Bamford Primary School Pupil Premium Strategy statement – 2026-2029

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	59
Proportion (%) of pupil premium eligible pupils	6 pupil premium 0 EY pupil premium 0 services premium 0 pupil premium plus 6 children = 10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	K Gemmell, Headteacher
Pupil premium lead	K Gemmell, Headteacher
Governor / Trustee lead	Christina Webster, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,060
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£6,060

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 for those who are already high attainers.

The Department for Education states that:

'Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.'

The actions identified in our Pupil Premium Strategy Statement aim to redress this balance by:

- Ensuring that all staff have high expectations for all pupils, including pupils who are disadvantaged
- Provide additional, tailored support for cores subjects so that disadvantaged pupils leave Bamford Primary school well prepared for the next phase of their learning
- Supporting positive mental health for pupils who are disadvantaged by ensuring that they are able to succeed and have access to a wide range of opportunities
- Can access all of their primary education as they are punctual, prepared to learn and present at school

We will achieve this by:

- having high expectations for all pupils
- All pupils access high-quality teaching that meets their needs
- inspiring a love of learning
- providing additional support to encourage and nurture success

Challenges

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

Challenge number	Detail of challenge
1	Some of our children who qualify for Pupil Premium support have **co-existing Special Educational Needs** which manifest as sensory seeking behaviour. These can mean the children require further support to access the curriculum.
2	**Writing**: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Attainment data shows that our 3-year average for disadvantaged pupils is 43% which is significantly below the non-disadvantaged group 67%
3	**Reading**: Assessments, observations, and discussions with pupils suggest pupils who experience disadvantage generally have greater difficulties with reading than their peers. Attainment data shows that our 3-year average for disadvantaged pupils is 57% which is significantly below the non-disadvantaged group 85% Early phonological knowledge in Reception is a barrier to reading attainment. This continues into KS1 and early KS2. Reading comprehension is also impacted by variations in life experiences and vocabulary.
4	Assessments, observations, and discussions with pupils indicate underdeveloped **oral language skills and vocabulary gaps** among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	**Poor mental health** – low resilience and low self-esteem Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 5 pupils (2 of whom are disadvantaged) currently require additional support with social and emotional needs, with all 5 (2 of whom are disadvantaged) receiving small group interventions.

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.

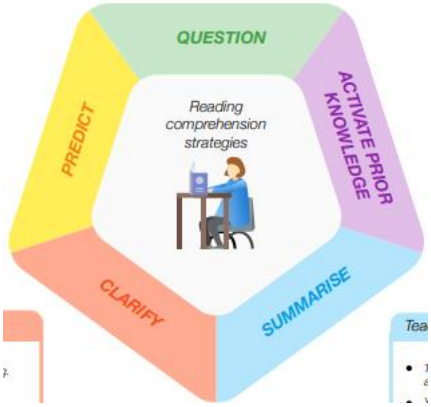
Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 will show that disadvantaged pupils met the expected standard in line with non-disadvantaged pupils.
Early support is offered to pupils and families where mental health is poor or where behaviour is challenging	There will be no pupils excluded from school Behaviour incidents will be manged effectively Behaviour in school will be good
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations · a significant improvement in attendance · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
All pupils will be provided with equality of opportunities to be successful and develop a positive self-image	Disadvantaged pupils to be given priority where numbers are limited in extra-curricular clubs and wider opportunities (music, sports, residentials)
All pupils will leave Bamford Primary School ready for their next phase of learning, equipped with the necessary knowledge for success	KS2 reading outcomes in 2027/28 show that more than 65% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2027/28 show that more than 65% of disadvantaged pupils met the expected standard

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)

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicate staff CPD time to ensure training and support to deliver targeted support. Ensure progress through ongoing review of progress and Subject Leadership	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Whole school approach using the teaching sequence for writing and maths. Sutton Trust – quality first teaching has direct impact on student outcomes.	1, 2, 3, 4
Reading: Effective modelling of reading comprehension strategies **Staff training** this year will focus on these aspects of our teaching and learning framework: chunking and gradual release in modelling in reading focusing on reading comprehension strategies. This will including teaching skimming and scanning strategies to monitor effective reading. This will be woven through the curriculum, with a focus on their application in reading and writing. **Shared Planning** for all Key Stages to apply in practice **Management time for Key Stage Leaders and monitoring** will reinforce and monitor impact.	EEF Improving KS2 Literacy **Recommendation 2:** Teach specialist reading comprehension strategies that pupils can apply to monitor and overcome barriers to comprehension. Model, scaffold and provide supported practice to support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher. 	3,4

Follow up mentoring will support embedding teacher practice.		
High Quality Teaching: Avoiding overloading working memory is key to learning. **Staff training** this year will focus on these aspects of our teaching and learning framework: activating prior knowledge, chunking and gradual release in modelling. This will be woven through the curriculum, with a focus on their application in reading and writing. **Shared Planning** for all Key Stages to apply in practice **Management time for Key Stage Leaders and monitoring** will reinforce and monitor impact. **Follow up mentoring** will support embedding teacher practice.	ECF: How Pupils Learn **Avoid overloading working memory, by:** Taking into account pupils' prior knowledge when planning how much new information to introduce. Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps). ECF: Plan and Teach Well Structured Lessons Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.	1, 2, 3, 4

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

Budgeted cost: £ *2,560*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional tutoring (small group)	EEF toolkit supports that: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. EEF – oral language interventions consistently show positive impact on learning.	1, 2, 3

Additional hours for TAs to support classes, delivering additional phonics, maths and writing groups across the school	EEF evaluations show that small group work can be very successful in supporting pupils to make accelerated progress EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1, 2, 3, 4
Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.	EEF guide to pupil premium – targeted academic support	1, 3, 4
Buy in phonics scheme (Nessy) and reading scheme (Accelerated Reader) to be used in school and reinforced at home	EEF toolkit – parental engagement	1, 2, 3

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

Budgeted cost: £ *2,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free places to PPG pupils to attend breakfast club	Children who are well-fed and supported to be ready to learn will be able to focus on their studies	5
Provide additional financial support for inclusion on residential and after school clubs / music to ensure all PPG pupils can participate in every activity in school without financial limitations	DfE Nov 2018 identified that removing financial barriers to participation was important for pupils in order that they may have access to activities that will build self-esteem and self-confidence	1, 4, 5
Teaching Assistant to provide pastoral support to vulnerable children	Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.	1, 5

Sports events and clubs promoted. PP are encouraged to attend	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self –confidence.	1, 4, 5

Total budgeted cost: £6,060

Part B: Review of the previous academic year 2025-2026

Outcomes for disadvantaged pupils

Attendance for PP was 96.14% This was in line with non-PP attendance, which was 96.81%. There have been no suspensions or exclusions..

Progress for disadvantaged pupils was in line with expectations, although this was still below the average for their year groups. All PP children in KS2 received input from small tutor groups and made good progress including reaching the expected standard in all KS2 national assessments.

Ongoing mental wellbeing support was offered to specific PP children in the form of play-therapy and through regular informal check-ins when needed. This had a marked improvement to the wellbeing of a few individuals during the year.

Sporting events, school trips, breakfast club and residentials were well attended with priority places being offered to PP children.

Social/emotional support was offered for a few PP pupils focusing on friendship. This took the form of Nurture sessions - small group sessions to build resilience and connections with peers. This had a positive effect and greatly reduced conflict with a few specific pupils.

Outcomes based on targets on from previous Pupil Premium Strategy 2025-2026