

Pupil premium strategy statement – Bitham Brook Primary School – Update December 2025 (v1)

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	411
Proportion (%) of pupil premium eligible pupils	19% (December 2025)
Academic year/years that our current pupil premium strategy plan covers 3 years	September 2024 to September 2027
Date this statement was published:	31 st December 2024
Date on which it will be reviewed	December 2025 / 2026 / 2027
Statement authorised by	Governing Body
Pupil premium lead	Carrie Hinder
Governor / Trustee lead	Sean Heneghan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£101,910
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£101,910

Part A: Pupil premium strategy plan

Statement of intent

The schools vision aims for all children, irrespective of their background or the challenges they face, to:

- be equipped with the knowledge and skills to flourish independently and collectively in their educational journey and beyond
- discover their passions and interests and develop their talents
- enjoy learning and be curious to find out more, developing the foundation for a lifelong love of learning
- develop strength of character developed through academic, personal, and social experiences and success
- empower children to increasingly participate in and contribute to their immediate and wider communities with confidence

Central to this is high-quality classroom teaching. This will focus on deploying the most effective methods to teach the key knowledge the children need to acquire to be well-prepared for the next stage of their education. Teaching will build from pupils’ current starting points. Where learning is hierarchical, teaching will focus on the next steps in the sequence of learning. The teaching sequence will be adapted where pupils have gaps in fundamental knowledge to prevent overloading memory and address risks of dysfluency. This is will have the greatest impact on closing the disadvantage attainment gap and at the same time, the emphasis on quality first teaching will equally benefit the non-disadvantaged pupils in our school.

Much of the current data indicates that pupils who are disadvantaged make similar progress, and in some cases, better progress than non-disadvantage learners. However, their attainment is typically lower at the end of KS2. In part, this is a result of SEND needs. Therefore, the school’s strategy is to target foundational knowledge in the EYFS and KS1 to enable pupils to secure the decoding, transcription and computational skills to be well placed to access the KS2 curriculum. In addition, the school aims to use the learning time of pupils with SEND (or those who have fallen behind) effectively. Lesson emphasis and time is, therefore, adapted to: target key gaps in learning, support working memory and provide sufficient practise.

Alongside pupils who are known to experience disadvantage, we will also consider the challenges faced by other vulnerable pupils, such as those who have special educational needs and/or a social worker. Pupils who have joined the school after the Reception year may also be vulnerable because of gaps in learning or other difficulties. The activity outlined below is also intended to support their needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1 Many children are not ready for the Key Stage 1 curriculum, with national trends showing similar issues. There is a need to give further support of pupils social and emotional development.	Observations and record keeping has shown that an increasing number of children are not fully prepared for the Key Stage 1 curriculum. Self-regulation and social understanding are challenges for a significant group. DFE information indicates that this issue is mirrored nationally. The number of pupils reaching GLD is still 5% lower than before the pandemic. The school's current layout particularly the outdoor space, is not able to support a structured play-based curriculum at the start of Year 1. At playtimes, children in years 1-3 currently do not have the equipment/areas available to that would enable them to engage in rich foundation stage style creative play. This will support children who are not school ready in developing their cognitive skills, language and communication, and social and emotional development. It will also promote co-operation, creativity and enjoyment for all children in Y1 – Y3. <i>Update end of 24/25: Majority of children are now meeting the challenge showing that intended outcomes are being achieved. Most children are now engaging in play cooperatively showing an improvement in social and emotional development now the focus needs to be on language and communication (link to challenge 4).</i>
2 Pupils with the lowest attainment in the core subjects , particularly those who are disadvantaged and have special educational needs , struggle to access the curriculum sufficiently.	Data from 2023 – 2024 indicates these pupils, in Years 1 –6, are facing difficulties accessing the curriculum particularly those who arrived outside of the Reception year. Data does not indicate that disadvantage is preventing pupils from accessing the curriculum well. Children with special educational needs within the school are also increasing. These pupils with low attainment need provision that combines quality first teaching, a curriculum broken into key component steps and structural keep-up and catch-up support in the core subjects. This approach supports effective learning for all pupils but is particularly beneficial to pupils with special educational needs and / or low prior attaining disadvantaged learners. In addition, in writing, some disadvantaged learners in KS2 do not have fluent transcription skills as their handwriting, spelling and sentence construction skills are not sufficiently automated. This places additional demands on working memory reducing pupils' capacity to compose writing well. In KS2, increasing pupils’ opportunity to write for different purposes and audiences can strengthen the motivation to write.

