

Pupil premium strategy statement – Bourton Meadow Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	518 (excluding the nursery)
Proportion (%) of pupil premium eligible pupils	10% (52)
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- 2028/2029 (Year 1 of 3)
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Helen Byrom Head of School
Pupil premium lead	Georgia Bird
Governor / Trustee lead	Joana Oliveira

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,930
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£88,930

Part A: Pupil premium strategy plan

Statement of intent

At Bourton Meadow Academy, our vision is to 'nurture every child to fulfil their whole potential'. We recognise that every child is unique and, as set out in our mission statement, we believe that by nurturing children with love, care and high expectations, we create the conditions in which they can thrive.

We maintain high expectations for all our pupils and this includes our disadvantaged learners. We are fully committed to using our Pupil Premium funding strategically and effectively to ensure that every eligible pupil receives a high-quality education and the tools they need to thrive.

We are committed to using our Pupil Premium funding to ensure that all disadvantaged pupils receive a high-quality education and the tools they need to thrive. Our aim is for every pupil-premium child to grow into a happy, confident, socially aware and active learner who is fully prepared for the next stage of their educational journey.

We recognise that our pupil-premium children are individuals with diverse backgrounds, strengths and needs. While each child is unique, many encounter common barriers that can impact their learning and wider development. Our Pupil Premium strategy is therefore designed to remove these barriers and provide enriching opportunities that may otherwise be unavailable due to financial hardship, family circumstances or wider socio-economic factors.

Our core objectives are to:

- Close the attainment gap between pupil-premium and non-pupil-premium pupils by providing equitable access to opportunities that maximise academic progress.
- Ensure all children leave our school as fluent, confident readers who comprehend what they read and can write clearly and effectively to support their future success.
- Foster a love of school, ensuring every child feels safe, excited, motivated and happy to learn and spend time with their peers.
- Build pupils' confidence to communicate effectively, express themselves and advocate for their own needs.
- Equip children with the tools to maintain positive mental wellbeing, develop resilience and embrace curiosity across all areas of the curriculum and wider life.

Achieving our objectives:

To achieve these aims and address identified barriers, we will:

- Provide teachers and teaching assistants with high-quality CPD, enabling them to deliver excellent teaching, effective scaffolding, appropriate challenge and opportunities for active learning.
- Deliver targeted interventions, using detailed assessment information and trained staff to swiftly identify gaps and close them in real time.
- Offer nurture opportunities that build confidence, communication skills and a sense of achievement through activities children know they can succeed in.
- Ensure all children have access to enrichment experiences, with a focus on sport, reading and personal development.
- Use targeted funding to remove financial barriers to participation in educational visits, residential trips and wider learning experiences, ensuring all pupils can benefit fully from the curriculum.
- Provide practical assistance, such as support with uniform, equipment and essential resources, where this is necessary to ensure pupils are ready to learn.

This list is not exhaustive and will adapt as pupils' needs evolve.

Key Principles

We will ensure high-quality, personalised teaching has the greatest impact on pupil outcomes.

We will identify gaps early, and interventions will be thoughtfully planned to ensure timely and effective support.

All children will be given meaningful opportunities for nurture, enrichment in sport, and experiences that help them develop a lifelong love of reading.

