



Bassingbourn Community Primary School

Pupil Premium Strategy Statement 2025-2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	342
Proportion (%) of pupil premium eligible pupils	31%
Proportion (%) of pupils from service families	11%
Proportion (%) of pupils with English as an Additional Language	4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Amy Luu, Headteacher

Pupil premium lead	Amy Luu, Headteacher
Governor / Trustee lead	Kerry Sage, Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,888
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£133,888

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by disruptions in their early school career such as COVID-19 and the historic challenging school development journey at Bassingbourn which resulted in an inconsistent curriculum and poor learning outcomes for all pupils across the school.

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

- ensure disadvantaged pupils are supported to close prior learning gaps
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, monitoring evidence and discussions with pupils indicate underdeveloped vocabulary and language skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Monitoring evidence and assessment data indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. End of KS2 2025 data indicate: • Writing Scaled Score: FSM6 99.6 vs Not FSM6 100.9 • Writing Value Added: FSM6 –3.3 vs Not FSM6 –2.1
3	Monitoring evidence and assessment data indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. End of KS2 2025 data indicate: • Maths Scaled Score: FSM6 100.4 vs Not FSM6 103.1 • Maths Value Added: FSM6 –6.7 vs Not FSM6 –2.6
4	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health (SEMH), including complex behaviour challenges for our pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Additionally, a number of pupils from service families need emotional support during parental deployment.
5	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils for 2024-2025. • FSM6 attendance: 91.1% • Not FSM6 attendance: 95.7% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
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Improved language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2027/28 show the percentage of disadvantaged pupils met the expected standard will be in line or better than national.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show the percentage of disadvantaged pupils met the expected standard will be in line or better than national.
To achieve and sustain improved wellbeing and behaviour for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from pupil voice, staff and parent surveys and observations • a significant reduction in behaviour logs of difficult and/or dangerous behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • the overall unauthorised absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and being in line or better than national. • the reduction in percentage of all pupils who are persistently absent and the figure among disadvantaged pupils being in line or better than national.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£18,192**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase standardised NfER assessments. NfER = £3,626	When used effectively, standardised assessments can indicate areas for development for individual pupils, or across classes and year groups. This	1,2,3

	supports the planning for teaching and impactful interventions.	
Enhancement of our teaching and curriculum planning with the purchase of Mathematics Mastery Ark Curriculum, Pathways to Write programme, Kapow scheme of work and other programmes to support our curriculum. Mathematics Mastery Ark = £2,150 Pathways to Write = £2,535 Kapow Curriculum = £1,640 Nelson Handwriting = £251 Times table Rockstars/Numbots = £285 Edshed Spelling = £540	According to research evidence and the EEF Pupil Premium guidance, high quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. EEF Pupil Premium Guide	1,2,3
Purchase of Read Write Inc. Phonics programme to secure stronger phonics teaching for all pupils. RWInc = £1,665	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	1,2
Embedding high-quality teaching and learning with mentoring and coaching ECTs, developing inclusive practice across the school ECT mentor = £1,500 Music specialist support = £4,000	EEF Pupil Premium Guide Mentoring and coaching can be an important source of support, particularly for early career teachers. The content of professional development should be based on the best available evidence and should balance building knowledge, motivating teachers, developing specific techniques and embedding new approaches.	1,2,3

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

Budgeted cost: **£56,639**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group mentoring for pupils in need of additional learning and SEMH support with the aim of re-	Mentoring support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:	All

integrating pupils back into normal lessons. Partial funding for the Hub provision = £56,139	One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	
Purchase of Wellcomm speech and language intervention programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. Wellcomm = £500	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: Oral language interventions Teaching and Learning Toolkit EEF	1,2

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

Budgeted cost: **£55,620**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school training on and support with behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Partial funding for the Behaviour Lead role = £10,507	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement monitoring procedures to improve attendance. Working in partnership with parents and carers to ensure support is in place at an early stage. Attendance team = £4,834	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

(2 hours of attendance admin support and 3 hours of attendance champion) Early Intervention Support = £30,779		
Enabling disadvantaged pupils with access to wider enrichment curriculum opportunities Contingency educational visits = £8000 Contingency extra-curricular clubs = £1500	Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes for some disadvantaged pupils. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. EEF Pupil Premium Guide	All
Contingency fund for acute issues. £3,437	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £133,888

Part B: Review of the previous academic year

Outcomes for disadvantaged pupil 2024-2025

Activity in this Academic Year – Impact review

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: £73,000

Activity	Evidence that supports this approach	Impact review September 2024 June 2025
1. To secure consistently 'good and better' quality of teaching across the school to ensure 'good and better' outcomes and progress for all learners in reading and phonics - particularly for disadvantaged and for prior middle attaining	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF) Cost £5,300	WalkThurs – 3 professional development days so far – Signal, Pause Insist impact – children are observed to be more focused and returning to task quicker than before. Impact can also be seen in assemblies and playground Cold calling - evident in lessons and is ensuring depth of thinking is increased Modelling – this combined with curriculum choices is ensuring that the children have effective models to follow. Impact – children know what success will look like and can work to this. June 2025 – from September 2 further visits. Learning walks undertaken and additional coaching and peer mentoring undertaken to fully embed for all staff the three WalkThrus. Additional inclusion of use of 'Show Me' boards to further gain information through effective assessment. Impact – Modelling – children are seeing 'learning' being modelled, high expectations SPI is in place and being used effectively to ensure children are ready to learn Cold calling – evident in learning walks and lesson plans. This has developed children's attention to learning and allows for deepening thinking Mini-whiteboards – this is less embedded and needs additional training on to ensure effective A4L

