

Pupil premium strategy statement 2025-2028



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Boughton Primary
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	4.5%
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)	Reviewed plan 2024-2025 This plan commences Academic Year 2025-2026 3 year plan 2025-2028
Date this statement was published	May 2025
Date on which it will be reviewed	Annually, unless there are changes to plans or budget
Statement authorised by	Mary James (HT), Jodie Hartwell (DHT) and Elaine Webster (SBM)
Pupil premium lead	Mary James
Governor / Trustee lead	Karen Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	April 2024-March 2025 £7400 April 2025-March 2026: £13,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year – budget that this plan is based on.	£13,635

Part A: Pupil premium strategy plan

Statement of intent

Our Mission Statement, “Excellence through Effort and Enjoyment”, captures our objectives for every pupil at Boughton Primary School.

We work as a highly trained team of professionals, in partnership with parents, to ensure every child achieves their full potential, despite any barriers to learning they may have.

This plan has been written following research, e.g. using the Education Endowment Guide to Pupil Premium; using data, including attendance, attainment and progress evidence, from assessments, pupils’ work and pupil voice; and information about behaviour, well-being, mental health and safeguarding within our school. We use the recommended menu of approaches: high quality teaching first and foremost, then targeted academic support and wider strategies. We have linked our plan to our Ofsted report (January 2023) and School Strategy Plan, with the aim of whole school impact.

Whilst the proportion of disadvantaged pupils at our school is small, it is our belief that everyone should have the chance to be the best version of themselves. To that end, our first priority is high quality training and development for our staff, in order that they can be excellent practitioners in whichever role they hold in school.

Our current plan combines training and development, with targeted support for groups and individuals. In this way, we ensure that every child accesses Quality First Teaching, which in many cases reduces the need for focused intervention; the universal offer is “keep up” rather than “catch up”.

Our precious staff resource can then be carefully targeted to where it is most needed, ensuring that every individual has the best chance of success.

KEY PRINCIPLES

- Our Pupil Premium strategy is embedded within our School Strategy Plan, not an “add-on”
- Carefully planned training and development for every member of staff, relevant to their role, ensuring everyone is equipped to do the best they can for every child
- Quality First Teaching, delivered by highly skilled, qualified staff.
- Rapid, time-limited intervention provided within a clear assess, plan, do, review cycle
- Additional needs clearly identified; staff supported by specialist professionals when necessary.

Challenges

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

Challenge number	Detail of challenge
1	Resilience; social, emotional and mental health and wellbeing: lack of resilience in facing challenges, either in learning or social situations; increase in numbers of pupils experiencing challenges with their SEMH and wellbeing; greater difficulties in managing overwhelming feelings and emotions, and in expressing feelings appropriately (particularly for learners who were in Reception and KS1 during the pandemic closures).
2	Safeguarding; social, emotional & mental health: Greater exposure to risk factors in the home due to impact of recent socio-economic factors upon parental mental health, including the pandemic and cost of living crisis.
3	SEND taking longer to identify and assess, with delays in specialist assessment and support.
4	Speech and language: gaps in speech and language development, for example vocabulary and sentence structure, which impacts upon reading and writing outcomes
5	Reading and phonics: there is continued work needed to ensure automaticity for all of our pupils, including those with deficits in their oral language and phonological awareness due to missed learning opportunities during the pandemic, and those at the earliest stages of reading/phonics development.
6	Writing, handwriting and spelling: pupils' stamina and ability to write at length has been impacted by deficits in oral language, reading and phonics as described above.
7	Maths: recall of maths facts and being able to use these in context requires further intervention for some pupils, and access to high quality resources for all.
8	Sticky Knowledge: although our curriculum is sequential, broad & relevant, there is continued work needed to ensure that all learners have the required knowledge from our quality first teaching offer.
9	Extra-curricular opportunities: our children who experience disadvantage are less likely to access certain activities due to cost; we would like to ensure that there is parity of access for all learners.
10	Attendance: many of our children experiencing disadvantage are among our lower attenders; we would like to improve attendance by offering time-limited subsidised wraparound care as part of our work with families to develop better habits and routines.

