

BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



Pupil Premium Strategy 2025 - 2026

As an inclusive Christian school, our vision is to provide a safe, happy, loving and nurturing environment where individuals feel valued and are encouraged to fulfil their hopes and aspirations. Through an inspiring and enriched curriculum, pupils are given the best opportunities to flourish and develop their God given talents.

'Do everything in love' 1 Corinthians 16:14'

Together Everyone Achieves More

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	264
Proportion (%) of pupil premium eligible pupils	25.38%
Academic year/years that our current pupil premium strategy plan covers <i>(3-year plans are recommended – you must still publish an updated statement each academic year with a clear evaluation of the impact of the strategies used in the previous academic year).</i>	2024 -2027
Date this statement was published This strategy	December 2025
Date on which it will be reviewed	February 2026 June 2026
Statement authorised by	Sam Towers
Pupil premium lead	Sam Towers
Governor / Trustee lead	Helen Dower

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,900
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£1.82
Total budget for this academic year	£90,900

Part A: Pupil premium strategy plan

Statement of intent

As a church of England school, we believe that every child, regardless of their background and the challenges they face, deserve the same opportunities to help them succeed in life and to have the same hopes and aspirations as their peers.

Our curriculum provides the children with an opportunity to see beyond their own experiences and to feel and understand the positive part they play in the world as future citizens. It is the implementation of the pupil premium strategy to support disadvantaged pupils to achieve their goals, whether that is academically, socially or emotionally. It is our intention to tackle inequality.

When making decisions about using Pupil Premium funding it is important that we consider the context of the school and challenges faced. This is done alongside the EEF research.

The funding supports all children who are vulnerable, including those with high attainment. Strategies include supporting children who are Looked after and previously Looked after, receive free school meals (or previously have) and service children.

When supporting children, we consider that sometimes there are numerous reasons that prevent a child from flourishing. The research identifies common barriers as weak communication and language skills, attendance and punctuality, lack of confidence, behavioural difficulties, less home support.

Quality First Teaching is at the heart of our approach (including teachers and teaching assistants), with a focus on what disadvantaged children need the most help with. This is proven to have the greatest impact on closing the gap but will also benefit all the children in our school. Staff receive high quality CPD to ensure that are up to date, skilled and deliver high quality teaching and learning experiences that will accelerate the progress of disadvantaged pupils and sustaining attainment of non-disadvantaged pupils.

Our approach is responsive to common challenges and individual needs.

Our aims are to:

- Ensure there are aspirational expectations for all our pupils
- Have a whole school approach to the wellbeing of pupils, growing resilience
- Raise the profile of our disadvantaged children within our school by taking responsibility for what they achieve
- Address additional barriers early by being proactive, not reactive
- Improve outcomes in reading, writing and maths
- Overcome barriers to attendance so learning is not missed and children's social and emotional needs are met

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning Our pupil premium cohort size differs between year groups but assessments show that the attainment in core subjects is lower with disadvantaged than non-disadvantaged pupils.
2	Gap in vocabulary/ communication skills Observations particularly in the Early years shows that pupils who are disadvantaged tend to have under-developed oral language.
3	Emotional, social and behavioural issues from specific children, impacting on them accessing their learning and making good progress. In order to make good progress, children need to feel safe and supported.
4	Family challenges e.g. behaviour at home, issues within the household Families continue to face challenging times and there is an increase in the number of Early Help Assessments, mental health referrals made.
5	Attendance and punctuality of some children remains a barrier to them accessing a full education therefore being a barrier to progress, attainment and well-being. Attendance levels have decreased 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
To improve oral language skills among disadvantaged pupils	Increase the % achieving expected/ greater depth in reading and writing Work scrutiny will show the use of higher- level vocabulary appropriate to the year group Children will have access to high quality texts through class readers, book corner Working walls will display new vocabulary Lesson visits will evidence that children are being taught explicit vocabulary The school will continue to engage with strategies from its work in the LCC Reading Project: Early Language
Improve Reading attainment for disadvantaged pupils	KS2 reading outcomes will be higher than the National average.
Improve Writing attainment for disadvantaged pupils	KS2 writing outcomes will be higher than the National average.
Improve maths attainment for disadvantaged pupils	KS2 maths outcomes will be higher than the National average.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Pupil voice, parent and staff observation will demonstrate children are happy to come to school. Pupils will be identified quickly and bespoke support will be put in place e.g. EHA, 1:1 work, small groups, nurture group, support from external professionals Suspension & Exclusion rate will be below national.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> - The attendance of disadvantaged pupils being higher than national average - The attendance of disadvantaged pupils being in line with non-disadvantaged pupils - The whole school attendance level being above national
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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 Budgeted cost: £27,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and update our approach to reading, including the environment, echo read and access to high quality texts.	<p>EEF Teaching & Learning Toolkit – Phonics</p> <p>Phonics approaches have a moderate impact (+5 months) for very low cost, based on extensive evidence.</p> <p>Systematic synthetic phonics is highly effective for early reading, especially for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	2

	<p>Continue to embed the LCC Reading Project strategies.</p> <p>Rubrics will assess fluency of reading.</p> <p>Data analysed to measure progress.</p> <p>SDP has reading focus.</p> <p>Senior Leaders monitoring of implementation.</p> <p>Fluency project at Year 2 and Year 3 with identified children.</p> <p>Additional support will be given to children with gaps or who do not have a secure grasp on the concepts being taught.</p>	
<p>Ensure that identified areas for development from Early Year Language project are embedded.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p> <p>Continue to embed the strategies from the LCC project for Early Language.</p> <p>Senior Leaders monitoring of implementation.</p> <p>Data for Early reading monitored by HT and Governor.</p>	<p>1, 2</p>

