

Pupil premium strategy statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Bourton on the Water Primary Academy |
| Number of pupils in school | |
| Proportion (%) of pupil premium eligible pupils | |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2026 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Mrs J Kilbey / Mrs L Connor Co-Headteachers |
| Pupil premium lead | Mrs Lindsay Connor |
| Governor / Trustee lead | Andy Bell |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £ |
| Recovery premium funding allocation this academic year | £ 0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £75,962 |

Part A: Pupil premium strategy plan

Statement of intent

Bourton on the Water Primary Academy is a relatively large primary school for the local area, with an increasing number of pupils eligible for Pupil Premium funding. As a school, our aim is to ensure that every child has a good quality education and equal opportunities in and out of the classroom.

The senior leaders, alongside governors, have agreed the following areas as our priorities.

- To continually monitor the attainment and progress of pupils eligible for pupil premium funding.
- To raise the attainment and progress of pupils eligible for pupil premium funding.
- To narrow the gap in attainment between pupil premium and non-pupil premium pupils at the end of key stage 2.

Quality first teaching is at the heart of what we do. This is proven to be the most effective way to closing the disadvantage gap. Implicit in the intended outcome is that the disadvantaged and vulnerable make progress alongside the non-disadvantaged peers. Our approach has to be responsive to need, particularly post Covid and to that end we will:

- Ensure that the learning in the classroom is of the best quality and adapted to have maximum impact for this group
- Ensure actions are taken in a timely way to intervene. Ensure this is a whole school approach
- To provide an enriching rich and varied curriculum, that supports disadvantaged pupils further their opportunities as they transfer to Secondary School and into wider society.
- To support each pupil in a holistic way- emotionally, socially and academically.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Disadvantaged pupils can have greater difficulties with phonics and this impacts their development as readers and overall attainment in English |
| 2 | Observations and assessments at school and nationally have found the impact of Covid has been more felt by disadvantaged pupils particularly where knowledge gaps have increased in Reading Writing and Maths. |
| 3 | Social and Emotional well being is a factor in academic success. We have seen an increase in family stress. This could be attributed to financial worries, cost of living and social media epidemic. |
| 4 | Disadvantaged pupils families are not always able to contribute towards school activities or support homework such as reading, writing and Maths activities |

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| 5 | Observations and current assessments indicate that disadvantaged pupils (KS1) have more significant difficulties with Oracy and speech and language, this could be due to covid and lack of interactions |
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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 |
|---|---|
| Improve phonics and reading attainment among disadvantaged pupils | By the end of academic year % of pupils achieving phonics screening is close to or in line with non pupil premium children % of pupils attaining ARE in Y6 is at least in line with non pupil premium children The progress data for pupil premium children is in line with or close to non pp children across all years |
| Close the gap between PP and non PP in current Y6 closes so that attainment is strong by the end of KS2 | By the end of academic year % of pupils at ARE (current Y6) are at least in line with non PP pupils (RW and M) |
| Improved well being of disadvantaged pupils | Sustained high levels of well-being in 25/26 as demonstrated by <ul style="list-style-type: none"> • Qualitative data from student voice and parent surveys • Participation in enrichment activities • Representation for school teams |
| Parental support at home is improved | Parent Support Advisor reports increased level of parental engagement and success |
| Improved outcomes for pupils speech and language development | By the end of academic year % of pupils achieving phonics screening is close to or in line with non pupil premium children SALT referrals/concerns responded to in a timely manner and support in place within school |

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Ongoing cost for purchase of phonics books linked to the Read Write inc programme in line with validated DFE synthetic phonics</i></p> <p><i>Provide time for phonics lead and pedagogy coach to further develop practice</i></p> <p><i>Ongoing CPD training for all staff in phonics</i></p> | <p>There is strong evidence that strong phonics has a positive impact on word reading and reading comprehension</p> <p>EEF – Teaching and Learning Toolkit – Phonics Strand</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>DFE validated programme</p> | 1 |
| <p><i>Manage Y6 class size and structure to ensure intervention, opportunities for focussed reading comprehension and reactive small group interventions</i></p> <p><i>Appoint additional Y6 SEN support for interventions and catch up</i></p> <p>(Every year group to have a FT TA or more for support £23,000)</p> | <p>The EEF toolkit identifies Feedback, individualised learning and reducing class sizes as having a positive impact on standards. Smaller group tuition is possible with smaller numbers.</p> <p>EEF – Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | 2 |
| <p><i>Appointed SEND Manager, ELSA and continued nurture support and parental support in order to ensure well being</i></p> <p><i>Holiday club and extra curricular support for pupils to access wider curriculum and support families</i></p> <p>(Shared employment cost of 1:1 SEN intervention TAs and ELSA lead £25,000)</p> <p>(Nurture- £14,000)</p> <p>(Residential, class trips, OSC Breakfast and After School Club contributions £2,000)</p> <p>(Shared employment of PSA £12,000)</p> | <p>There is extensive evidence around the impact of ACES and social/emotional skills with improved outcomes in later life. Further targeted interventions and universal approaches can have positive effects</p> <p>EEF – Social and Emotional Learning / Behaviour interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | 3 4 |
| <p><i>Run series of workshops for parents (Reading with ch/Maths Support/well being/behaviour)</i></p> | <p>Parental engagement is recognised as having a key impact on standards</p> | 4 |

| | | |
|--|---|---|
| | EEF – Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | |
| <i>SEND Manager to ensure SALT referrals/concerns are completed or followed up</i> <i>TA to observe SALT sessions and continue support within school/across phases (SD)</i> | Extensive evidence around the importance of developing S&L and oracy with pupils. Impact on academic success in future | 5 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Appoint a SEN TA teacher to work closely with disadvantaged pupils in Y6</i> | Small group and targeted support has an average of 4 months additional progress over a year | 1 2 |
| <i>Manage class sizes- additional class smaller size</i> | | |
| <i>SALT interventions- shadowed therapists and implement in school</i> | | 5 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Appoint EWO (as NCH cluster) to work with pupils anxious to attend school or with poor attendance.</i> <i>Attendance Champion Role within school- monthly meetings and targeted interventions</i> | Parental engagement is recognised as having a key impact on standards EEF – Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 4 |
| <i>Support pupils through the nurture programme/Compass/ ELSA/Play Therapist with emotional support</i> | EEF – Social and Emotional Learning / Behaviour interventions | 3 |

| | | |
|---|---|----------|
| <p><i>Embed My happy Mind across all phases and at home</i></p> <p><i>Parent Support Advisor</i></p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | |
| <p><i>Develop school ethos of parental engagement and support-newsletter/policies/code of conduct</i></p> | <p>Parental engagement is recognised as having a key impact on standards</p> <p>EEF – Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | <p>3</p> |

Total budgeted cost: £ 76,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes.

School View

The last Ofsted report of October 2021 reported good support for disadvantaged and SEN pupils. Ongoing data shows this standard has been maintained.

The school Nurture Hub has continued to develop with further staff offering impactful support to more PP pupils than previous years. Play Therapy is embedded now as part of this. Inclusion is prioritised and this is evidenced by number of referrals and pupil voice.

Survey data of parents and children supports the view that children enjoy school are supported and feel safe there.

PP data is published on the school website

INSIGHT has been invested in to support ongoing monitoring of disadvantaged pupils

Whole staff CPD has been invested in to ensure staff awareness of pupils and the challenges disadvantaged pupils may face

Teacher CPD has been invested in to ensure QFT includes high quality adaptations