Bassingbourn Community Primary School

Pupil Premium Strategy Statement

2026-2027

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	297
Proportion (%) of pupil premium eligible pupils	29.6%
Proportion (%) of pupils from service families	7.4%
Proportion (%) of pupils with English as an Additional Language	4.7%
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 (v25-26) September 2026 (v26-27)
Date on which it will be reviewed	September 2026 (v25-26)

	September 2027 (v26-27)
Statement authorised by	Amy Luu - Headteacher
Pupil premium lead	James Mikelson – Inclusion and Operations Manager
Governor lead	TBC - Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,370
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£143,370

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 end of key stage outcomes indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. School assessment information demonstrates a need to further strengthen writing provision and targeted support to improve progress, attainment, and outcomes for disadvantaged learners.
3	Monitoring evidence and end of key stage outcomes indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. School assessment information demonstrates a need to further strengthen teaching, intervention, and targeted support to improve progress, attainment, and outcomes for disadvantaged learners in mathematics.
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	School attendance monitoring indicates that disadvantaged pupils experience lower rates of attendance than their non-disadvantaged peers. **Attendance data for 2025-2026 indicate:** • Disadvantaged pupils (FSM6): 89.4% • Pupil premium: 91.1% • Non-disadvantaged pupils: 95.5% Evidence from assessments, observations and pupil progress reviews demonstrates that persistent absence and reduced attendance are contributing to gaps in learning, progress and attainment. Targeted attendance support is therefore required to improve engagement, maximise learning opportunities and raise outcomes for disadvantaged pupils.

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
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: £16,910.05

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 supports the planning for teaching and impactful interventions.	1,2,3
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 = £2947 Pathways to Write = £2,535 Kapow Curriculum = £1706 Ruth miskin Handwriting = £1360 Times table Rockstars/Numbots = £281.05 Edshed Spelling = £190	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
AV1 Robot subscription cost = £2600	The AV1 robot will support Pupil Premium children by ensuring they remain connected to learning and school life when attendance is affected by illness, anxiety, or other barriers. It will help reduce learning gaps by enabling pupils to access lessons and maintain contact with teachers and peers remotely. The robot will support pupils' wellbeing and sense of belonging, reducing the risk of disengagement from education. As part of the school's attendance strategy, it provides an effective intervention for pupils at risk of persistent absence. This investment will help remove barriers to attendance, promote inclusion, and	2,3,5

	improve outcomes for vulnerable learners. https://www.noisolation.com/av1-back-to-school?utm_source=adwords&utm_medium=ppc&utm_term=av1%20robot&utm_campaign=Leads+-+UK+-+Brand+-+Search&hsa_acc=1354253027&hsa_cam=23541740352&hsa_grp=192695137323&hsa_ad=808841548798&hsa_src=g&hsa_tgt=kwd-303542232123&hsa_kw=av1%20robot&hsa_mt=e&hsa_net=adwords&hsa_ver=3&gad_source=1&gad_campaignid=23541740352&gbraid=0AAAAABWGm6muOb8FoMqIe_COt7aXLNZ4z&gclid=CjwKCAjwwrPVBhA1EiwAv_YO-ZeXhJJFmW0PBNY5oDIB-dd_e7ICtu99_c6khcpmEIeGKRYdGfmoQxoCzDAQAvD_BwE	

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

Budgeted cost: **£66,500**

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-integrating pupils back into normal lessons. Partial funding for the Hub provisions e.g., Hub Lead (37 hours) + 1 TA = £66,000	Mentoring support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	All
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.	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

Wellcomm = £500		

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

Budgeted cost: **£60,254.84**

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.	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. The Inclusion Coordinator and Family Intervention Supporter will work together to identify and remove barriers that impact the attendance, wellbeing, and achievement of Pupil Premium children. Through early intervention, targeted support, and strong partnerships with families, they will help pupils engage positively with school and access learning consistently. They will provide practical support to address attendance concerns, promote emotional wellbeing, and ensure vulnerable pupils receive appropriate support from school and external agencies. Their work will strengthen communication between home and school, helping to reduce persistent absence and improve outcomes for disadvantaged learners. This investment supports the school's wider commitment to inclusion, raising attendance, and ensuring every	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