<p>Ensure that our approach in writing is effectively embedded across the school</p>	<p>https://www.gov.uk/government/publications/the-writing-framework https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Continue to embed the strategies for improving writing outcomes using L.E.A D – writing materials for Y5/6 ‘Progression in writing’ and across school.</p> <p>Continue to purchase quality text to support the writing plans.</p> <p>The impact of which will be monitored and evaluated over the next two academic years.</p> <p>Senior leader monitoring and staff voice suggests these plans are in place across school.</p> <p>Ensure that teachers have the secure teacher judgements through moderation activities across the school year.</p> <p>Teachers are given additional planning time.</p>	<p>3</p>
<p>Ensure that ‘mastery in maths’ work is embedded across school and introduce ‘</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Introduce the lower Key stage two ‘mastery’ approach through CPD.</p>	<p>4</p>

	<p>Maths Lead to continue work with the Maths Hub – implementation of manipulatives in KS2</p> <p>Diagnostic assessment from NTS Assessments for Maths will identify gaps over time.</p> <p>Data outcomes will improve over the next two years.</p> <p>Additional support will be given to children with gaps or who do not have a secure grasp on the concepts being taught.</p>	
<p>Provide subject leaders with release time to research and further develop the curriculum</p>	<p>Research tells us that high quality teaching is essential to improving outcomes and can narrow the disadvantaged gap.</p> <p>EEF – Effective Professional Development Curriculum Research reviews – GOV.UK</p>	<p>1, 2, 3, 4</p>

Targeted academic support Budgeted cost: £18,018.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide small group/ one to one teaching</p> <p>2.5 days additional teacher in Y5/6 until Sept 2025</p> <p>Teaching assistants to provide specific additional support for identifies pupils</p>	<p>Small group tuition has an average impact of 4 months additional progress over the year (EEF)</p> <p>Progress of children identified monitored throughout the year.</p>	<p>2, 3, 4</p>
<p>Provide additional support for pupils with SEND</p>	<p>EEF's evidence-based recommendations for children with additional needs (5- a day)</p> <p>Nurture group for children with significant additional need</p>	<p>2, 3, 4, 5</p>

Wider strategies Budgeted cost: £46,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of equipment/ resources and access to trips etc</p>	<p>Previous reviews of Pupil Premium strategies have shown this is an effective way to work with families and provide children with opportunities to engage fully with the curriculum offered.</p>	<p>1, 3, 4, 5</p>

<p>Learning Mentor /MHFA time to support pupils and their families where social, emotional and behavioural challenges can be the barrier to learning and attendance</p>	<p>EEF evidence has demonstrated that effective social and emotional learning can lead to better progress.</p>	<p>1, 2, 3, 4, 5</p>
<p>Learning Mentor to work alongside the HT to monitor and improve attendance/ punctuality</p>	<p>Working closely with families to identify barriers to good attendance/ punctuality.</p> <p>DfE guidance 'Improving School Attendance' suggests by working closely with families, absence levels will be reduced.</p>	<p>5</p>

Total budgeted cost: £ 91,508.66

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact of our Pupil Premium activity on pupils in **2024 -2025**.

Our Pupil Premium children underperform in comparison to our non -pupil premium children.

Some data is obscured by the small number of Pupil Premium children within that cohort, e.g. the smallest group being only two children.

EYFS Outcomes 2025: N.B this cohort has a very low number of pupil premium

100% of our Pupil Premium reached GLD (compared to national of 51.7%). 73.3% of non-disadvantaged children met GLD (compared to N 71.3.9%).

Year 1 phonic Outcomes 2025:

70% of disadvantaged children met the expected standard compared to 66.9% at national.

KS2 Outcomes 2025:

Reading 64% of disadvantaged children met expected standard (63% at National) and 33.3% met greater depth (21.3% at National) – N 81% of non-disadvantaged met the expected standard

Writing 71% of disadvantaged children met expected standard (59% at National) and 8.3% met greater depth (6.6% at National) – N 78% of non-disadvantaged met the expected standard

EGPS 79% of disadvantaged children met expected standard (60% at National) – N 79% of non-disadvantaged met the expected standard

Maths 70% of disadvantaged children met expected standard (60% at National) and 33.3% met greater depth (15.2% at National) – N 80% of non-disadvantaged met the expected standard

RWM combined 66.7% of disadvantaged children met expected standard (45.5% at National) and 8.3% met greater depth (3.5% at National) – 69% of non-disadvantaged met the expected standard

Attendance: 2024/25

Overall school attendance was 94.6% which was in line with national average (N94.9%)

Attendance for disadvantaged was 91.6% (N92.6%). PA for our disadvantaged is 29.7% (close to average)

Attendance remains a focus area due to the impact of the pandemic on attendance levels and PA and particularly on pupil premium children.

Well-being outcomes

Pupil Premium funding has been used to target individual children for additional support for children's wellbeing, academic progress (particularly in the core subjects) and attendance levels.

It has been identified that there are children who have emotional/ behavioural needs that leave them vulnerable to suspension/ exclusion so this will continue to be a focus area in the next academic year. Our suspension and exclusion rate for pupil premium is lower than N.

The number Early Help Assessments remains a priority for the school in order to support children and their families which in turn will help break down barriers to learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	