

Pupil premium strategy statement

Balshaw Lane Primary School

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
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 academic year 3 year plan 2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Catherine Hodgson Headteacher
Pupil premium lead	Catherine Hodgson Headteacher
Governor / Trustee lead	Jade Gibson, governor lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,115
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£62,115

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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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*
- *ensure disadvantaged pupils are challenged in the work that they are set*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*
- *Ensure equity across the school for all children*

Our Vision:

To enable each child to fulfil their potential academically, creatively, emotionally, physically and spiritually in a safe, happy and supportive environment.

Our ultimate objectives for our disadvantaged pupils are for them to:

- *be happy, confident and emotionally healthy*
- *love learning and develop a desire for life-long learning*
- *have the same access to our vibrant curriculum as non-disadvantaged children*

- *thrive with our enrichment and personal development opportunities*
- *achieve academic success, meeting at least age-related expectations*
- *love reading for pleasure*
- *develop their own interests to pursue in the future*
- *make a confident and smooth transition to high school*

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 5% lower than for non-disadvantaged pupils. 22.9% of disadvantaged pupils have been ‘persistently absent’ compared to 6.6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
2	<p>Maths attainment and progress</p> <p>Assessments, observations and discussions with children across school indicate that maths attainment and progress is below that of non-disadvantaged children.</p>
3	<p>Reading and phonics attainment and progress</p> <p>Assessments, observations and discussions with children across school indicate that reading and phonics attainment and progress is below that of non-disadvantaged children. Many of our disadvantaged children don’t complete learning activities (reading, times tables, spellings) at home as much as our non-disadvantaged children. This is indicated by teacher observations and our reading records/assessment systems.</p>
4	<p>Ability for disadvantaged families to pay for and organise participation in enrichment opportunities</p> <p>Disadvantaged children have previously not engaged (as fully as our nondisadvantaged children) in our enrichment opportunities. We have been carefully monitoring this and offering tailored opportunities to these children. Indicated by our internal analysis of extra-curricular participation.</p>
5	<p>Social and emotional issues</p> <p>We have some disadvantaged pupils who require extra support to manage and regulate their emotions and need additional support for their emotional literacy. This is indicated by observations by teachers, our ELSA, our counsellor, our local inclusion hub, LA specialist teacher and educational psychologist.</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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by the gap being reduced between overall attendance figures for non-disadvantaged and disadvantaged children.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 71% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils at the end of KS2 and at the end of Y1 with phonics screening check.	KS2 reading outcomes in 2027/28 show that more than 71% of disadvantaged pupils met the expected standard. Y1 phonics results demonstrate that most disadvantaged pupils meet the expected standard.
Increased enrichment opportunities for all pupils	All disadvantaged children take part in at least one enrichment opportunity a year; aiming for one per term. Further individual enrichment is encouraged based on individual interests.
Improved social and emotional development and increased emotional literacy skills	Children express feeling happier and more settled at school. Improved self-regulation of emotions, leading to improved behaviour – evidence of reduced disruption and/or improved application to work. Improved social skills with peers – observations of positive playtimes.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2940

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>CPD for all staff on effective use of TA's based on EEF research</i></p> <p><i>Twilight led by Paul Duckworth (Adviser) for all staff and INSET on adaptive teaching for teachers.</i></p>	<p>There is strong evidence to show that the five recommendations are drawn from the evidence base on teaching assistant (TA) deployment practices and how these can lead to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2, 3, 4
<p><i>New maths scheme (White Rose) to be implemented across the school.</i></p> <p><i>Additional maths resources purchased to help support children's understanding of number and place value.</i></p> <p><i>Training for staff on the new scheme.</i></p> <p><i>Fund teacher release to observe maths in other schools and access maths training/CPD.</i></p> <p><i>CPD for teaching assistants.</i></p> <p><i>Purchase of maths assessments aligned with the new maths scheme and use of diagnostic assessments linked to analyse and focus on areas for further development.</i></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>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
<p><i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i></p> <p><i>CPD (Development Day and personal 1:1 when needed) for all staff teaching phonics.</i></p> <p><i>Phonics lead support for all staff.</i></p> <p><i>Additional reading support for pupils across the school - targeted towards needs.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	3

<p><i>Purchase of standardised diagnostic assessments.</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	
<p><i>Consultancy support for reception and year 1 to ensure the best start to education is fully embedded and in place and the new writing framework is adopted to ensure children have the basics correct in the first years of school.</i></p> <p><i>Time for English subject leaders to update and improve our writing curriculum ensuring progression in grammar, handwriting, spelling and sentence construction are a priority especially for EYFS/KS1.</i></p> <p><i>Additional phonetically decodable reading books to supplement RWI scheme.</i></p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3

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

Budgeted cost: £20,591

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	2, 3
<p><i>Teaching assistants supporting children's needs within the classroom to improve confidence, independence and progress.</i></p>	<p>There is strong evidence to show that the five recommendations are drawn from the evidence base on teaching assistant (TA) deployment practices and how these can lead to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 3, 5
<p><i>Purchase of dyslexia screener to identify needs and provide clear next steps to support progress in all areas of learning.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	2, 3
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWInc Development Day support.</i></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 Teaching and Learning Toolkit EEF</p>	3

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

Budgeted cost: £38,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Working with MAT attendance officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p><i>ELSA sessions for children. Mrs Boyden.</i></p> <p><i>Soft start to the day sessions for children.</i></p> <p><i>Support within lessons for disadvantaged children</i></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>Improving Social and Emotional Learning in Primary Schools EEF</p>	1, 5
<p><i>Family support worker Janet Fairclough to support children and families as and when needed.</i></p>	<p>DfE Mental health advice NatCen Social Research survey DfE attendance research (2016)</p>	1, 5
<p><i>Counselling (Joanne Bimpson)</i></p>	<p>DfE Mental health advice NatCen Social Research survey</p>	1, 5
<p><i>Participation in enrichment opportunities: costs covered/subsidised</i></p>	<p>Clubs, uniform, educational visits, transport, snack - toast.</p>	1, 5

Total budgeted cost: £62115

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	