

# Pupil premium (PP) strategy statement – Great Binfields Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils (just FSM and FSM6)	10.3%
Proportion (%) of pupil premium eligible pupils (including PLAC and LAC)	16.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/ 24 2024/25 2025/26
Date this statement was published	July 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Head teacher – Miss N Lyddon
Pupil premium lead	Miss N Lyddon
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,935
Recovery premium funding allocation this academic year	£ 5,599
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£110,534</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Great Binfields Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Pupil well-being is a priority, therefore at GBP we wish to ensure that we are able to support the mental health of all pupils irrespective of their background or the challenges they face.

We will consider the challenges faced by our vulnerable pupils, such as those who have suffered an adverse childhood experience. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust, regular assessment for learning, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils progress and excel academically and emotionally. To ensure they are effective we will:

- Act early to intervene at the point need is identified.
- Remove barriers to learning created by known circumstances, which may include academic needs, family or background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure disadvantaged pupils are challenged in the work that they're set.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure ALL pupils are exposed to high quality text, support and teaching reading skills to develop their reading fluency and understanding, so that they are able to access the breadth of the curriculum
- Prioritise children's emotional wellbeing to ensure their readiness to learn and further develop resilience.
- Ensure all children attend school and are on time.

## Challenges

1. Attendance to school is crucial for all children so that they are able to reach their academic targets, regulate their emotions and develop their social and emotional needs within a social setting.

2. Overcoming barriers to learning can be another challenge, where specific children need reinforcement in knowledge and skills in order to reach their targets. We identify the barriers to these children therefore these can be addressed through specific interventions, small group support and/or whole class focused teaching time.

Challenge number	Detail of challenge
1	In Reading, Writing and Maths, there is a higher proportion of disadvantaged children who are not on track compared to their non-disadvantaged peers.
2	Some children are vulnerable due to home circumstances which affects school performance due to difficulties in home routines and supporting children with home-learning
3	Some of our disadvantaged pupils need access to emotional support to improve learning behaviour, wellbeing and life chances.
4	Some of our disadvantaged pupils have lower attendance rates and a higher proportion are persistent absentees compared to non-disadvantaged peers.
5	Percentage of disadvantaged children who take up the opportunity of school enrichments is less than their non-disadvantaged peers.

## 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
<p><b>Attainment and Progress (Overall):</b> Ensure that disadvantaged pupils achieve in line with their non-disadvantaged peers by the end of KS1 and KS2, or make substantial progress towards meeting age-related expectations (ARE). This includes achieving key national benchmarks such as the Year 1 Phonics Screening Check and the Year 4 Multiplication Tables Check (MTC).</p> <p><b>Writing:</b> Continue to improve writing outcomes, with a targeted focus on pupils assessed as 'Just below'. This will be achieved through strengthened</p>	<p><b>1. Disadvantaged Pupils</b></p> <p>Disadvantaged children will achieve at least in line with their non-disadvantaged peers by the end of the school year.</p> <p>Disadvantaged pupils will achieve at least in line with national outcomes for non-disadvantaged pupils.</p> <p>The attainment and progress gap between disadvantaged and non-disadvantaged pupils will narrow across reading, writing, and maths.</p> <p>In each year group, an increased proportion of disadvantaged pupils will achieve 20/25 in termly times tables assessments.</p>

scaffolding to support accurate sentence construction and by further developing pupils' spelling knowledge and application.

**Mathematics (Times Tables):**

Continue to improve times tables outcomes for disadvantaged (Pupil Premium) pupils through targeted teaching, increased practice, and the use of diagnostic assessment to address gaps.

**Reading:**

Narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading by the end of the academic year through high-quality teaching, targeted intervention, and improved reading fluency and comprehension.

**2. Pupils with SEND and who are PP**

Pupils on the SEND register who are not yet achieving ARE will demonstrate clear and measurable progress from their start-of-year baseline using internal assessment systems.