3 Increasing the number of disadvantaged learners attaining a higher standard in the Maths and Writing.	In Year2 to Year 5, disadvantaged learners are typically making similar progress to non-disadvantaged learners in maths and reading. Disadvantaged learners without SEND are attaining as well as non-disadvantaged learners. However, by the end of KS2, disadvantaged learners are below non-disadvantaged learners at the higher standard in the core subjects.
4 A significant number of pupils are joining Reception with speech and language needs that have not been identified sufficiently delaying the child receiving the intervention needed.	Many children are entering school with speech, language, and communication needs (SLCN), but without the necessary support or early intervention, which can significantly impact their ability to engage with the curriculum. This lack of early identification and referral to specialists is a significant barrier to learning. Early screening to identify children with a SLCN ensures children receive the specific intervention they need. Currently, children’s SLC gaps are not being closed quickly enough due to the delay caused by re-referral to the senior speech therapist at each assessment point. Immediate access to the specialised intervention materials is needed to ensure continuous provision of SLCN therapy intervention.
5 Some disadvantaged learners do not have sufficient opportunity to develop interests into talents and are less well prepared to participate in community life as a result.	Although disadvantaged learners have access to after school clubs, for many these are not sufficient on their own, particularly if attended sporadically, to develop talents. From an early age, many pupils do have the opportunity to participate in a sport or art many times a week giving them a significant advantage in pursuing and developing talents and opportunities in KS3 and beyond. For example, it is difficult for children to start dancing at 11 years old and compete with children who have been participating from an early age. This is equally true of many popular sports such as football. This can have a negative impact on self-esteem, a sense of belonging and of fairness, and compounds disadvantage. Further, developing interests and participating in a team activity is protective against disaffection in teenage years (see the Prevent Strategy). To increase greater equality of opportunity, the school hosts a dance school and has a performing arts curriculum that all pupils participate in. This is not only good for pupils with disadvantage, but it also enriches the health and lives of all children. Furthermore, the local secondary school specialises in the performing arts. The opportunities provided by BBPS enables all children to take advantage of this specialism at KS3 and KS4 providing the opportunity to develop lifelong talents and even, potentially, careers.
6 Persistent absence is having a greater impact on disadvantaged learners	Currently the attendance for pupil premium children is 94.8%, this is 1.3% below whole school attendance. 14.6% of pupil premium children have attendance below 90%, compared to 9.4% of non-pupil premium children. Additional to this, there are pupil premium children who are persistently late; this is both unsettling and results in missed education - the opening of the lesson is often when the key teaching input takes place. Families need additional support to help deal with the issues that are causing children to be persistently absent from school or to be late.

Intended outcomes 2024-2027

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.

Reading & decoding	Intended outcome: The learning to read curriculum is strengthened even further so that the vast majority of children can use their decoding skills to read fluently by the end of Year 2.			
	Success criteria			
	• PP and disadvantaged learners with no significant SEND, will meet the expected standard in phonics, making progress at least commensurate with their starting points; many will make better than expected progress • Low prior attaining pupils without significant SEND, will meet the expected standard in phonics including those who are disadvantaged learners • In year 1, phonics screening results will be at national average or above. • Children who are retaking their phonics screening in year 2, will be at national average or above • By the end of Year 2, objective assessment shows that the vast majority of pupils, including those who are disadvantaged, have moved from the learning to read phase to and are able to read fluently enabling them to read to learn. • By the end of Year 2, objective assessment shows that pupils’ attainment (including the disadvantaged) matches or exceeds expected attainment against standardised benchmarks. • Pupils with significant SEND needs make strong progress from their starting points and meet bespoke, pertinent targets that have been set for phonics that enable the pupil to be as well prepared as possible for the next stage of the reading curriculum •			
Challenge number: 2				
Lead: SB SLT link: AL				
Activity for pupils who are DL in this academic year		Type of activity*	Evidence that supports this approach	Approximate cost
• Year 1 teachers will moderate alongside the EYFS team, assessing children’s readiness to; - learn the next phase of the phonics SOL - decode fluently for their own reading • Enhance further and sustain quality first teaching in phonics. Support with a regular monitoring cycle to provide leaders and teachers with effective feedback on practice and areas for development to identify areas for CP • Sports coaches to reduce the class sizes so reading carousels can continue in KS1, ensuring every child reads a fully decodable phonics book with CT/TA once a week • Diagnostic assessments • Phonics screening checks termly to track pupil progress and attainment • Phonics tracking termly to identify individual pupils’ gaps • Use diagnostic assessment to identify children who will need keep up support and plan how to maintain their progress through the SOL with the rest of the class • Use diagnostic assessments to identify children who will need catch-up intervention to close gaps in learning • Create a consolidation period in at the beginning of Y2 (2 terms) to ensure fluency in decoding for reading has been maintained or as a period for LPA pupils to catch-up • Building into the Y2 timetable from T3 or T4, routine opportunities to teach fluent reading through guided oral instruction (explicit modelling) pupil repeated reading. • Additional 20 hours TA time to support across year 1 with early reading. • Termly phonics meetings Reception and year 1 to support parents in the delivery of phonics. Led by subject leader. • Purchase phonics books for home to consolidate learning in run up to phonics screening check. • Dance carousels for year 1 and 2 to support 1-2-1 class reading		Teaching Targeted academic support	EEF- Phonics toolkit DFE- Validated systematic synthetic phonics programme EEF Improving Literacy in KS2 recommendation 3 - Support pupils to develop fluent reading capabilities	£1100 (20% contribution from PP funding) <