child can thrive and achieve their potential. Inclusion Coordinator = £32,840.42 (37 hours) Early Intervention Support = £15442.04 (15 hours)		
Enabling disadvantaged pupils with access to wider enrichment curriculum opportunities Global School Alliance = £2500 Contingency educational visits = £6000 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 Case Studies - Global School Alliance: Case studies highlight the value and importance of providing pupils with meaningful enrichment opportunities that foster a strong sense of belonging within the school community. These experiences can positively influence pupils' behaviour, attendance and academic attainment by strengthening their engagement, confidence and connection to school life. Furthermore, through carefully developed school partnerships and opportunities linked to our curriculum, pupils can broaden their understanding and appreciation of different cultures, backgrounds and perspectives. This not only enriches their educational experiences but also promotes inclusion, respect and a greater awareness of the wider world, helping to prepare pupils to become confident, responsible and culturally aware citizens.	All

Little Troopers Therapy Programme £150	The Little Troopers Therapy Programme is important because it addresses a gap in support for military children by offering specialist, military-aware therapy that helps them understand their emotions, develop coping strategies, build resilience, and thrive despite the challenges of Armed Forces life. Its focus on early intervention and tailored support can have lasting positive effects on children's mental health, relationships, and educational outcomes.	All
Contingency fund for acute issues. £1527.49	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: £143,370

Part B: Review of the previous academic year

Outcomes for disadvantaged pupil 2025-2026

Activity in this Academic Year – Impact review

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,192

Activity	Evidence that supports this approach	Impact review September 2025 to July 2026
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 supports the planning for teaching and impactful interventions.	Establishing a standardised assessment of learning across the school has enabled teachers and leaders to discuss academic attainment and progress of pupils with robust evidence and consistency. NfER assessment has also helped with tracking pupils whose progress needs additional support, through question analysis to identify learning gaps and appropriate interventions. Staff voice has shown that standardised assessment data provided clarity and focus during Pupil Progress meetings. Teachers and leaders discuss attainment and progress with tangible evidence. This has shifted the previous school culture of low awareness of accountability and professionalism.
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	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.	Attainment and progress have increased for Pupil Premium pupils as the school continues to prioritise embedding a high-quality curriculum and quality first teaching consistently across all year groups. End of KS2 2025 data indicate: Writing Scaled Score: FSM6 99.6 vs Not FSM6 100.9 Provisional End of KS2 2026 data indicate: Writing Scaled Score: FSM6 102.0 vs Not FSM6 104.2 The schemes of work implemented have now been established as a standardised Bassingbourn curriculum approach and coverage. Monitoring evidence shows work in books and lessons generally match the

Pathways to Write = £2,535 Kapow Curriculum = £1,640 Nelson Handwriting = £251 Times table Rockstars/Numbots = £285 Edshed Spelling = £540	EEF Pupil Premium Guide	intended schemes. The learning journey of pupils is more coherent and progressive as a result.
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.	RWInc programme is more embedded during the second year of implementation. Phonics results are in line with national averages in KS1. Phonics also show positive improvement in EYFS with pupils moving up to Year 1 with strong foundational knowledge of phonics and early reading. Year 1 PSC 2026 is 82% vs. 2025 of 79%; Year 2 PSC 2026 is 88% vs. 2025 of 96.5%. Although 2026 Phonics data are cohort specific because of high pupil mobility, the phonics attainment in school continues to be aligned with national averages.
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.	Alongside curriculum development, the induction of ECTs and teaching coaching for all teachers have continued to be a significant focus in school. The induction process and the coaching sessions have enabled teachers and leaders to reflect on teaching practice and identify additional support where needed. As a result, an increased knowledge of teacher standards and accountability has been established. All ECTs completed their Induction Programme successfully. An ECT reflected how much they appreciated the coaching sessions to support their planning, particularly with effective adaptations. All teachers receive coaching either via weekly coaching programme or light touch check-ins. Due to a change in school priorities, the Music specialist funding has been diverted to increase teaching and learning coaching

		capacity.