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
Pupils facing challenges in the classroom and playground will be able to cope with them and, as a result, achieve their potential.	School Strategy Plan Priorities 3 & 4: Behaviour and Attitudes, and Personal Development. Zones of Regulation and the language of Character Education used by pupils to describe thoughts and feelings they are experiencing and to help them overcome them. Learning behaviour in classrooms is observed to be at least good. Work in books shows perseverance. Outcomes are at least in line with national or above.
Pupils will be able to manage overwhelming feelings by using their words to express emotions and following strategies to help them.	School Strategy Plan Priorities 3 & 4: Behaviour and Attitudes, and Personal Development. Zones of Regulation used for individuals, groups and whole classes.
Adults in school will have a full understanding of risk factors in the home and from children's early development (which may include the period during the pandemic), will be able to identify pupils who may be at risk, and provide appropriate support.	School Strategy Plan Priorities 3: Behaviour and Attitudes Discrete focus on safeguarding in staff meetings to look at risk factors, and specific training e.g. ACES. Use of My Concern to identify concerns; follow up and escalation where necessary is evidenced; case closures when appropriate.
SEND will be promptly identified and the right support given to ensure all pupils make progress in line with their potential.	Referrals to SENDCo via class teachers, ensuring pupils are given the right support either within class through high quality first teaching or via intervention.
Pupils will be able to speak in complete sentences, with appropriate vocabulary, and will write complete sentences as a result.	School Strategy Plan Priority 1a: Reading and Phonics Triangulated data (lesson observation, assessment, book looks) evidences that children speak and write in complete sentences.
Pupils will be able to use phonics to read with fluency, and to spell accurately	School Strategy Plan Priority 1a & 1b: English Phonics screening data Triangulated data
Pupils will be able to write for longer or for sustained periods, at length (according to age, stage and task), and with attention to the quality of their output.	School Strategy Plan Priority 1b: Writing, Grammar & Spelling Triangulated data shows quality of writing improving over time.

Pupils will recall number facts with automaticity, and be able to use these in a range of contexts.	Triangulated data, including internal assessments, the MTC (Y4), KS2 SATS show outcomes improving over time.
Pupils will know, do and remember more due to our structured and sequential curriculum offer, monitored closely by subject leads.	School Strategy Plan Priority 2: Curriculum Internal and external monitoring shows that the curriculum is coherently sequenced and ambitious, with consistent application leading to all subjects being embedded. Curriculum leaders are able to carry out their roles with knowledge & expertise. Teachers' subject knowledge enhances pupils' "sticky" knowledge.
Disadvantaged pupils will have the opportunity to access extra-curricular activities, e.g. trips and clubs, at a subsidised rate.	School Strategy Plan Priority 4: Personal Development The school goes beyond the expected, providing a wide range of opportunities to nurture, develop and stretch talents and interests.
Disadvantaged pupils who are struggling to maintain good attendance will be offered the opportunity to attend Breakfast Club for a time-limited period, to improve punctuality and attendance, as part of an Early Help strategy to support families to develop and sustain positive morning routines.	Attendance data for disadvantaged pupils improves; Early Help Assessments involve additional agencies, who can help families to identify the barriers to attendance, and build and sustain positive routines.

Activity in this academic year

This details how we intend to spend our pupil premium **during the academic year 2025-2026** to address the challenges listed above.

Funding comes into the budget during the financial year, from April to March, in 4 instalments (the first one received in July). This plan therefore relates, in the main, to activity based upon the funding which will be received from July 2025, and until the end of March 2026.

Our numbers of eligible pupils tend to fluctuate, so we have a **core plan (in bold)** based on around £9K (our average PP grant), and additional plans based on the extra £4K that we will receive this financial year, due to a slight increase in the numbers of eligible pupils on the October 2024 census.

The reviewed plan relates to activity that has already taken place during academic year 2024-2025.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4795

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Key Safeguarding Training Package	EEF – Effective Professional Development	2
Jogo Behaviour Support Service Level Agreement, inc. Jogo conference	EEF – Effective Professional Development EEF – Social & Emotional Learning (universal)	1,2
FFT Aspire to support effective assessment	EEF – Effective Professional Development	3,4,5,6,7
<i>School Improvement Partner working with school leaders to undertake monitoring of the curriculum, reading and phonics.</i>	EEF – Effective Professional Development EEF Improving Literacy in KS1 and KS2	5, 8
<i>Supply cover to enable staff to visit other schools using Sounds-Write phonics, to improve our practice and learner outcomes</i>	EEF – Effective Professional Development	5
<i>Supply cover to enable subject leads to monitor their subjects effectively, and to coach their peers</i>	EEF – Effective Professional Development	8
<i>Whole school CPD for grammar, punctuation and spelling</i>	EEF Improving Literacy in KS1 and KS2	6

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

Budgeted cost: £4360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 support for pupils with Speech & Language difficulties inc. use of the NELI programme</i>	EEF – Effective Use of Teaching Assistants	4
<i>Group or 1:1 support for pupils with Social & Emotional difficulties</i>	EEF – Social & Emotional Learning	1, 2
<i>1:1 support for pupils with gaps in phonic knowledge (Precision Teaching)</i>	EEF – Improving Literacy in KS1 and KS2	5
<i>1:1 support for pupils working below their potential in reading (Switch On)</i>	EEF – Improving Literacy in KS1 and KS2	5
<i>1:1 support for pupils at risk of poor attendance using our experienced staff and our nurture-type provision</i>	EEF – Social & Emotional Learning	Potentially all, mainly 1, 2, 3
<i>Individual resources to support spelling and times tables</i>	EEF – Improving Literacy in KS1 and KS2 EEF – Maths	6, 7
<i>Whole school resources for reading, punctuation and spelling, including a local author visit & workshops</i>	EEF Improving Literacy in KS1 and KS2	5,6
Whole school resources for maths – White Rose	EEF - Maths	7
Provision Map – for tracking the attainment of pupils with additional vulnerabilities, including PP, SEND, EAL.	EEF – Effective Use of Teaching Assistants EEF – Improving Literacy in KS1 and KS2 EEF – Maths	3,4,5,6,7