Reading comprehension	Intended outcome: To accelerate the progress of pupils with disadvantage and / or SEND			
Challenge number: 2	Success criteria			
Lead: BG & NS	• The vast majority of pupils who are disadvantaged and / or have SEND, in Year 2 to Year 5, make expected progress (Headstart performance indicator)			
SLT support: NS & GS	• Most pupils who are low attaining and have disadvantage and have SEND, in Year 2 to Year 5, make accelerated / better than progress (Headstart performance indicator)			
Activity for pupils who are DL in this academic year		Type of activity*	Evidence that supports this approach	Approximate cost
- Strengthen the implementation of early reading curriculum to enable pupils to secure fluency in decoding and support the transition to the reading comprehension curriculum by term 3 (goal for T3 2026). - Teacher professional development on explicit instruction and modelling including sharing exemplary practice within the school (utilising ICT). - Teacher professional development on using shared modelling, and assessment to adapt learning across the lesson sequence enabling support to be removed and pupils to work independently. - Teacher professional development to secure the consistent adoption of a metacognitive framework to support explicit modelling of reading skills, pupils’ metacognitive talk, and to support pupils in organising and managing their learning. (PPE and use of success criteria for pupil self-assessment.) - Teacher professional development on the use of assessment within lessons to identify those who are not securing key knowledge and how to adapt the lesson sequence, so these pupils receive further teaching input and learning activities matched to their immediate needs. - Establish and embed tracking systems for reading (and writing and maths) that identifies pupils who are making less than expected progress in this subject and / or have lower than expected progress. - Phase leaders and, for pupils with SEND, the SENDCO to hold pupil progress meetings (x3 per year) to review barriers to learning and plan QFT and possible wave 2 support. - Phase leaders to commission support from other teacher and leaders if necessary. SENDCO to manage graduated SEND response is necessary. - Amend timetable to reintroduce a pre-reading session for LPA pupils and PPA time during assembly for actions from pupil progress meetings. - Ark Literacy purchased to further strengthen the year 3 and 4 curriculum. - Books purchased to match the scheme 1 book per child. - Additional books purchased for Y5 and 6 ensuring each child has their own book. - Teachers have the opportunity to co-plan with subject leader and SLT champion		Teaching	DFE – The reading framework	
		Teaching	EEF – Five a day	
		Teaching	EEF Improving Literacy in KS2 recommendation 3 - Teach reading comprehension strategies through modelling and supported practice	£500 SL time with SLT
		Teaching	EEF - Metacognition and self-regulated learning	£500 SL time with SLT
		Teaching		£500 SL time with SLT
		Targeted academic support		Pre-reading £2300
				£3600 Y3/4 1200 Y5/6
				£3000 co-plan

Writing – fluent transcription Challenge number: 2 Lead: BG & NS SLT Link: NS	Intended outcome: Pupils secure transcription skills that are sufficiently fluent to enable the majority of their working memory to be engaged in the composition of their writing Success criteria • Gaps in transcription skills are systematically addressed; commensurate with their starting points, all pupils show significant progress against their specific needs • Pupils receiving tuition with the Colourful Semantics programme make use of the colourful semantics support material, independently applying this in compositional work • Pupils receiving support in the handwriting, spelling and grammar programmes can combine these components and write with sufficient fluency to enable their learning to be focused on compositional work. • Pupils can independently achieve the component steps in the success criteria for a series of lessons as observed over a two-week period indicating they are ready to move fully to composition curriculum			
Activity for pupils who are DL in this academic year		Type of activity	Evidence that supports this approach	Approximate cost
• Teaching Assistants to deliver KS2 wave 2 interventions for writing: • Colourful semantics group to support pupils develop their understanding of sentence structure and expand the length of their sentences • Transcription (handwriting and spelling fluency) group to develop fluent handwriting and spelling patterns • KS2 wave 2 intervention in class group (handwriting, spelling and grammar) to help children combine components of transcription to develop fluent writing. • Teaching Assistants to deliver targeted intervention for the Colourful Semantics group for spelling and handwriting outside of the writing lessons. • Ongoing Teacher Assistant professional development for those delivering the transcription and colourful semantics groups. • TA training for the handwriting and spelling group. • Termly Teacher / TA diagnostic review with SENDCO to review children who are not progressing through the intervention groups.		Teaching	EEF Improving Literacy in KS2 recommendation 5 - Develop pupils’ transcription and sentence construction skills through extensive practice	£2500 (50% contribution from PP funding)
		Teaching		£3420

