



Pupil Premium Strategy Statement

2025-2026

School overview

Metric	Data
School name	St Botolph's CE Primary school
Pupils in school	401
Proportion of disadvantaged pupils in the school as of Nov 2022	69 – 17.3% FSM/Ever 67 pupils = 16.78% Service pupils 38 = 9.5%
Pupil premium allocation this academic year	£104,535.00
Carry forward	£42,793.51
Service premium allocation this academic year	£15,050.00
Carry forward	£2,292.00
Academic year or years covered by statement	2025-2026
Publish date	October 2025
Review date	November 2026
Statement authorised by	Ian Freeman
Pupil premium lead	Debbie Wilson
Governor lead	Mark Graves

Part A: Pupil premium strategy plan

Statement of intent

Decisions about Pupil Premium (PP) funding and Service pupil premium , are based on the needs of the pupils and their families here at St Botolph's CE Primary school. Recognition is given to the specific needs of our pupil. Barriers faced by disadvantaged children in our context include, lack of confidence, complex emotional needs and some children who receive PP are also on the SEND register.

Teaching and learning are carefully monitored. All teaching staff participate in the analysis of class data and the recording of PP provision, in order to evaluate the effectiveness of our PP strategy. Classroom planning is carried out in conjunction with the SENDCO and members of the senior leadership team, in order to ensure that provision is as personalised and therefore inclusive, as possible.

Ultimate objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in writing, Maths and reading.
- To ensure that all disadvantaged pupils make at least expected progress, based on national data, at the end of Year 6
- The social and emotional development of pupils will have improved.

Key principles

- To ensure that appropriate provision is made for disadvantaged pupils within our setting.
- To ensure that teaching and learning meets the needs of all children within our setting.
- To ensure that all provision is personal and suits the needs of individual children within our setting.
- PP funding can be used to support a pupil, or groups of pupils who have been identified as being disadvantaged but may not qualify to receive direct funding.
- Due to the limited amount of funding and resources, not all PP children will be in receipt of PP intervention at any one moment of time; needs analysis will be carried out to identify priority classes, groups, or individuals.

Achieving these objectives

- Use of NFER assessments for reading, maths and grammar to provide summative information that can be tracked using standardised scores.
- CPD training for all teachers to enhance teaching and learning.

- Allocation of intervention staff to offer TA support, or small group work which directly links to classroom teaching.
- Carefully planned transition from primary to secondary, and between classes, so that attainment and progress can be monitored closely and learning time/opportunities are not lost.
- Use of trained members of staff to support EHCP children in our Nest provision.
- Trained teachers to support significantly below children in our Burrow Provision.
- Increased use of screening programmes to identify pupil's particular needs and develop plans to support their learning.
- Trained pastoral care staff to support children with emotional needs. We will help with learning and attendance.
- Additional teaching and learning opportunities provided through trained TAs or external agencies focused on overcoming gaps in learning.
- All our work through the pupil premium will be aimed at accelerating progress, with the ambition of moving children to at least age-related expectations
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition internally from EYFS to Year 1.
- Pay for certain activities, educational visits, equipment, experiences, swimming and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To extend PE provision by incorporating a sports apprentice and new scheme for tailored sessions. See Elite sport timetable.
- To allow the children to learn a musical instrument and to sing in a choir as part of the local music festivals.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St Botolph's Values and thus enhance learning. This is supported through Elite sport.

Challenges

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

Challenge number	Detail of challenge
1	A number of PP pupils have emotional needs, which affects their engagement with learning.
2	Some PP pupils are at risk of requiring additional support from external agencies.
3	PP pupils who have difficulties with anxiety, which affects their attendance and concentration at school

4	Pupils who are both SEND, Service children and PP, both attainment and progress are lower than expected.
5	Some children lack skills to engage with their learning, such as organisation, resilience, and a 'can-do' attitude (Growth mindset).

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 are emotionally ready to engage with their learning and have strategies to manage their emotions.	Number of interventions/incidents to support children is reduced.
PP and SPP families will receive appropriate support to ensure that the emotional needs of their children are met.	With support, families at TAC will receive assistance which enables them to identify strategies to help them become more independent at addressing the emotional needs of their children.
For PP and Service pupils, gaps in learning are identified and appropriate intervention is used to address these.	Summative assessment will illustrate that gaps have been addressed and pupils will achieve at least expected progress, with the aim of achieving age related expectations.
Pupils will be exposed to a range of experiences, providing them with first hand opportunities.	Pupils will attend events/activities that they may not necessarily have the opportunity to experience.
Mental health and well-being strategies will be developed with children in order to help them build resilience.	Children demonstrate a better awareness of mental health and well-being strategies, as evidenced through discussion with children. Well-being questionnaires highlight an increase in children's well-being scores.
Development of our phonics tracker, allowing us to better support pupil's development of phonemic awareness.	Improved assessment scores (and gaps being closed) within disadvantaged pupils reading and spelling scores.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for writing and RWI	Writing strategies. Training from RWI advisor In-house – promoting of the love of reading to continue from last year as this is working well.	1,4, 5
Quality first teaching and support to accelerate progress in order to support recovery. CPD programme linked to priorities on the school development plan, including outdoor learning training, RWI, assessment and writing training. Senior Leadership Team to provide support teaching, coaching, and mentoring in targeted year groups.	Excellent teaching is the most important lever schools have to improve outcomes for their pupils	2, 5
Leaders to provide targeted support teaching, to improve outcomes for children. Additional teaching assistants to work in year groups. Teaching assistants to provide specific additional support for identified pupils.	Small group tuition has an average impact of four months' additional progress over the course of a year	1, 2, 5,
Use of TAs within classrooms.	Supporting the pupils and teachers in lesson time.	1, 3, 4, 5
Pastoral care to be made available by a trained professional in school.	Lead pastoral care is timetabled to support the need of the children, including EHCP	1,2, 3
Improve attendance of disadvantaged pupils by monitoring attendance and working with pupils and their families to promote good attendance.	Attendance of identified pupils has improved previously when it has been closely monitored. Working closely with families and developing strong relationships has previously resulted in improved attendance.	3
CPD for mastery approach in maths.	mastery learning – in house training.	4,5
Subsidise MNP	mastery learning	4, 5
Subsidise NFER assessments and unit analysis tool.	Feedback given from data	4, 5