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

Budgeted cost: £4480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dyslexia Lifeline company dyslexia screenings for individuals (up to 3 per year as core plan); recommendations can be used to benefit the wider cohort</i>	EEF – Special Educational Needs in Mainstream Schools EEF – Metacognition and Self-Regulated Learning	3, 4, 5, 6
<i>Educational Psychologist assessments for pupils with additional needs (up to 3 per year as core plan); recommendations can be used to benefit the wider cohort</i>	EEF – Special Educational Needs in Mainstream Schools EEF – Metacognition and Self-Regulated Learning	3, 4, 5, 6
<i>Resources to support social & emotional development, and other additional needs including within our nurture-type provision, in our Reception class and for positive behaviour support (rewards)</i>	EEF – Special Educational Needs in Mainstream Schools	1, 3
<i>Short term subsidised attendance at Breakfast and Afterschool club</i>	Regular school attendance impacts positively on pupil outcomes.	1, 2, 10, plus potentially all
<i>Subsidised school residential trip and curriculum enhancement/enrichment</i>	Increased opportunities can help resilience, SEMH, attendance and academic outcomes.	1, 9 & potentially all
<i>Extra-curricular activity for KS2: Young Voices – opportunity for children to be involved in a mass choir.</i>	Increased opportunities can help resilience, SEMH and attendance.	1, 9

Total budgeted cost: £13,635

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our strategy is planned across 3 years but we review each year individually.

This review therefore relates to the academic year 2024-2025.

Due to the small numbers of pupils eligible for the PP grant, we will not share direct data regarding this group, as it makes the individuals identifiable. However, general outcomes from 2024-2025 are:

Pupils facing challenges in the classroom and playground have been better able to cope with these. The language of Character Education (e.g. I can be resilient) have been used by children and they are able to use language to describe their strong feelings. Staff use a reflective and restorative approach to dealing with incidents, and these are communicated home to parents via a Reflection Sheet which is part of our reviewed Behaviour Policy.

The Zones of Regulation are used for weekly individual check-ins at whole class level, with more in-depth individual work for those who need it in our Quiet Room and The Den, our nurture-type provision.

Staff meetings always have a standing item re: safeguarding. During these sessions, staff discuss individual cases and also refer to online training (e.g. the Northamptonshire Safeguarding Children's Partnership Tea-break guides).

My Concern is used effectively by staff to log concerns and the DSLs meet regularly to review these and ensure outstanding actions are addressed promptly.

SENCo referrals are being initiated via class teacher discussions with parents, and interventions are agreed by the senior team using data. Support staff are deployed to work where there is most need.

Writing outcomes at the end of KS2 are beginning to show the impact of work on oracy, vocabulary, phonics, reading and spelling.

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
Kinetic Letters	Kinetic Letters
Sounds-Write phonics	Sounds-Write
Zones of Regulation	Zones of Regulation

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?	Included in the overall spend
What was the impact of that spending on service pupil premium eligible pupils?	Quality first teaching and additional classroom support/interventions led to improved outcomes.

Further information (optional)

Our successes over time have been based around upskilling all staff in order to benefit all pupils, forming the basis of our plan, year-on-year.

Pupils who are eligible for the Pupil Premium form a small percentage of our whole school. However, we do not shy away from ensuring that all staff are working to meet every child's individual needs.

We do this by ensuring that teachers and TAs access the same training and development to improve classroom practice; by ensuring that every member of staff and every trustee has access to high quality safeguarding training; and by knowing every child as an individual, so that we can ensure they are each meeting their potential, with support wherever needed.

Over time, we have funded much of our staff CPD from our pupil premium budget. Over the past 5-10 years, this has included:

Kinetic Letters

Talk for Writing

Transforming Reading (Talk for Reading)

Sounds-Write phonics

Place Value of Grammar and Punctuation - Grammarsaurus

Same Day Intervention (maths)

East Midlands Maths Hub

Safeguarding training from Barnados and Plumsun

Various training sessions online from SEND station

Training from Target Autism

FFT training: Write Away Together

Jogo Behaviour Support

Lightbulb Mental Health training – ACES, Trauma-informed approaches