- Teacher training to plan for the intervention groups, with a focus on transcription skills, to ensure consistency across KS2. - Leaders to review groups against teacher assessments. - New Ark curriculum purchased for years 3 and 4 - Targeted small group support delivered by class teacher for Y6 pupils. - Y5 additional writing carousel where teacher only has ½ the class allowing time for targeted teaching.	Teaching		Ark £1,281 per year
	Targeted academic support		Writing carousel £3120

Extending writing opportunities across the curriculum Challenge number: 3 Lead: BG & NS SLT Link: NS & GS	Intended outcome: Disadvantaged learners produce a greater range of writing and include features of higher standard writing			
	Success criteria - Disadvantaged pupils’ motivation and enjoyment of writing is increased - The range of writing secured at the expected standard increases for disadvantaged learners - Disadvantaged learners include features that are part of the higher standard for writing - Disadvantaged learners within ‘touching distance’ of the higher standard at the end of Y5 / beginning of Y6, secure the higher standard at the end of KS2			
Activity for pupils who are DL in this academic year		Type of activity*	Evidence that supports this approach	Approximate cost
Writing across the curriculum - Amend phase 1 of the writing cycle (unit of work) in Y2 to Y6 to allow pupils to produce ‘polished’ pieces of subject specific writing i.e. science, history and geography. Additional time is created for pupils to review use of vocabulary, writing devices and features, and grammatical structure. - This subject specific writing will link to assessment pieces, for example, scientific and historical enquiry. Writing time will also be allocated in the 6th or 7th lesson on the subject unit of work. Online magazine - All pupils in Year 6 will work on producing articles for an online school magazine. The project will support the National Curriculum of enabling pupils to write for a range of purposes and audiences. - Disadvantaged learners in Y6, working at EXS or above, will be offered the opportunity to have small group tuition to produce articles for the magazine; this will be in addition to their work on the project in class. This will be extended to similar pupils in Y5 in capacity can be secured. These pupils will also be offered the opportunity to be involved in the production of the magazine. This will again be via small group tuition. Writing school focus - Teachers have opportunities to co-plan with leaders to support the delivery of the curriculum.		Teaching	EEF Improving Literacy in KS2 recommendation 4 - Giving pupils a reason to write — and someone to write for — can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. NC English - Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context	Term 1-4 £2500 £3000 co-planning.
		Targeted academic support		

Challenge number: Lead: SW SLT link: CH	Intended outcome A new maths curriculum is adopted to improve the quality of the curriculum. Accelerating the progress of all pupils including those who are disadvantaged and / or SEND Success criteria • New Ark Mastery curriculum implemented September 2024 (Year 6 September 2025) • Yearly cycle of CPD set out to support all staff • Learning walks, pupil conferencing and book looks show that the ark curriculum is being successfully implemented. • PP and disadvantaged learners with no significant SEND, will meet the expected standard in maths, making progress at least commensurate with their starting points; many will make better than expected progress • Low prior attaining pupils without significant SEND, will meet the expected standard in maths including those who are disadvantaged learners • Pupils with significant SEND needs make strong progress from their starting points and meet bespoke, pertinent targets that have been set for phonics that enable the pupil to be as well prepared as possible for the next stage of the reading curriculum • In year 1-5 Ark mastery data will show children reaching EXS+ is in line or above national KS2 benchmark. • Following data in entry in Autumn, Spring and Summer pupil progress meetings identify children who need further support and actions are put in place for these children. • Non disadvantaged and disadvantaged learners' attainment at the higher standard in maths will be in line with the national average.		
Activity for pupils who are DL in this academic year	Type of activity*	Evidence that supports this approach	Approximate cost
• Implement new Ark maths mastery curriculum in years 1-5 (Year 6 September 2025). • Set cycle of CPD for all staff on successful implementation of the curriculum. • Set three assessment points a year to monitor pupil outcomes (Autumn, Spring, Summer). • Use insight (data tracking system) to give high level analysis of class performance. • Pupil progress meetings (3 x a year) setting actions for children not at expected and/ or not making expected progress. • Pupil progress meetings to identify children who with support could achieve HS. • Class teacher to work with HS group at least once a week. Adaptations made in lesson to support deeper level of thinking. • Smartgrade question level analysis used to support targeted teaching of gaps. • Parents kept informed of pupils' progress through termly report cards. • Intervention programme set up to support those children who need 'catch up' to access the curriculum. • SL to monitor impact of curriculum in all classes. Targeted support delivered o teachers where required. • Co-planning – all teachers to plan with subject leader or SLT champion	Teaching Targeted tuition	EEF Ark Mathematics Mastery (+ 2 months) EEF research, demonstrates several key benefits: a rigorous and structured curriculum, a focus on core subjects, evidence-based teaching strategies, and a commitment to closing the achievement gap. These elements work together to drive academic success for all pupils, particularly disadvantaged and SEND students. EEF Improving Mathematics in Key Stages 2 and 3 (2017): The report notes that breaking down data by individual questions can identify areas for improvement and enable targeted interventions. This helps to ensure that the teaching is closely aligned with students' actual needs	£1,145 per year Ark maths curriculum. Cost includes access to Smartgrade £1800 insight. Pupil progress meeting supply cover £2500 Cost of attendance ark conference £300 £3000 co-planning

