

## Pupil premium strategy statement – Great Bardfield Primary School

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	127
Proportion (%) of pupil premium eligible pupils	19.7% (25 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Liz Crow - Headteacher
Pupil premium lead	Liz Crow - Headteacher
Governor	Julie Lowe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£40,740

## Part A: Pupil premium strategy plan

### Statement of intent

At the heart of our school ethos are positive relationships and expectations of achievement for all. Members of staff and governors have high aspirations for every pupil and our pupils are at the heart of everything we do. Our core values of Compassion, Courage and Community are particularly important for our disadvantaged pupils as these skills are essential not only during their primary phase of education, but for life.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. Funding is aimed at addressing the inequalities which exist between pupils from disadvantaged backgrounds and their peers. The Pupil Premium also provides funding for pupils who have been looked after continuously for more than six months and the pupils of service personnel.

At Great Bardfield Primary School we use pupil premium funding to improve outcomes for disadvantaged pupils, both academic and non-academic. We consider a range of strategies which follow the Education Endowment Foundation's tiered approach of:

- supporting high-quality teaching, such as staff professional development
- providing targeted academic support, such as tutoring and interventions
- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing.

We understand that using our pupil premium funding to ensure high quality teaching is the most effective way to improve progress and attainment for all pupils; especially disadvantaged pupils. Additionally, we aim to identify the specific challenges faced by our disadvantaged and vulnerable pupils and implement strategies such as classroom support, tutoring and social and emotional support to tackle these.

Overcoming identified barriers to the learning of disadvantaged pupils is central to our Pupil Premium use. We identify barriers using performance data, discussions with teachers and support staff and engagement with pupils and families. We will not make assumptions about the impact of disadvantage. We will then identify the interventions required to address these barriers, whether as individuals, in small groups, large groups or as a whole school and allocate a budget accordingly. We ensure quality first teaching and targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as inadequate attendance, behaviour, well-being and cultural capital. It is our intention to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At Great Bardfield Primary School, we recognise the vital role that parents and carers play in the lives of their pupils. Working with parents of disadvantaged pupils is key to pupil progress and attainment and we ensure that they understand how they can make a positive contribution to their achievement in school. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. Through our reporting, we demonstrate how and why this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to reach 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	<b>Progress and Attainment:</b> Progress and attainment in Maths, Reading and Writing of disadvantaged pupils, as a group, is lower than that of non-disadvantaged pupils. Over time, attainment for disadvantaged pupils at Key Stage 2 shows variability due to small cohort sizes; however, the three-year trend indicates that Writing remains the key area for development, with attainment below national disadvantaged averages and inconsistency across cohorts. Overall, priorities within our Pupil Premium strategy remain focused on improving writing outcomes, strengthening combined RWM attainment, and accelerating progress to close the gap between disadvantaged pupils and their peers, while maintaining the relative strength in reading and GPS.
2	<b>Attendance and engagement:</b> Overall attendance for disadvantaged pupils is higher than the national average (94.4% vs 92.2%). However, disadvantaged pupils have slightly lower attendance than their non-disadvantaged peers: 94.4% vs 95.8%, a gap of 1.4%. Compared to the previous year, attendance improved for both groups by 0.5%. Again, small cohorts mean data must be read with caution.
3	<b>Speech, Language and Vocabulary Development:</b> Vocabulary gaps, underdeveloped oral language skills and speech are more prevalent amongst many of our disadvantaged pupils. Some of our disadvantaged pupils are also EAL which can be a barrier to learning.
4	<b>SEND:</b> A number of our disadvantaged pupils also have Special Educational Needs and Disabilities (currently 25%).
5	<b>SEMH and pupil engagement in learning</b> Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Parents are reporting far higher incidence of anxiety and poor mental health amongst our pupils since the pandemic.