Through this strategy, we aim to ensure that every child, regardless of background, thrives, achieves and feels confident about their future.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>While whole- school attendance for 2024 -2025 was 95.5% which is an improvement from 95.1% in 2023-2024, it is below similar schools comparatively – 96%. Improving attendance is therefore a whole-school priority. In 2024-25 the gap between the attendance of disadvantaged and non- disadvantaged pupils widened slightly, despite having closed in previous years.</p> <p>The attendance for disadvantaged pupils is 92.9%, compared with 95.9% for non-disadvantaged pupils (gap of 3%). Additionally, 24.5% of our disadvantaged children were persistently absent (compared to 9.1% of pupils without disadvantage), which is a significant concern and a barrier to both academic progress and wellbeing. It is vital that we recognise and take targeted actions to address this gap, to ensure our pupil-premium pupils have equitable access to learning and school experiences.</p>
2	<p>Behaviour and Wellbeing</p> <p>Many of our children display signs of anxiety and low confidence in school, with reduced self-esteem and emotional vulnerability creating substantial barriers to their learning. While time spent with trusted adults outside the classroom is often essential for regulation and support, it can also result in lost learning time, widening gaps further. Ensuring these pupils see school as a safe, nurturing and enjoyable environment, where they feel calm, valued and ready to learn, is therefore a key priority. Only when children feel emotionally secure and confident can they fully engage in their learning and make sustained progress.</p>
3	<p>Writing in KS2</p> <p>Although the gap between disadvantaged and non-disadvantaged pupils varies across year groups, 46% of pupil-premium pupils met the expected standard at the end of KS2 (Year 6), compared with 79% of non-pupil-premium pupils. (A gap of 33%). When addressing this challenge and identifying targeted actions to reduce the gap, it is important that we focus not only on Year 6 outcomes but on closing the gap progressively across all year groups.</p>

4	<p>Reading in KS2</p> <p>In 2024–25, 54% of pupil-premium pupils met the expected standard in reading at the end of KS2 (Year 6), compared with 82% of non-pupil-premium pupils. One key barrier we have identified is that many of our disadvantaged pupils do not yet have a strong enjoyment of reading; for many, reading is viewed as a lesson rather than a preferred activity.</p> <p>Fostering a genuine love of reading is therefore a priority: increasing pupils' engagement and enthusiasm for reading will play an important role in closing the reading attainment gap, as well as enabling these children to access learning more easily across the wider curriculum.</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 achieve and sustain improved attendance for our disadvantaged pupils.	<ul style="list-style-type: none"> - The overall attendance rate for disadvantaged pupils will be at least 94% - The attendance rate for these pupils will be above national average and will compare favourably to similar schools. - The gap in persistent absence between disadvantaged and non-disadvantaged pupils will reduce by 5%. - Pupils who are persistently absent will be identified and supported. - The overall school attendance rate will be at least 96.5%
To achieve and sustain improved wellbeing and behaviour for all pupils, particularly our disadvantaged pupils.	<p>High levels of wellbeing and positive behaviour will be evidenced by:</p> <ul style="list-style-type: none"> - Feedback from pupil voice activities, School Council, and pupil, parent and teacher surveys. - Consistent and independent use of regulation strategies across classrooms. - Staff reporting improved 'time in class' for all pupils. - A progressive reduction in wellbeing and behaviour incidents recorded on CPOMS. - A reduction in the number of suspensions
To improve writing attainment for disadvantaged pupils in KS2.	-By July 2028, the gap between the percentage of pupil premium children meeting expected standard compared to non-pupil premium children will have reduced by 15%
To improve reading attainment for disadvantaged pupils in KS2.	By July 2028, the gap between the percentage of pupil premium children meeting expected

standard compared to non-pupil premium children will have reduced by 20%

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: £51,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: The teaching of reading</p> <ul style="list-style-type: none"> • Ensure the effective delivery of reading lessons that are closely tailored to pupils' individual needs, enabling them to strengthen specific areas of weakness. • Embed the use of VIPERS to equip pupils with the key skills required for comprehension and deeper understanding of texts. • Implement daily catch-up sessions for pupils with significant gaps, ensuring timely support and accelerated progress. 	<p>The Education Endowment Foundation (EEF) highlights that the most effective approach to teaching reading comprehension involves a balance of small-group, paired and individual activities, all of which are first modelled by the teacher. This modelling enables pupils to learn how to plan, monitor and evaluate their own comprehension. Our weekly reading sessions have been carefully designed to reflect this approach.</p> <p>EEF guidance also emphasises that effective reading instruction must be both balanced and engaging, integrating decoding with the explicit teaching of comprehension skills. Our use of Little Wandle catch-up and VIPERS supports this approach, providing structured opportunities to develop both decoding and higher-level understanding.</p>	<p>4</p>
<p>Oracy</p> <p>Bourton Meadow Academy is embarking on a three-year oracy project called Voice 21. Throughout this period, the school will identify and train Oracy Champions who will work closely with senior leaders to embed high-quality oracy skills and strategies across the curriculum. This work will strengthen pupils' ability to articulate their ideas confidently and develop a deeper understanding of their learning.</p>	<p>The national Literacy trust suggests that Oracy skills are vital for supporting and improving literacy in KS2 and must be considered integral to any programme.</p> <p>https://literacytrust.org.uk/training-and-workshops/developing-oracy-in-key-stage-1-and-key-stage-2/</p> <p>The importance of oracy is also made explicit through the new Ofsted Toolkit:</p> <p>https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information</p>	<p>1, 3, 4</p>