Social and emotional development of younger children Challenge number: 1 Lead: CH & SW SLT link: CH	Intended outcome: Pupil in Years 1 to Year 3 have greater opportunity to engage in creative and co-operative play through access to provocative play resources and stimulation from staff Success criteria - The transition from Reception EYFS curriculum to Year 1 curriculum is more gradual as teachers have access to continuous provision resources and can mirror EYFS delivery through the Autumn terms and gradually transition to whole class teaching during the spring terms - Children in Year 2 and Year 3 have daily access creative play-based opportunities at break and lunch times with skilful provocation from staff - Staff have high quality interactions with pupils building on children’s ideas, provoking interest and extending language (assessed by learning walks) - Less incidents recorded on behaviour log as children have improved interest, self-regulation and social skills.		
Activity for pupils who are DL in this academic year	Type of activity*	Evidence that supports this approach	Approximate cost
1. Years 1 –3 will move classrooms to create a better space for provision outside the year 1 and 2 classrooms and to create the sense of a Rec / Y1 base. 2. The outdoor space will be invested in creating different areas e.g. construction area, calm area, storytelling area. 3. Year 1 teachers will moderate alongside the EYFS team assessing children’s readiness to learn the KS1 curriculum. 4. EYFS will support assessment at the start of the year 1 curriculum. 5. Staff will be trained to have high quality interactions with children. 6. School seniors are trained to support younger pupils with play.	Wider	Both EEF and DfE research highlight the significant benefits of play-based learning for young children, particularly in the Year 1 context. Play supports children's cognitive, social, and emotional development, which in turn sets the foundation for later academic success The Teaching and Learning Toolkit provides evidence-based recommendations for teaching strategies. One of the themes in the toolkit is the importance of playful learning in early education settings. Research cited in the toolkit shows that children benefit significantly from activities that blend play with explicit teaching, particularly in literacy and numeracy. Some strategies include: - Using play as a vehicle for learning early mathematics (e.g., through games that involve counting, sorting, and recognizing patterns). - Supporting children's imaginative play to enhance creativity, language development, and understanding of the world. Research and guidance from the Education Endowment Foundation (EEF) show that teaching assistants can improve the quality of children's play by supporting social interactions, enhancing language development, providing tailored interventions, and scaffolding cognitive skills. The EEF emphasizes that TAs are most effective when they are well-trained, supported by teachers, and focused on enhancing children's engagement in play through structured and meaningful interactions.	£10,000 play resources (spent 2025) £360 for training (50% contribution from PP funding)

Communication and language development of children. Challenge number: 1 (updated) and 4 Lead: CH & SW SLT link: CH	Intended outcome: systems in place to enable pupils with ASD and/or high support needs to confidently access and participate in all areas of school life, with support that removes barriers, promotes and ensures inclusion. <u>Success criteria</u> - Each child who needs one has a journey through the day set out supporting them to stay regulated throughout the day. - Pupils with ASD have access to spaces around the school to support them to dysregulate as well as meet sensory needs. Options are available at lunch for those who can not sit in the school hall. - Pupils are supported by consistent visual aids. - Staff are proactive when supporting pupils with ASD anticipating needs and making reasonable adaptations when needed.		
Activity for pupils who are DL in this academic year	Type of activity*	Evidence that supports this approach	Cost
1. Journey through the day set out for pupils with ASD removing barriers. 2. Staff trained through AET training. Yearly cycle set out. Additional bespoke training given where needed 3. Visual aids streamlined across whole school. Ensuring consistency across classes. 4. Sensory space created sensory circuits available 5. break out room? 6. Hall dividers 7. TA delivers sensory circuits 3 times a week. 8. key adults	Wider	EEF Special Educational needs in mainstream School – Pupils with SEND are entitled to provision that supports achievement and enjoyment of school. The attainment gap for pupils with SEND is more than twice as wide as the FSM gap showing the need for additional support. Training purchased by Autism Education Trust – offers a full CPD accredited training programme designed to improve how school settings support autistic children and young people.	AET training package £1680 cost per year for two years £2000 training costs Hall dividers £480 Cost of widget £300 £6000 restructure rooms