Each SEND pupil will show accelerated progress in their identified area(s) of need, evidenced by improved assessment outcomes and higher-quality written work.

**3. Reading and Writing Outcomes**

The percentage of pupils who are not on track in writing will reduce, with a significant number moving from 'Just Below' to 'On Track'.

The percentage of pupils who are not on track in reading will reduce, with more children progressing from 'Just Below' to 'On Track'.

Pupils will demonstrate marked increases in test scores and improvements in writing quality over the school year.

<p>Ensure that vulnerable and disadvantaged children receive timely and targeted pastoral support so that the impact of home circumstances on their attendance, wellbeing, and ability to learn is reduced.</p>	<p><b>1. Emotional Wellbeing &amp; Confidence</b></p> <p>Disadvantaged and vulnerable pupils demonstrate increased confidence in all aspects of school life, including class discussions, enrichment activities, group work, and leadership opportunities.</p> <p>Pupils are increasingly able to articulate their thoughts and feelings, as evidenced through pupil voice, self-reflection activities, and higher levels of classroom engagement.</p> <p><b>2. Emotional Regulation &amp; Coping Strategies</b></p> <p>Identified pupils use taught strategies to manage their emotions effectively, demonstrated by fewer behaviour incidents recorded, improved classroom conduct, and positive feedback from staff.</p> <p>Pupils show improved self-regulation over time, displaying greater independence and reduced reliance on adult intervention across the academic year.</p> <p><b>3. Pastoral Support &amp; Intervention</b></p> <p>Vulnerable pupils receive timely, effective, and well-targeted pastoral interventions (e.g., ELSA, mentoring, small-group work), delivered with clear entry and exit criteria.</p> <p>Pastoral records show measurable progress against personalised SEMH targets, with pupils demonstrating improved emotional literacy, resilience, and coping skills.</p> <p><b>4. Attendance &amp; Engagement</b></p> <p>Attendance for vulnerable and disadvantaged pupils improves and moves closer to whole-school averages, reflecting increased engagement and wellbeing.</p> <p>Persistent absence among disadvantaged pupils reduces as a result of proactive pastoral support, early intervention, and strengthened home–school relationships.</p>
<p>Improve the attendance of identified children through targeted support and intervention. Conduct half-termly and regular analysis of attendance data for key disadvantaged pupils to ensure timely actions and progress monitoring.</p>	<p>Disadvantaged pupils show a clear improvement in attendance, with reduced overall absence.</p> <p>Lateness decreases for disadvantaged pupils where this has been identified as an issue.</p> <p>Attendance for disadvantaged pupils is at least in line with the national average for all pupils.</p>

	The number of disadvantaged pupils who are persistent absentees decreases over time.
Ensure that all disadvantaged children have equitable access to resources, activities, trips, events, and all wider opportunities, enabling them to participate fully in the life of the school.	<p>Disadvantaged pupils attend extracurricular clubs, activities, residentials, and whole-school events at rates comparable to their peers.</p> <p>Participation in trips, events, and residentials among disadvantaged pupils increases year on year.</p> <p>Gaps in engagement between disadvantaged pupils and their peers are reduced or eliminated.</p>

## 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: **within whole school budget**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leaders, including Core learning Leads, help to develop and sustain high quality teaching through effective CPD. We ensure that teachers have a focus on the PP children who are struggling in R/W/M, and those who need to accelerate their progress.	<p>High quality teaching improves outcomes for children and effective professional development offers a crucial tool to develop teaching quality in all curriculum activities.</p> <p>Senior Leaders will also focus on helping teachers to teach children to be mastery learners, and identify the gaps in skills/knowledge that hinder mastery.</p> <p>Use of over-learning and retrieval practice strategies embedded to place learning into long-term memory.</p>	1, 2, 3 & 7