<p>Quality first teaching</p> <p>- A carefully sequenced CPD programme will provide regular training to support quality first teaching underpinned by Rosenshine’s Principles of Instruction (focusing particularly on vocabulary, retrieval practice, small steps, modelling, use of assessment, scaffolds and strategies to promote active engagement).</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>1, 2, 3, 4</p>
<p>CPD for teaching assistants on SEND and self-regulation.</p> <p>-Some of our pupil-premium children also have SEND, creating additional barriers to learning. Teaching assistants will therefore receive training. This will cover:</p> <ul style="list-style-type: none"> - neurodivergence - self-regulation through methods such as sensory circuits, calming cats, zones of regulation and Lego therapy <p>Regular meetings will ensure teaching assistants are receiving similar training to teachers in key areas such as scaffolding and oracy, as well as the use of targeted interventions (PiXL therapies) enabling them to support and build on the quality first teaching taking place within the classroom.</p>	<p>EEF suggests teaching assistants can provide a large positive impact on learner outcomes. However, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	<p>1, 2</p>
<p>Termly reviews</p> <p>- Each term, year groups will meet with the Senior Leadership Team (SLT) and the Pupil Premium lead to review data and discuss disadvantaged pupils in detail. This provides a clear understanding of barriers to learning and informs targeted strategies to address them.</p> <p>Additionally, the school participates in moderation sessions with other trust schools. This gives teachers the opportunity</p>	<p>The EEF emphasises that teachers sharing ideas is crucial for professional growth, as it improves teaching techniques, strengthens collaborative problem-solving, and ultimately boosts student achievement.</p>	<p>3, 4</p>

to review disadvantaged pupils' work, compare strategies, and share best practice to improve outcomes.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment Pupil-premium pupils will attend a regular enrichment programme delivered by the PE team and working alongside older role-models from the local grammar school. Through a wide range of sporting activities, pupils will benefit from participating in small groups, developing their confidence and self-esteem. Activities are carefully selected to foster other skills such as team work, communication, resilience, patience and hand-eye coordination. Pupils are also exposed to sports that they may not have otherwise experienced, such as bowls and golf.</p>	<p>The National Citizen Service Trust and The Duke of Edinburgh's Award suggests that enrichment opportunities not only improve relationships between teachers and children and enjoyment, but also an improvement in the attendance of disadvantaged children. https://www.dofe.org/wp-content/uploads/2025/02/Beyond-the-classroom-enrichment-report-1.pdf</p>	1, 2
<p>Boxall profile - The Boxall Profile will be used to assess disadvantaged pupils with social, emotional, and mental health (SEMH) needs. The results will help identify individual areas for development, enabling teachers to design targeted interventions to address these gaps and support pupils' overall wellbeing and progress.</p>	<p>It is thought that one quarter of children suffer with some sort of SEMH need. Boxall profile identifies hidden issues that would otherwise go unnoticed and creates personalised solutions to help these children. https://www.nutureuk.org/supporting-you/the-boxall-profile/</p>	2.
<p>Interventions: -Daily keep up sessions through the Little Wandle phonics scheme will ensure gaps are closed at the point of learning.</p>	<p>PIXL is a shared platform that allows networking of ideas as well as a tailored intervention plan to plug gaps.</p>	3,4