Intended outcome Wrap-around care Challenge number: 5 Lead / SLT: GS & SD	Intended outcome: To extend the on-site after school wraparound care by developing a discrete after school club focused on health and well-being provision. Success criteria Resources for the provision are secured, and a sustainable business model is developed. Wrap-around care provides cooking, therapeutic art and pastoral care (delivered in termly blocks x1 per week). A minimum of 60 places per week provided (5 x 12 places) by summer 2025. Existing provision provided by an external provider is strengthened through the partnership i.e. numbers maintained or increased, and overall package offered to parents broader. 25% of the places are taken by disadvantaged learners and 60% of disadvantaged learners are offered a place for one term each in the first year of operation			
Activity for pupils who are DL in this academic year		Type of activity	Evidence that supports this approach	Approximate cost
Set partnership agreement with current external provider. Secure capital funding and recruitment of staff for wrap-around provision (pivotal action) Recruitment of staff able to provide healthy cooking, art therapy activities and warm, engaging pastoral provision. Staff training e.g. food hygiene, art therapy. Write business plan and sustainability plan. Plan provision including relevant care standards. Open provision. Review sustainability and quality of provision. Funded breakfast club places for PP children		Wider	EEF – Extra-curricular activities are an important part of education. These activities improve engagement.	Bid for external funding Up to £8,835 /yr from PP places

Developing talents and belonging Challenge number: 5 Lead / SLT: NS, GS & SD	Intended outcomes All disadvantaged learners in KS2 participate in an extra-curricular activity for a period of 6 consecutive months (within a two-year period) to develop an interest into a talent. All disadvantage learners participate in the performing arts curriculum culminating in two major performances in Year 3 (vision - developing interests phase). All disadvantaged learners in Y4, Y5 & Y6 have the opportunity practice and develop their skills in the performing arts and showcase their skills in high quality performance each year to pursue talents (vision – pursuing talents phase) Success criteria All Year 3 to Year 6 pupils identify a talent that they are pursuing, for one year, as part of the Bitham Badges programme, by attending extra-curricular activities in school or outside 60% of pupils on roll (Dec 24) who are DL achieve the objective by Dec 2025 80% of pupils on roll (Dec 25) who are DL achieve the objective by Dec 2026 98% of pupils on roll (Dec 26) who are DL achieve the objective by Dec 2027 The performing arts curriculum is implemented in full each year. Disadvantaged learners who are committed and wish to pursue dance to a high standard receive high quality, specialist teaching 2-3 per week allowing them an equal opportunity to turn their commitment and hope into a talent.			
Activity for pupils who are DL in this academic year		Type of activity	Evidence that supports this approach	Approximate cost
Bitham Badges programme used as a vehicle for the delivery of this objective (practical changes needed for pupil records, displays etc.) Places (up to 35%) provided in Saturday musical theatre dance club to pupils in Y3 to Y6. Dance bursaries to be provided for a fixed number of committed DL able to perform at AWL dance. Provide protected access to After School Club places and subsidy. Cooking and art wrap around provision – set up provision to dovetail with existing wrap around provision. Provide up to 5 places per session for DL. Art therapy training for wrap around provision. Embed the performing arts curriculum from Rec to Year 6. Recruit professional dancers and performers to deliver aspects of the performing art curriculums and provide role models. Enable all pupils the opportunity to particate in high quality performances to showcase their skills. Have a dedicated section of the school website to celebrate achievement and enable further practise. Pupils to have the opportunity to perform at a theatre to showcase talents		Wider	EEF – Extra-curricular activities are an important part of education. These activities improve engagement. EEF – Arts participation have a positive outcome on academic outcomes Social Mobility Commission: an unequal playing field NSPCC Protecting against radicalisation	£2000 /yr £1850 /yr £4000 /yr Up to £8,800 /yr (covered above) £6000 /yr (covers 8 & 9 – 20% of full cost) £2000 Forum performance