## 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
High quality teaching and targeted classroom support for reading, <b>writing</b> and mathematics leads to improved reading, writing and maths progress and attainment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Disadvantaged pupils (without other complex needs) achieve at least in line with national average scores and make at least expected progress in Reading, <b>Writing</b> and Maths at the end of Year 6</li> <li>Disadvantaged pupils (without other complex needs) in all year groups achieve and make progress at least in line with school expectations in Reading, <b>Writing</b> and Maths</li> <li>Evidence based interventions are implemented successfully and evaluated as having improved progress and/or attainment for disadvantaged pupils</li> </ul>
Improved attendance for disadvantaged pupils and improved engagement with parents and carers.	<ul style="list-style-type: none"> <li>Attendance for disadvantaged pupils is at least in line with national average.</li> <li>Attendance by parents at learning consultations improved, support with learning at home increased.</li> </ul>

	<ul style="list-style-type: none"> <li>Improved parental engagement and support is also evident when triangulated with other sources of evidence e.g. professional dialogues, parent feedback, etc.</li> </ul>
Improvement in oral language skills and vocabulary acquisition amongst disadvantaged pupils.	<ul style="list-style-type: none"> <li>Spoken Language assessments show disadvantaged pupils are making good progress and achieving in line with age related expectations.</li> <li>Evidence based interventions (e.g. Talk Boost, Shape Coding) are implemented successfully and evaluated as having improved progress and/or attainment for disadvantaged pupils</li> <li>Class teachers report improvements both in Spoken Language but also in everyday learning conversations.</li> </ul>
Improve our SEND offer for our disadvantaged pupils	<ul style="list-style-type: none"> <li>All disadvantaged SEND pupils will have full access to digital learning platforms (e.g., reading, maths, phonics apps) both in school and at home.</li> <li>Progress and use of these platforms will be monitored to ensure pupils are actively using them to consolidate learning.</li> <li>Targeted teaching, interventions, and technology support will ensure the attainment and progress gap between disadvantaged SEND pupils and their peers is narrowed, with regular reviews to inform next steps.</li> </ul>
Improve the SEMH of our pupils by increasing their engagement in wider curricular activities; enhancing our mental health support offer within school and the implementation of nurture groups by a trained LSA	<ul style="list-style-type: none"> <li>Increased participation in enrichment activities (clubs, trips, visits) by disadvantaged pupils; demonstrated by data collection, student voice, student and parent surveys, Governor visits and staff observations.</li> <li>Parent financial contributions removed as a barrier to disadvantaged pupils accessing these experiences.</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.

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

**Budgeted cost: £12,431**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a cohesive and clearly structured English curriculum Provide new resources ('book led' curriculum), funded release time for training and monitoring	EEF literacy guidance emphasises <i>structured teaching of writing composition</i> and the need for curriculum coherence EEF guidance (literacy KS2) aligns with using <i>high-quality, evidence-informed materials</i> to scaffold writing practice. EEF highlights teacher development and professional learning as essential to implementing evidence-based practices; English Mastery evaluation shows teacher training linked to improved classroom practice and perceived progress	1,4, 5

To ensure delivery of high quality daily phonics teaching in EYFS and KS1 by subscribing to Phonics Bug (DfE validated Systematic Synthetic Phonics programme)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils <a href="#">Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</a>	1, 3, 4
To ensure teachers plan for writing effectively and use assessment and precise feedback in order to raise progress and attainment in writing by funding release time for English lead to work with consultant and for staff to work together with English Lead	Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. <a href="#">Improving Literacy in KS1</a> Targeted teaching and support by accurately assessing pupil needs will ensure progress <a href="#">Improving Literacy in KS2</a>	1
To train staff in Talk Boost in order to support sentence construction throughout the school To teach subject vocabulary explicitly, alongside language interventions starting in Early Years	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading <a href="#">Shape Coding</a> <a href="#">Oral language interventions</a>	1,3
To purchase and use technology which <ul style="list-style-type: none"> <li>increases the quality and quantity of practice that pupils undertake, both inside and outside of the classroom: Bug Club, TTRockstars, White Rose Maths</li> <li>retrieval practice and self-quizzing to increase retention of key ideas and knowledge: Century</li> </ul>	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year group <a href="#">Using Digital Technology to Improve Learning</a>	1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data from pupil progress meetings used to identify needs of disadvantaged pupils. Funding for LSAs to deliver targeted interventions (Reading, Writing, Maths)	Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching <a href="#">Carefully selected small group interventions (EEF)</a> <a href="#">Teaching Assistant Interventions</a>	1,3,4,5
Targeted interventions and purchase of resources to meet the specific needs of disadvantaged pupils with SEND	Both targeted interventions and universal approaches can have positive overall effect <a href="#">Carefully selected small group</a>	1,3,4,5