<p>Daily catch up (focusing on phonics sounds) will take place throughout KS2, allowing children the time to recap their phonics knowledge in order to read fluently.</p> <p>Little Wandle training will be provided to staff in KS2, increasing their familiarity with the shared language and approach to the teaching of early reading. This will enable them to better support pupils in KS2 who require phonics intervention and support with reading and writing.</p> <p>The bespoke reading booklets used for the teaching of reading in KS2 (with a focus on comprehension) will continue to be refined and ongoing training and monitoring will ensure that this approach is being consistently adopted across the school.</p> <p>The school has recently adopted a new assessment platform: PiXL to record and track pupil attainment data. This platform will be used to identify gaps in children's knowledge and the PiXL therapies (interventions) will be used, alongside other resources, to help address these gaps and improve reading outcomes.</p>	<p>The use of PiXL to identify specific children makes it more personal and effective. The EEF suggests that there is a 4 month advantage by selecting the correct small group intervention.</p>	
<p>Disadvantaged reading: We have qualified teachers running reading sessions with pupil premium children in each year group. The focus of these sessions is on fluency and comprehension.</p>	<p>The EEF Pupil Premium guide recommends a tiered approach, which included the use of small group or 1:1 reading with disadvantaged children. This allows them more exposure to language and comprehension skills</p>	4

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance strategy: Rigorous implementation of the updated attendance policy to promote excellent attendance and manage incidents of poor attendance.</p> <p>Appoint an Attendance Officer who has overall responsibility for attendance, who can also build relationships with children/parents to support attendance, particularly the attendance of pupil premium pupils.</p>	<p>Following principles of good practice set out in the DfE's 'Working Together to Improve School Attendance', as well as the DfE's enhanced requirements for the monitoring of attendance in the DfE's new EYFS Statutory Framework 2025.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as antisocial characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p>	1, 3, 4.
<p>Behavioural support Whole school support from the Pupil Referral Unit (PRU) during the autumn term of 2025-26 to support the consistent implementation of the new behaviour policy.</p> <p>PRU outreach and in-reach support for individual children, including (but not limited to) those eligible for pupil premium Whole school 'Step-On' training, focusing on de-escalation strategies.</p> <p>Behaviour PIPs (Positive Intervention Plans for individual pupils).</p> <p>The inclusion team to lead CPD for staff on aiding self-regulation. Strong focus on behaviour and attitudes to learning during 2025-26, in response to a rising number of behaviour incidents from a small number of children, many of whom are in receipt of pupil premium.</p> <p>Maintaining robust communication with families to promote shared understanding, early intervention, and strong safeguarding practice.</p>	<p>EEF research shows that knowing and understanding what causes behaviours is crucial to supporting them to be more positive and therefore improve outcomes for all children. Explicitly teaching and modelling positive behaviour is vital to developing excellent behaviour across the school.</p> <p>Teachers needs to have all the strategies required to support good behaviour and understand their children well.</p> <p>Teachers should be encouraging self-reflection.</p> <p>Target approaches need to be in place for individual children but good behaviour management should be woven into your classroom consistently.</p>	2

<p>Social and emotional support. Each pupil-premium child will be allocated a member of staff to act as their 'buddy', providing a trusted adult they can approach and helping to build a sense of safety and belonging in school.</p>	<p>The EEF suggests that by focusing on social and emotional support, you are equipping children to deal with address mental health challenges that they face. https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</p> <p>Maslow's hierarchy of needs also suggests that until the 5 levels of human need are met, we cannot achieve our full potential. This suggests that until our children feel secure, they have a strong self-esteem and feel loved, they cannot learn and achieve. https://www.simplypsychology.org/maslow.html</p>	<p>1, 2, 3, 4</p>
<p>Love of school</p> <p>Reading volunteers will share their love of reading and provide a safe, supportive space for pupils to explore what motivates them as readers.</p> <p>Disadvantaged children will have frequent opportunities to take home physical reading books, alongside additional chances to visit the library and broaden their reading experiences.</p> <p>Strong writers in the upper KS2 will take part in a pupil writing-buddy system, offering younger pupils time to experiment with writing, explore different styles, and build confidence.</p> <p>Teachers will draw upon pupils' interests when planning and delivering lessons to increase engagement and deepen learning.</p>	<p>The Education Endowment Foundation (EEF) suggests that creating a safe and supportive school environment for disadvantaged pupils requires a multi-tiered strategy. This involves promoting positive social and emotional learning (SEL), building a sense of belonging, and using the Pupil Premium effectively.</p>	<p>2, 3, 4</p>