Intended outcome Attendance Challenge number: 6 Lead / SLT: AL	Intended outcome To achieve and sustain improved attendance for all pupils, particularly pupil premium pupils and disadvantaged learners Success criteria Sustained high attendance demonstrated by: ☑ The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being eradicated or closed to less than 0.5%. ☑ The percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 1% lower than their peers. ☑ The percentage of pupils who are persistently late being below 0.5% and their non-disadvantaged pupils being no more than 0.75% lower than their peers			
Activity for who are DL in this academic year		Type of activity	Evidence that supports this approach	Approximate cost
• The Senior Attendance Champion, DSL and attendance administrative office will monitor attendance and proactively use data to identify pupils at risk of persistent absence. • Parents will be contacted when their child’s attendance falls below 90% and school will work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. • Family Link Worker to work with families where there is an attendance concern. Targeted support may include: -Offering a child a free place at breakfast club -Offering a place at a specific club eg art club or sports club -pastoral care, including social and emotional interventions • Additional cost to cover trips and residential at a reduced rate		Wider	EEF- Supporting school attendance- poor attendance is a significant barrier to learning. EEF- engaging parents can significantly improve attendance. Targeted support and intervention, including rewards and incentives, have a positive impact on attendance alongside identifying the specific barrier to attendance and addressing these DFE- (attendance guidance and framework) Schools should work closely with families and local authorities to understand barriers to attendance and provide appropriate support.	£1000 breakfast club £2000 trips

Intended outcome	Intended outcome Lesson delivery, across the curriculum, is structured to prevent the overload of working memory enabling pupils to learn precisely defined knowledge broken into small component steps.			
Challenge number: 2	Success criteria • The curriculum is consistently delivered, in each subject, in small component steps that coherently build to intended learning / curriculum outcomes. • Key knowledge is identified so that teaching focuses on the most essential knowledge enabling pupils to be well-prepared for the next stage of learning. • Key vocabulary and oral rehearsal are deliberately taught to equip pupils with the language needed to answer and explain subject specific questions. • Teachers are highly skilled in the use of modelling and the use of explicit instruction to help fill gaps in pupils' knowledge and focus working memory on the component knowledge • Pupils revisit key knowledge sufficiently to embed it to the long-term memory; this is supported by curriculum organisation and teachers making the opportunity to build this into lesson sequences			
Lead: subject leaders SLT: SLT subject links				
Activity for who are DL in this academic year		Type of activity	Evidence that supports this approach	Approximate cost**
• Senior leaders to design subject self-evaluation criteria, based on the school teaching approach and agreed effective quality first teaching approaches, and link these to a systematic process for identifying subject development priorities and action planning. • Link SLT to work with subject leaders to tune self-evaluation criteria to the content and nature of learning in their subject. • HT and SIA to deliver training on subject leadership and supporting disadvantaged learners. • Subject leaders, with support from SLT link, to use monitoring and their knowledge of practice to complete subject self-evaluation. • Subject leaders to identify 3-5 areas that are the most significant and immediate priorities for development. • Subject leaders to write subject development plans and seek the support of SLT link as needed. • Subject development plans scrutinised and approved by the Governing Body. • SLT links to organise the resources subject leaders need to monitor and deliver the action plan.		Teaching	EEF Using research evidence to support spending decisions - ‘Evidence indicates that high quality teaching is the most powerful way to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on building teacher knowledge, pedagogical expertise, curriculum development and purposeful use of assessment.’	Monitoring time 3 days a year 50% covered by PP £4950

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 34,926

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

Budgeted cost: £39541

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

Budgeted cost: £ 27685

Total budgeted cost: £102,152

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Expected Standard in end of KS2 SATs (Year 6)

Reading	School disadvantaged compared to national disadvantaged				
Year	Cohort	School	National	Difference Sch v Nat	National (non dis)
2025	11	73%	63%	+10%	81%
2024	8	75%	62%	+13%	80%

- Reading - in 2025, attainment for BBPS disadvantaged pupils was 10% higher than for disadvantaged pupils nationally. In 2024, the attainment of BBPS disadvantaged pupils was 13% higher.

Writing	School disadvantaged compared to national disadvantaged				
Year	Cohort	School	National	Difference Sch v Nat	National (non dis)
2025	11	73%	59%	+14%	81%
2024	8	63%	58%	+5%	80%

- Writing - in 2025, attainment for BBPS disadvantaged pupils was 14% higher than for disadvantaged pupils nationally. In 2024, the attainment of BBPS disadvantaged pupils was 5% higher.