<p>Provide targeted support for children by strengthening scaffolding to improve sentence structure and building their spelling skills, enabling them to write with increasing accuracy and confidence.</p> <p>Improve the recall of times table facts</p> <p>Embed the <i>Knowledge</i> approach in foundation subject lessons to enhance learners' vocabulary, deepen subject knowledge, and strengthen understanding of key concepts.</p>	<p>Targeted grammar and spelling lessons, interventions, and resources support children who are currently "Just below" in writing, helping them make measurable progress to achieve "On Track" status. (Highlighted gaps in learning)</p> <p>Targeted teaching sessions and precision interventions support children who are struggling to retain times table knowledge, helping them achieve fluency and confidence in multiplication facts.</p> <p>Use of knowledge recall from previous years topics.</p>	
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<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1 &amp; 2</p>
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (<a href="https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</a>) The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1710503599">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1710503599</a>)</p> <p>High quality teaching improves outcomes for children and effective professional development offers a crucial tool to develop teaching quality in Maths activities.</p> <p>CPD for staff plays a crucial role in improving the teaching quality and has a significant effect on pupils learning outcomes.</p>	<p>1, 2 &amp; 5</p>

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1710503824">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1710503824</a>)</p>	<p>2, 3 &amp; 4</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70,000 (3 x LSA £65,490 +resources described)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>(Language Link for KS1)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions   EEF (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions#:~:text=Oral%20language%20interventions%20are%20based,of%20ideas%20and%20spoken%20expression.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions#:~:text=Oral%20language%20interventions%20are%20based,of%20ideas%20and%20spoken%20expression.</a>)</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>1 &amp; 2</p>

<p>Training of LSA s to support specific intervention programmes.</p>	<p>The activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. Pupils work through especially written, engaging and illustrated stories.</p> <p>Using evidenced-based interventions provides confidence in the programs provided to support children effectively to make accelerated progress. Learning Support Assistants make a positive impact on learner outcomes when provided with high quality training to deliver structured evidenced-based interventions</p>	<p>1, 2 &amp; 3</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£48,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>Monitor attendance/ punctuality and support parents in understanding the importance of being at school.</p> <p>Work with the HLW to unpick barriers and engage parents. Develop a strategy for supporting persistent absentee children.</p>	<p>Attendance at school is vital to narrowing learning gaps and improving life chances.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2, 4, 6</p>

<p>Employment of a Home-Link Worker. This includes overseeing work with outside agencies and maintaining good relationships and communication between school and family. Outside agencies may include counselling, No Limits, Foodbank etc.</p>	<p>From Government Review <i>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</i></p>	<p>4, 5 &amp; 6</p>
<p>LT ( and FLW) to monitor attendance/ punctuality and support parents/carers in understanding the importance of being at school. Identification of specific disadvantaged children for whom attendance is an issue.</p>	<p>Attendance at school is vital to narrowing learning gaps and improving life chances. Those with regular absence often fail to make the necessary progress.</p>	<p>2 &amp; 4</p>
<p>Provide a subsidy for PP children as needed towards trips, uniform, PE kit, music lessons etc</p>	<p>All children will be given the opportunity to attend trips and experience places they may not have seen. EEF research shows that, overall, there are positive benefits on academic learning, and wider outcomes such as self-confidence from outdoor and adventurous activities.</p>	<p>4 &amp; 5</p>
<p>Reinforcement of the relational Inclusion policy (based on the trauma research) to our children, staff and families.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	<p>3 &amp; 4</p>

<p>To ensure equality and inclusion for all pupils to all school activities including breakfast club</p>	<p>Breakfast clubs are available to help support the attendance of pupils who are persistently absent. Offer of free breakfast club places to provide pupils with a nutritious breakfast and exercise before school.</p> <p>Staff will organise a range of visits (free to PP) and visitors to enrich and enhance curricular provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a></p>	<p>2, 3, 4 &amp; 5</p>
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**Total budgeted cost: £141,000**

## **Part B: Review of the previous academic year**

### **Review of plan**

January 2026 - Review of objectives completed in blue

April 2026 - Review of objectives completed in purple

July 2026 - Review of objectives completed in green