

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Badby School
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	3.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 - 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	B Edge Head of School
Pupil premium lead	L Starmer
Governor / Trustee lead	T Alexander

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,258
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,258

# Part A: Pupil premium strategy plan

## Statement of intent

At our village primary school, we are committed to ensuring that every child, regardless of background, circumstance or additional need, is supported to make good progress and achieve well. We know our pupils as individuals, and our pupil premium strategy reflects our inclusive ethos and strong focus on meeting the needs of all learners, particularly those who are vulnerable or disadvantaged.

Although the number of pupils eligible for pupil premium is small, we recognise that disadvantage can present in different ways and often overlaps with additional needs, including SEND. Our approach is therefore closely aligned with our wider provision for pupils with additional needs, ensuring that support is timely, well targeted and responsive to each child's strengths and barriers to learning.

Evidence from the Education Endowment Foundation highlights that pupils from disadvantaged backgrounds were disproportionately affected by the Covid-19 pandemic, experiencing greater learning loss than their peers, particularly in reading and mathematics. In a small school such as ours, this reinforces the importance of early identification, high-quality teaching and carefully planned support to ensure no child falls behind.

High-quality teaching is central to our approach and has the greatest impact on improving outcomes for disadvantaged pupils, while also benefiting all children. We prioritise strong classroom practice, effective use of assessment and well-planned adaptations so that pupils are appropriately challenged and supported within lessons. Our aim is for all pupils, including those who are disadvantaged and those with SEND, to thrive academically, socially and emotionally.

Our pupil premium strategy is rooted in understanding individual needs rather than making assumptions based on labels. The support outlined in this statement is intended to benefit disadvantaged pupils first and foremost, but will also strengthen provision across the school where needs are shared.

To ensure our approach is effective, we will:

- maintain high expectations and ensure disadvantaged pupils are appropriately challenged
- identify and address needs early through careful assessment and observation
- provide targeted interventions where necessary, alongside inclusive classroom practice
- take a whole-school approach, with all staff sharing responsibility for the progress, wellbeing and outcomes of disadvantaged pupils

Through this inclusive and personalised approach, we aim to create a supportive environment where every child feels valued, confident and able to achieve their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and social interaction during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Gaps in Learning - particularly in reading and writing (fine motor skills)
5	Disadvantaged attainment gaps in maths that had been narrowed, potentially now widened.

## 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.

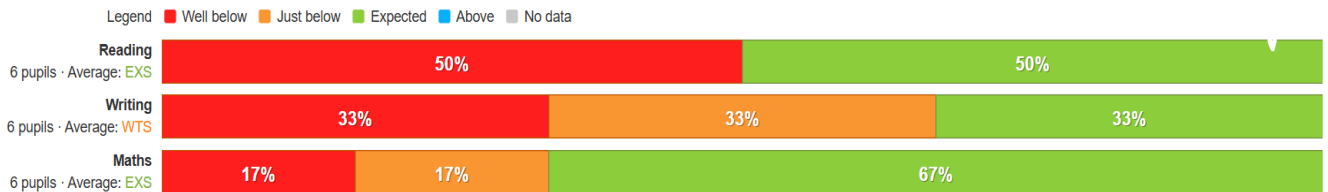
Intended outcome	Success criteria
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF).</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>

<p>Maintain reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2025 show that disadvantaged pupils continue to meet the expected standard despite the loss of learning.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations</li> <li>● Wellbeing warriors embedded and utilised</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>Ensure approaches to teaching mathematics fully support all pupils, including those who are disadvantaged, make faster progress and achieve the standards of which they are capable.</p>	<p>Maintain the high standards despite the missed learning opportunities due to the pandemic. Disadvantage gaps are proving challenging to close in primary schools after Covid-19 disruption (EEF). Next steps include supporting specific groups such as PP and SEN to achieve as well as peers in terms of attainment and progress.</p> <p>Improve outcomes of MTC by introducing TTR.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall attendance rate for all pupils being at least 96%.</li> <li>● Maintain the small attendance gap between disadvantaged pupils and their non-disadvantaged peers of around 1%.</li> </ul>

## 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.

Attainment Overview for Pupils in Years R-6, who are pupil premium - 2025-2026 Autumn 2 - Main Assessment



## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop pupils communication and language skills	<p>Visual resources and communication aids to support all children inclusive of SEND</p> <p>A language rich environment to support the development of language skills that will impact on learning across the curriculum. Link to reading on SDP and maths literacy campaign</p> <p>Opportunities to explain reasoning will lead to increase in attainment and a greater depth understanding of learning</p>	1,2,3,4,5
To increase attainment across curriculum but particularly core subjects	<p>Quality first teaching has the highest impact. Well trained TAs can support with pre learning and/or consolidation to ensure children make rapid progress to catch up with peers.</p> <p>Subject leaders to indicate support on 'subject on a page document'</p>	1,2,3,4,5
Embedding of Little Wandle phonics programme to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	1

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3,5
To provide families with the support they need to help their child make the right amount of progress.	Opportunities for families to seek advice and support with parenting, financial, bereavement, attachment, mental health	2,3
Implement a targeted writing approach that strengthens classroom practice and provides additional support where needed. This will include:	EEF research shows that improving writing outcomes is most effective when high-quality teaching is combined with targeted small-group support, explicit instruction and opportunities for pupils to apply skills in meaningful contexts.	1,2,3,4,5

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

Budgeted cost: £5,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3

practices and supported by professional development and training for staff.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Tutoring and intervention groups. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,5

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

Budgeted cost: £3568

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a whole school approach to mental health and wellbeing.  Implement the Thrive approach across the school.  Embed pupil leadership groups — <i>Wellbeing Warriors, Sports Crew</i> and <i>Book Squad</i> — to promote positive wellbeing, inclusion and	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.  EEF guidance highlights the importance of social and emotional learning and pupil engagement in supporting academic outcomes. Leadership roles and peer support can help vulnerable	2

enjoyment across the school.	pupils develop confidence, resilience and readiness to learn.	
Support for trips, clubs, visits, visitors, cultural capital opportunities.	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.	3
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3

**Total budgeted cost: £**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Disadvantaged pupils felt valued members of the school community and were able to access learning on an equal footing with their peers, with financial barriers reduced wherever possible. Where families did not have access to appropriate technology, laptops and Chromebooks were provided to ensure continuity of learning.

Pupils received targeted additional support to address gaps in learning, including carefully planned online provision and additional 1:1 sessions where needed. High-quality 'School Time' reading with a trusted adult was maintained, and for pupils unable to attend school in person, effective 1:1 remote reading sessions ensured progress continued.

Opportunities to develop vocabulary were prioritised both in school and online, with an increased focus on explicit vocabulary teaching across all subject areas to support access to the wider curriculum.

Pupils were given regular opportunities to talk about their feelings and anxieties in a safe, supportive environment. Strong relationships were built with the Family Support Worker (FSW), who acted as a trusted adult for pupils and maintained regular contact with families working at home.

Families were better able to support their children's learning when they themselves were supported with areas they found challenging. Strong, trusting relationships between home and school were central to this work. Families and school benefited from consistent messages and shared strategies to support behaviour, informed by guidance from leading experts.

Additional opportunities were provided for families to seek advice and support with a range of needs, including parenting, financial concerns, bereavement, attachment and mental health, whether pupils were learning in school or at home during the pandemic.

As a result of this combined academic and pastoral support, pupils eligible for pupil premium achieved inline with their peers and a greater proportion of children achieved the expected standard in teachers' end-of-year assessments.

### Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Maths
Literacy Shed Plus	Literacy Shed
Language Link	Speech and language link
Nessy Reading and Spelling	Nessy Learning
Thrive Approach	Thrive

## Further information (optional)

Other uses of the funding are as follows (this list is not exhaustive and is subject to change if needs arise):

- Additional 1:1 / class TA targeted support
- Small group work with an experienced teacher, HLTA or TA
- Training of staff (e.g. emotional coaching, Theraplay, fine / gross motor)
- Purchasing of specific mathematical practical equipment
- 1:1 reading support
- Specific academic interventions (training of adults, purchasing of resources):
- Specific SEN interventions eg Lego therapy
- Subsidised Breakfast Club and After School Club provision and holiday club
- Residential trips
- Off site visits and visitors to school
- Subsidised milk and fruit
  - Thrive