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure our pupils receive support to manage their Personal, social, emotional and mental wellbeing.
Priority 2	Continue to support children's progress
Priority 3	Provide an enriching curriculum with good quality educational resource.
Priority 4	To provide support for Children who are in receipt of PP/SPP and are on the SEN register.
Priority 5	To ensure all PP and SPP children receive support to increase progress and attainment in R,W, M
Barriers to learning these priorities address	-Children baseline very low on entry -Children have poor reading skills and communication skills on entry, these have declined. - Low ambition -Some home learning environments lack support for pupils in particular with communication and English Skills. -Children have limited life skills -Social and emotional needs -Some low-income families find it hard to afford extra enrichment activities and access to resources. -Parental engagement -Some children lack skills to engage with their learning, such as organisation, resilience, and a 'can-do' attitude (Growth mindset).
Projected spending	£137,674.23

Teaching priorities and targeted academic support for current academic year

Aim	Target	Target date
Children in receipt of pupil premium and service premium who are on the SEN register make good progress.	Ensure that work is sufficiently challenging and progressive with no ceiling on it, so that those children who are in receipt of PP/SPP and are on the SEN register make good progress. SENDCo to ensure that children are assessed quickly and any difficulties picked up early. With support of a pupil passport. This process is	July 2026

Children to receive targeted intervention	outlined on the SEN Flow Diagram. All children will undergo a range of assessments in school so that interventions are targeted to areas of need. If further assessments and referrals for support This mainly includes, but is not limited to, the Specialist Teaching Team, Working Together Team, Educational Psychologist, Community Paediatrician, EMTET, PRT, BOSS, ECLIPS. Intervention maps for each individual on the SEN register is detailed on their pupil passport for clarity.	September 2025 – July 2026
Increase % of children who achieve the expected standard in Reading, Writing and Maths.	Achieve in line or above national average for progress and attainment scores in KS2 Reading, Writing and Maths for disadvantaged pupils.	July 2026
Phonics	To be inline or above national for those who achieve the expected standard in the Phonics Screening Check	July 2026
Provide an enriching curriculum with high quality resources.	Ensure pupils have opportunities to have high quality learning.	Sept 25 – July 26

Measure	Activity
Priority 4	Children will have access to Pastoral support if they require the intervention. Children are referred for support by either their class teacher or parent/carer. Once this is screened, it is decided how we can best meet their emotional needs. This can be through group sessions, a 1:1 piece of work specifically designed to meet their need or daily check in and check outs. This can also be through careful signposting for parents to access external, more specialist therapeutic support. Trained staff will monitor the emotional wellbeing of selected children to ensure they have the tools (emotionally and academically) to achieve in class.

	Children have access to Claire Hallam and Clare Hewerdine. We have purchased Specialist teacher Assessment Services and Educational Psychology services to support the children where appropriate. All other services can be accessed via referrals, including the Mental Health Support Team who work on a consultation basis.
Priority 5	Appropriate daily/regular interventions will take place – pupils in these groups will have their data monitored and tracked. A challenging and progressive curriculum has been created to ensure all attainment levels are catered for and all pupils can reach their goals and beyond. Timetables produced for TA's to ensure all pupils have access to interventions. Feedback is given and time allowance for children to have intervention.
Barriers to learning these priorities address	Children baseline very low on entry -Children have poor reading skills Children have limited vocabulary and life skills -Social and emotional needs -Some low-income families find it hard to afford extra enrichment activities and access to resources. -Parental engagement -Children have unidentified SEN needs which makes it harder to target support and intervention. Early identification of need is always beneficial.

Wider strategies for current academic year

Measure	Activity
Priority 1	The hiring of a highly trained member of staff who provides children with emotional and mental health interventions. This member of staff will provide families, who are involved with these plans, with support. This member of staff also supports families who have needs if requested. Members of staff are trained in mental health well-being. Children are given emotional literacy interventions. School has a TAC and LAC lead Children are taught a wide range of emotional literacy and emotional regulation strategies as part of our universal offer during PHSE lessons and Wellbeing Wednesday. Our staff have a holistic view of the child, taking into account social and emotional needs of pupils as part of their classroom management and practice.
Priority 2	The school has purchased more home reading books on top of the library full of new school 'reading-for-pleasure' books. Times tables Rock Stars is used to support children with Maths at home and school.
Priority 3	The school aims to offer pupil premium pupils and SPP additional rich curriculum activities. We ensure we have visitors who offer first-hand experiences in curriculum areas and provide cultural capital. Music workshops are purchased regularly. All are purchased to provide children with experiences that they may not otherwise have – to ensure they have high aspirations for later life.
Barriers to learning these priorities address	-Lack of life experiences -Low starting points -Low ambition -Home life can be challenging -Mental well-being barriers for children - lack of resilience
Projected spending	

Monitoring and Implementation

Area	Challenge	Mitigating action
Time/Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days/twilight, Staff meetings and additional cover being provided by PPA covers
Targeted support	Ensuring support matches the need of the children in lesson times.	Correct support is given.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other agencies to support our hardest to reach families.

Review: To be completed in July 2026

Aim	Outcome