evidence from the EEF suggests this could have a significant impact on progress (+6 months). The Writing Lead will monitor the implementation and impact of Talk for Writing robustly, ensuring staff confidence in applying the strategy.

- To improve writing outcomes for all pupils, including Pupil Premium, we will embed question-level analysis and make greater use of No More Marking as part of our assessment strategy. Interventions for writing must start earlier, enabling small-group conferencing to deliver the potential +4 months progress impact identified by the EEF.

- Our Behaviour Bites initiative has shown some positive impact on learning behaviours, and this work will continue into 2025/26 to ensure pupils remain focused and ready to learn. Additionally, 1:1 coaching through nurture groups and Drawing and Talking demonstrated strong impact for one pupil and will remain part of our provision. We will also continue to develop our Outdoor Learning offer to build confidence and self-esteem.

- The Thrive approach was limited this year due to staffing constraints, as our only practitioner was in class for 4.5 days per week. Increasing capacity for Thrive will be a priority to strengthen emotional support. Finally, our Little Wandle phonics scheme continues to deliver positive outcomes, and we will maintain rigorous monitoring to ensure fidelity to the programme.

Review of expenditure 2024/25

1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
WalkThus have supported CPD and impact of this has been seen in classrooms	We will continue this approach with instructional coaching and Flourishing People to ensure further impact	£2,849
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Provision maps and interventions	Some limited impact as these interventions haven't been reviewed robustly	£5,279
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Breakfast and after school clubs subsidised	Inviting persistent absent pupils and those	£1,1629

Part C: 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
Whole school autism training	Autism Education Trust
Adopting an Outdoor Curriculum	Alfresco Learning

Part D: 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?	On Drawing and Talking

What was the impact of that spending on service pupil premium eligible pupils?	One child significantly impacted from this, as seen in their attendance.