Grammar, punctuation & spelling	School disadvantaged compared to national disadvantaged				
Year	Cohort	School	National	Difference Sch v Nat	National (non dis)
2025	11	73%	60%	+13%	81%
2024	8	75%	59%	+16%	80%

- Grammar, punctuation & spelling - in 2025, attainment for BBPS disadvantaged pupils was 13% higher than for disadvantaged pupils nationally. In 2024, the attainment of BBPS disadvantaged pupils was 16% higher.

Maths	School disadvantaged compared to national disadvantaged				
Year	Cohort	School	National	Difference Sch v Nat	National (non dis)
2025	11	73%	61%	+12%	81%
2024	8	63%	59%	+4%	80%

- Maths - in 2025, attainment for BBPS disadvantaged pupils was 12% higher than for disadvantaged pupils nationally. In 2024, the attainment of BBPS disadvantaged pupils was 4% higher.

Summary

The attainment of disadvantaged pupils in the core subjects at BBPS is consistently higher than for disadvantaged pupils nationally. This means the gap between disadvantaged pupils at BBPS and non-disadvantaged pupils nationally is narrower at BBPS. However, the school’s vision is to close this gap and mitigate the disadvantage these children face.

2. Attainment in Year 2 to Year 5 2024-25

Reading - The school uses a standardised to assess attainment in reading. At the end of the 2024-25 academic year:

- 80% of pupils achieved the expected standard and 32% attained at a greater depth.
- 72% of disadvantaged pupils (pupil premium) achieved the expected standard and 34% attained at a greater depth.
- For pupils with special educational needs and disadvantage, 61% achieved the expected standard.
- For disadvantaged pupils but with no special educational needs and disadvantage, 77% achieved the expected standard.
- 90% of disadvantaged pupils made expected progress (or better) compared to 92% for non-disadvantage.

Maths - The school uses objective tests to assess attainment in Maths. At the end of the 2024-25 academic year:

- 74% of pupils achieved the expected standard and 17% attained at a greater depth.
- 67% of disadvantaged pupils (pupil premium) achieved the expected standard and 9% attained at a greater depth.
- For pupils with special educational needs and disadvantage, 48% achieved the expected standard.
- For disadvantaged pupils but with no special educational needs and disadvantage, 77% achieved the expected standard.
- 84% of disadvantaged pupils made expected progress (or better) compared to 88% for non-disadvantage.

Summary

The attainment of disadvantage pupils is close to, but below, the attainment of non-disadvantaged pupils. Disadvantaged pupils without SEND achieve at a similar level to non-disadvantage pupils. Rates of progress are similar across all groups. To close the disadvantage gap further, the school needs to continue to enhance provision for pupils with special educational needs.

3. 2025 Multiplication Check

- 33% of all children achieved 100% correct answers (the national outcome in 2024 was 35%)
- Pupils average score was 21.6 (national 2024 20.6)
- The average score for disadvantage pupils was 19 (the national outcome in 2024 was 35%)

4. Year 1 Phonics

- Disadvantaged pupils attained at a similar level to non-disadvantaged. The gap in attainment was one pupil.

5. EYFS – Good level of development

- This data is not analysed for disadvantage as the cohort is too small.

6. Attendance in 2024-25

- Attendance for all pupils in 2024-25 was 95.5%. This was 0.7% above the national average.
- Attendance for disadvantaged pupils (FSM6) was 93.5% for all pupils compared to the latest national average of 92.4% (Autumn 24 and Spring 25).
- Persistent absence was 7.1% for all pupils compared to the latest national average of 13.3% (Autumn 24 and Spring 25)
- Persistent for absence for disadvantaged pupils (FSM6) was 11.9% for all pupils compared to the latest national average of 24.5% (Autumn 24 and Spring 25). This was significantly better than the national average.

7. Developing talents and belongings

- POS for performing arts set out
- Musical theatre productions in years 3 and 4.
- Performance date set for the forum for pupils to perform on the stage.
- ALW dance school currently 7 scholarship PP spaces

8. Wider school opportunities

- All PP pupils offered free places at breakfast club – looking to further increase capacity of breakfast club for term 5.
- Football factory – 2 PP places per term
- Terms 1 and 2: 19 PP children took up funded places (4 KS1, 15 KS2)
- Terms 3 and 4 – 26 children took up funded places (6 KS1)
- Year 6 residential – all PP children offered places at reduced cost.

9. Speech and language: 19 children open SALT 4 children closed SALT still being monitored

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
Accelerated Reader: A,Renaissance Learning programme used to boost reading comprehension and engagement.	Renaissance
Ark Maths Mastery Ark Curriculum Plus – English	Ark
Speech and language	Black sheep