Pupils through the delivery of WalkThru		
2. To continue to improve our whole school approach to the teaching of reading through developing a clear, consistently applied, sequential approach to independent and group reading. Investigation into whole school reading systems and schemes (for example Rising Stars, Accelerated reader, Oxford Owl, Read Write Inc). Procure and deploy new system allowing all children to access a well sequenced reading curriculum that is appropriate to their reading abilities. Develop a more aligned provision where reading and writing support each other	Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: • prediction (based on text content and context); • questioning; • clarifying; • summarising; • activating prior knowledge. Texts should be carefully selected to support the teaching of these strategies. (EEF) Cost: £3,700 for online subscription Cost: £3,000 for resources (whole school)	RWInc has been selected as our preferred phonics package Whole school training has been delivered – impact, staff are trained in the scheme and increasing in confident in delivery Impact – all children up to Year 4 are having daily RWInc sessions, Years 5 and 6 have Fresh Start – 30 mins every day. Staff enthusiasm to deliver the RWInc sessions and Fresh Start Tailored emails to staff to indicate movement of children, this shows positive improvement in phonics trends and groupings Staff meeting CPD, almost every staff meeting has a phonics training session/update. Regular sessions held for TA's during assembly time
3. To continue to improve our whole school approach to the teaching and learning by having two designated	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF) Tuition targeted at specific needs and knowledge gaps can be an effective method to	Catch up programmes that are running are Anger management: impact, children are seen to be more emotionally regulated Lexia- impact, children are developing reading skills Talkabout: impact – children are developing their emotional regulation and communication skills Lego Therapy: impact – children are developing their emotional regulation and communication skills Identiplay: impact – children are developing their emotional regulation and communication skills RWInc catch up: impact – children are making

intervention TA's to specifically support children who have not made the expected progress allowing for interventions and catch up programmes to run	support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Cost: £60,000 (2x£30,000)	accelerated progress in their reading skills Fresh Start impact: impact - children are developing reading skills Sensory circuits: impact – children are demonstrating greater focus in sessions Plans for maths intervention in keeping with Ark Mastery materials
Monitoring the impact of the provision. Provide ringfenced time for English and Phonics leads to monitor the impact of the above approaches to determine impact and value. English and Phonics leads to provide summary documents for SLT analysis to drive the SDP forward in future years. SLT release time to collate information for governor challenge.	All previous evidence Cost: £1000 for release time	Impact – daily email from phonics lead identifying areas to focus on, these are then monitored and followed up Impact – two sessions with Director of School Improvement from a local Trust which has focused on looking at the lowest 20% of readers and our provision. Strategies shared and interventions put in place

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Impact review September 2024
Group, Class and 1:1 session with pupils to support their emotional well-being to ensure pupils are in a position to access their learning. 'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs.	The core role of the pastoral leads is taken from DfE Effective use of Pupil Premium Guidance. It is to: • increase pupils' confidence and resilience • encourage pupils to be more aspirational • benefit non-eligible pupils too (EEF) Cost: £25,000	Impact – Pastoral team has been set up and is working with specific groups and individual children. Fewer children are seen outside of class and along with WalkThrus this has allowed children to be attending to their learning more frequently and for longer periods of time. Behaviour and academic expectations have been significantly increased. Monitoring through learning walks and around school behaviour demonstrate more children on task and significantly fewer children in corridors

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

Budgeted cost: £20,830

Activity	Evidence that supports this approach	Impact review September 2024
To enhance opportunities for children to share their learning with families at home in a convenient and accessible way. This will be achieved	Evidence demonstrates that home and parental engagement has a positive impact on progress and attainment. This is particularly true for children with Special Educational Needs or who could be perceived as vulnerable. Research demonstrates that an effective home/school partnership can result in lower absence rates.	Impact – Tapestry has been purchased and is being used as of 16th September 2024

through our license with Tapestry (a home-school communication platform).	<u>Schools and parents: developing partnerships</u> - GOV.UK (www.gov.uk) Cost: £1,000	
To employ an attendance champion to monitor and track attendance to then raise concerns with the attendance lead (AHT)	Evidence demonstrates that home and parental engagement has a positive impact on progress and attainment. This is particularly true for children with Special Educational Needs or who could be perceived as vulnerable. Research demonstrates that an effective home/school partnership can result in lower absence rates. <u>Schools and parents: developing partnerships</u> - GOV.UK (www.gov.uk) Cost: £5,000 (5 hours per week)	Impact – watch list of children has been generated and shared with staff. Regular meetings take place between AHT and attendance champion. Since the change in roles Interim Operational Manager has these two roles combined
Equal access to enrichment and extra-curricular opportunities through the following: -Financial support provided to those who required it to attend trips and visits throughout the school year -Inviting a minimum of 3 external and accomplished role models into school (ensuring a broad range of backgrounds and work fields are represented)	To ensure that pupils have the same access to the cultural capital of non-PP children. This is in the form of trips, visits and extra-curricular activities. Cost: £8,000	Impact – July 2024 – Terry Price (Bike and Scoot champion) assemblies and workshops delivered A multitude of trips have been funded or part funded for children in keeping with DfE guidance (Year 6 residential and Year 5 theatre trip by way of example)
To extend our before and after school provision through the use of external sports clubs	To ensure that pupils have the same access to the cultural capital of non-PP children. This is in the form of trips, visits and extra-curricular activities.	Impact – one after school club designed specifically for PP children and fully funded through PP budget. This has not continued in the Summer term as PP children were not attending the club Other after school clubs have been funded for PP children (Perfect Aim archery and Lane Academy by

	Cost: £6,830	way of example)
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Total Budgeted Cost: £118,830

Externally provided programmes

Programme	Provider
Not applicable	

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.