Total budgeted cost: £ 88,930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress and impact against intended outcomes:		
Outcome 1:		
<i>Intended outcome</i>	<i>Success criteria</i>	<i>Impact</i>
1.Improve reading attainment amongst disadvantaged children at the end of Key Stage 2	<p>-At least 60% of disadvantaged children meet the expected standard by the end of Key Stage 2.</p> <p>-At the end of KS2 disadvantaged children at BMA achieve the same average scaled score as disadvantaged children nationally.</p> <p>-Pupil progress meeting and data analysis shows the difference between % of pupil premium children and non-pupil premium children reaching the expected standard is diminishing in each year group to below 20%.</p>	<p>-54% of disadvantaged children met the expected standard at the end of the last academic year.</p> <p>-This has improved significantly from the year before which was 44%.</p> <p>-The gap between disadvantaged children and non-disadvantaged children narrowed from 44% to 28% (difference of 16%)</p> <p>-Focus on reading intervention and the use of daily keep catch up has helped children's fluency, which in turns builds their comprehension of texts.</p> <p>-The implementation of the new Little Wandle phonics scheme and daily keep-up sessions has created a strong foundation for KS2 children to build on.</p>

Reading	July 2023		July 2024		July 2025	
	Pupil numbers (disadvantaged children)	% at expected standard (EXS)	Pupil numbers (disadvantaged children)	% at expected standard (EXS)	Pupil numbers (disadvantaged children)	% at expected standard (EXS)
Year 3	10/80	80% (8)	14/85	57% (8)	14/81	50% (7)
Year 4	8/82	62.5% (5)	10/88	80% (8)	12/82	58% (7)
Year 5	9/92	56% (5)	11/90	45% (5)	9/90	89% (8)

Year 6	9/81	33% (3)	9/88	44% (4)	13/90	54% (7)
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Reading data across the school continues to show improvement, with most year groups demonstrating stronger outcomes than in previous years. Notably, Year 6 reading results have risen steadily for the past two years, reflecting the impact of consistent teaching approaches and targeted support. The gap between disadvantaged pupils and their peers achieving the expected standard by the end of Key Stage 2 has also decreased by **16%**, evidencing the positive effect of our sustained focus on early intervention and high-quality reading provision.

While not all year groups have reduced the disadvantaged gap this year, those that have not were either very close to doing so or experienced an intake of additional disadvantaged pupils, which influenced the overall percentages. Despite this, progress remains evident across cohorts.

Reading continues to be a key priority in staff training and intervention planning. We regularly engage external trained professionals to support the delivery of high-quality reading sessions, ensuring that our pupils benefit from expert input and consistent, structured practice.

Outcome 2:

<i>Intended outcome</i>	<i>Success Criteria</i>	<i>Impact</i>
2. Improve writing attainment amongst disadvantaged children at the end of Key Stage 2	At least 50% of pupil premium children meet the expected standard by the end of Key Stage 2. •Pupil progress meeting and data analysis shows the difference between % of pupil premium children and non-pupil premium children reaching the expected standard is diminishing in each year group to below 20%.	-46% of disadvantaged children have met expected standard. -The percentage of disadvantaged children achieving this standard has increased by 2% from the previous year.