	<a href="#">interventions(EEF) Teaching Assistant Interventions</a>	
Fund training and deployment of LSAs to support high-quality provision within the classrooms by using the techniques of Self-scaffolding; Prompting; Clueing and Modelling. LSA training to support Behaviour/SEMH (can be a barrier to learning for some of our PPG pupils)	<a href="#">Making the best use of Teaching Assistants</a>  <a href="#">Maximising the Impact of Teaching Assistants</a>	1,3,4,5

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

Budgeted cost: £6814

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support pupils' social, emotional and behavioural needs by purchasing and implementing the myHappyMind wellbeing programme	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (improved academic performance, attitudes, behaviour and relationships with peers) <a href="#">Improving Social and Emotional Learning in Primary Schools</a> <a href="#">Social and Emotional Learning</a>	1, 5
Improving attendance and engagement in learning of disadvantaged pupils by increasing monitoring (CPOMS), parent engagement, support with learning (Tapestry for home learning communication)	<a href="#">Attendance Interventions: Rapid Evidence Assessment</a> Parental engagement has a positive impact on average of 4 months' additional progress <a href="#">Parental Engagement</a>	1, 2,5
To remove financial barriers to disadvantaged pupils attending residential and extra-curricular activities, including sport, outdoor activities, arts and culture thereby increasing attendance at these.	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance <a href="#">Physical Activity</a>	1, 5
Improve communication and relationships with parents/carers of disadvantaged pupils by easing communication (ParentMail)	Parental engagement has a positive impact on average of 4 months' additional progress <a href="#">Parental Engagement</a>	1, 2, 5
Contingency fund for acute issues.	Based on our past experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

**Total budgeted cost: £34,245**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Disadvantaged Pupils Summary 2024–25

In 2024–25, the Year 6 cohort included **8 disadvantaged pupils**. Cohort size remains small and outcomes should be **interpreted with caution**. Progress data is also limited due to very small numbers.

#### Attainment

##### Combined Reading, Writing & Maths (Expected Standard)

25% of disadvantaged pupils achieved the expected standard in Combined RWM in 2025. This is significantly below national disadvantaged averages and represents a decline compared to previous years. The three-year average (47%) remains close to national (46%).

##### Reading

63% of disadvantaged pupils achieved the expected standard in Reading. Outcomes are in line with national disadvantaged averages and remain the strongest area at KS2 over time (3-year average: 60%, broadly in line with national 62%).

##### Writing

38% of disadvantaged pupils achieved the expected standard in Writing. This is significantly below national disadvantaged averages and is the primary factor contributing to the low combined outcome. This data confirms Writing as a key priority area.

##### Mathematics

50% of disadvantaged pupils achieved the expected standard in Maths. Outcomes are broadly in line with national disadvantaged pupils (3-year average: 53% vs national 60%)

##### Grammar, Punctuation & Spelling (GPS)

63% achieved the expected standard, in line with national disadvantaged outcomes. Over time, GPS remains a relative strength (3-year average: 60% vs national 59%).

#### Progress

In 2024–25, progress for disadvantaged pupils was strong where assessment data was available. In Reading, Writing and Maths, all assessed disadvantaged pupils made at least expected progress across the three subjects, with a significant proportion exceeding expectations. However, attainment outcomes — particularly in Writing and Combined RWM — do not yet fully reflect this positive progress. Due to the very small cohort and 25% of pupils having no assessment data, conclusions about this data should be drawn with caution.

The strategy statement has been reviewed and refined to prioritise high-quality teaching in English, with a particular focus on improving writing outcomes for disadvantaged pupils and closing the attainment gap over time.

## Externally provided programmes

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: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a

## Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around marking and feedback. EEF evidence on feedback demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- raising the profile and importance of good attendance

In planning our new strategy, we collected evidence from multiple sources of data including assessments, engagement in class book scrutiny, experiences, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the EEF's 'A School's Guide to Implementation' to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We will continue to evaluate our strategy for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.