Writing	July 2023		July 2024		July 2025	
	Pupil premium numbers PP/cohort	% at expected standard (EXS)	Pupil premium numbers PP/cohort	% at expected standard (EXS)	Pupil premium numbers PP/cohort	% at expected standard (EXS)
Year 3	10/80	70% (7)	14/85	43% (6)	14/81	50% (7)
Year 4	8/82	25% (2)	10/88	80% (8)	12/82	33% (4)
Year 5	9/82	44% (4)	11/90	45% (5)	9/90	55% (5)
Year 6	9/81	56% (5)	9/88	44% (4)	13/90	46% (6)

Writing outcomes for disadvantaged pupils have shown improvement across most year groups, with half of the cohorts achieving **over 50%** of disadvantaged pupils meeting the expected standard by the end of 2025. This reflects the positive impact of targeted teaching strategies and focused support within classrooms

The one year group that did not demonstrate progress has a significantly higher number of disadvantaged pupils compared with previous cohorts, which has notably affected the overall percentage rather than indicating a decline in individual progress.

Although writing continues to improve, we recognise it remains an area of relative weakness. We are committed to strengthening outcomes further, which is why writing has been identified as a key target moving forward in our strategic planning.

Outcome 3:

<i>Intended outcome</i>	<i>Success criteria</i>	<i>Impact</i>
3. To achieve and sustain improved attendance for all children, particularly our persistent absentee disadvantaged children	<p>-The attendance of the whole school is at least in line with attendance nationally.</p> <p>-The attendance of non-pupil premium children is in line with pupil premium children (measured by weekly attendance data).</p> <p>-The number of pupil premium children who are persistently absent has fallen to less than 5% of the pupil premium cohort</p>	<p>Last academic year, the whole school attendance was 95.5% which is higher than the national average of 94.84%.</p> <p>The attendance for disadvantaged children this year is 92.9% which is an increase from the year before and is closing the gap.</p> <p>Last academic year (2024-25) Pupil Premium children who were of compulsory school age were 23.8% persistently absent.</p>

Attendance	2022-23	2023-24	Change 2022-23 2023-24	2024-25	Change 2023-24 -24-25
Pupil Premium (PP)/ Non-Pupil premium (Non-PP)					
Non-PP cohort	95.09%	95.21%	+0.69%	95.2%	-0.01%
PP cohort	93.31%	91.89%	-1.42%	92.2%	+0.22%
Gap PP cohort to non-PP cohort	-1.78%	-3.32%	-1.54%	-3%	+0.32%

Attendance data for 2024–25 shows a positive upward trend, with overall attendance improving compared with the previous year. The percentage of persistently absent disadvantaged pupils has also reduced from **28.4% to 25.4%**, indicating that the strategies implemented so far are having an impact. However, this figure remains noticeably influenced by a small group of persistently late and persistently absent disadvantaged children, whose attendance patterns continue to raise the overall percentage.

While our non-disadvantaged pupils are consistently maintaining attendance in the **95% range**, our disadvantaged cohort is still performing below this benchmark. Closing this gap remains a key priority. Moving forward, we aim to further support this small targeted group by addressing both attendance and wider wellbeing needs. For this reason, attendance continues to be a priority area within the new strategy plan, ensuring sustained focus and tailored interventions. The school's Attendance Officer will continue to work closely with families to increase the attendance of these individual pupils. This includes providing free breakfast clubs to facilitate multiple drop offs, regular check ins and when necessary home visits and transport to school for particular children. Ongoing work with external professionals, including health and social care continue to support attendance for our pupil premium children.

Outcome 4:

<i>Intended outcome</i>	<i>Success Criteria</i>	<i>Impact</i>
4. Improve maths attainment for disadvantaged pupils at the end of Key stage 2	-At least 60% of pupil premium children meet the expected standard by the end of Key Stage 2. -At the end of KS2 disadvantaged children at BMA achieve the same average scaled score as disadvantaged children nationally. Pupil progress meeting and data analysis shows the difference between % of pupil premium children and non -pupil premium children reaching the expected standard is diminishing in each year group to below 20%.	-75% of disadvantaged children met the expected standard in Maths at the end of KS2. -There is no difference in outcomes for disadvantaged children and non-disadvantaged children. - There is a 20% increase of disadvantaged children meeting the expected standard compared to the year before.

Maths	July 2023		July 2024		July 2025	
Year 3	10/80	70% (7)	14/85	64% (9)	14/81	57% (8)
Year 4	8/82	38% (3)	10/88	80% (8)	12/82	66% (8)

Year 5	9/82	56% (5)	11/90	36% (4)	9/90	66% (6)
Year 6	9/81	56% (5)	9/88	44% (5)	13/90	61% (8)

Maths	2023-2024		2024-2025	
	PP children	Non-PP children	PP children	Non-PP children
At expected standard by the end of KS2	55%	86%	75%	75%

This year, outcomes in Maths for our disadvantaged pupils have shown strong and sustained improvement. We have successfully closed the gap at the end of Key Stage 2, with both disadvantaged pupils and their peers achieving 75% at the expected standard, a figure that exceeds the national average. Overall, disadvantaged pupils have made notable progress, with a 20% improvement compared with last year, continuing an upward trend seen over recent years.

Across the school, every year group has demonstrated improved attainment for disadvantaged pupils. The only exceptions are cohorts where new disadvantaged pupils joined mid-year, which naturally affects percentage comparisons and does not provide a fully representative measure of progress. Despite this, the broader picture remains very positive, reflecting the impact of targeted support, high-quality teaching, and our ongoing commitment to raising outcomes for all learners.

Outcome 5:

<i>Intended outcome</i>	<i>Success Criteria</i>	<i>Impact</i>
5. To improve the SEMH/well-being of key pupil premium children as identified through Cpoms analysis.	<ul style="list-style-type: none"> -All key PP children to have a baseline Boxall Profile (BP) score by end of September 2024 -Pupil premium children whose BP score identifies that SEMH intervention is needed to have an action plan to address this by October 2024 -Termly plan for revised BP screening for key pupil premium pupils in place by July 2024 -BP results show improvements to pupils SEMH and wellbeing. 	<ul style="list-style-type: none"> -Boxall Profile was trailed with a year group and provided useful, however, due to staff changes this wasn't rolled out across the school as intended. -We have successfully trained multiple staff members in Lego Therapy which is regularly used to support children who would benefit from this intervention. -We use effective wellbeing/ anxiety targeted interventions such as Time to Talk and Calming Cat across the school.

		<p>-We are still providing a free club for all disadvantaged children and breakfast club/activators for free when needed.</p> <p>- We have received positive feedback on our enrichment programme, which offers sports, games, orienteering, and team-building opportunities for our disadvantaged children.</p>
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Wellbeing across the school has continued to be strongly promoted through the activities set out in our strategy plan, and the ongoing support we have provided is still making clear progress for our children. Our teachers and inclusion leads have ensured that targeted support remains readily available for any child in need of emotional or social support. Interventions such as social skills groups, Lego therapy, forest school and nurture clubs have regularly supported pupils throughout the year, helping them develop confidence, resilience and stronger relationships.

We have continued to offer one free after-school club place to each of our Pupil Premium (PP) children, giving them the opportunity to develop new skills in familiar and supportive environments. Throughout each term we have a medium of **24** children attending at least one club. We have also extended our enrichment offer through additional activities led by our sports coach, designed to build confidence and provide new and engaging experiences in sport, games and outdoor challenges. Alongside this, we have continued to prioritise pupil-premium children for further enrichment opportunities, such as participation in cycling proficiency award schemes.

Over the past year, we have also noticed an increase in children showing signs of heightened anxiety, which has had an impact on attendance patterns for a small number of disadvantaged pupils. Our data shows that the disadvantaged persistently late figure is **27%**, and our disadvantaged persistently absent figure is **25.4%**. Although these figures reflect improvement from the previous year, they are still significantly influenced by a small group of pupils requiring ongoing attendance and wellbeing support. This evidence demonstrates that attendance remains a priority area for next year, which starts with the wellbeing of our children.

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	n/a

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Time allocated by the HT and DHT to support the wellbeing of service children and their families. Provision of uniform and coats to support school attendance.
The impact of that spending on service pupil premium eligible pupils
Secure relationships developed between school and all service families in school, impacting positively on school attendance, pupil progress and wellbeing