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

Budgeted cost: £56,639

Activity	Evidence that supports this approach	Impact review September 2025 to July 2026
One-to-one and small group mentoring for pupils in need of additional learning and SEMH support with the aim of re-integrating pupils back into normal lessons. Partial funding for the Hub provision = £56,139	Mentoring support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	The Hub provision has had a significant impact in school as seen through internal monitoring and external visits. Pupils are supported through a therapeutic and intentional programme of interventions, either through one-to-one or small group mentoring sessions. Pupils are also supported to transition back to their mainstream classrooms and continue to access learning opportunities alongside their peers. The impact of the Hub initiative and its high-quality provision have been externally validated by the Local Authority as part of the AptGo audit process and the SEND link partnership with the SEND specialist teaching team.
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	Wellcomm toolkit has been launched this year to support pupils in EYFS and KS1 that have been identified as needing additional support with language development. The toolkit has provided an initial assessment benchmark with recommended next steps to support speech and language development through the intervention programme. Although this has been a new initiative, Wellcomm has helped staff to gain a better understanding of how to support pupils with early language development. We will be launching the Wellcomm assessment with all Reception pupils in September 2026 as part of the reception baseline.

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

Budgeted cost: £55,620

<table>
<tr><th>Activity</th><th>Evidence that supports this approach</th><th>Impact review September 2025 to July 2026</th></tr>
<tr>
<td>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</td>
<td>Both targeted interventions and universal approaches can have positive overall effects:

Behaviour interventions | Teaching and Learning Toolkit | EEF</td>
<td>Behaviour and Attitudes have been a significant improvement in school as a result of whole school training on therapeutic behaviour management and streamlining processes.

A consistent graduated approach has been put in place to support staff with managing complex behaviours. School continues to build a home-school partnership that is based on mutual trust and respect. The shift in parental confidence with school has also reflected a positive change in pupils.

The behaviour data report shows a significant decrease in negative behaviour incidents as below.

Behaviour incidents 2025-2026

<table>
<tr><th>Term</th><th>SEN</th><th>PP</th><th>EAL</th><th>The Hub</th></tr>
<tr><td>Aut1</td><td>202</td><td>185</td><td>20</td><td>185</td></tr>
<tr><td>Aut2</td><td>153</td><td>130</td><td>9</td><td>138</td></tr>
<tr><td>Spr1</td><td>77</td><td>65</td><td>3</td><td>52</td></tr>
<tr><td>Spr2</td><td>61</td><td>39</td><td>3</td><td>58</td></tr>
<tr><td>Sum1</td><td>58</td><td>49</td><td>5</td><td>53</td></tr>
<tr><td>Sum2</td><td>26</td><td>16</td><td>0</td><td>25</td></tr>
</table>
</td>
</tr>
<tr>
<td>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</td>
<td>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</td>
<td>Attendance in Year 1 and Year 5 had been a concern at the beginning of 2025-2026, particularly with PP pupils.
Areas of concern: All % are against Primary National
Yr 3 -1.12% Boys -1.99%
Yr 6 -4.17% Girls -2.88% Boys -5.97%
FSM -2.27%
EHCP -5.8%
Areas of Success:
Yr 5 (+1.31% on Primary National) Boys +2.13%
FSM Yr 1 +1.32%, Yr 5 +1.14%
SEND Yr 4 +3.67%
EHCP Yr 2 +2.13% Yr 4 +3.79% Yr5 +3.77%
EBSA continues to remain a concern.</td>
</tr>
</table>

parents and carers to ensure support is in place at an early stage. Attendance team = £4,834 (2 hours of attendance admin support and 3 hours of attendance champion) Early Intervention Support = £30,779		Attendance Lead completed EBSA training in March and successfully supported 2 pupils at risk of complete EBSA back to school using the EBSA toolkit. One of which won the most improved attendance reward in the summer 1 term. Attendance Lead has also supported family and pupil with signposting, regular meetings, submitting an EHA, referring to local authority specialist teaching team, liaising with BVC to aid transition to Yr 7 and supporting the SENDCo in submitting an EHCNA. My Feelings and Me completed with children who are at risk of becoming EBSA due to anxiety has seen positive results Parental understanding of the importance of attendance, particularly in the GRT community. Attendance Lead has led a coffee morning around the subject and followed it up with regular pieces in the weekly newsletter to raise awareness. Further training around the GRT community and their culture to take place in the new academic year to help support the schools understanding of this part of our school community and how best to support them.
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	Enrichment has been a continued focus as part of the Personal Development strand. Pupils have had opportunities to take part in a range of educational visits including the Year 6 residential. In addition, disadvantaged pupils also take part in a range of extra-curricular clubs and music tutoring. Pupil voice has shown a positive sense of belonging. Pupils share that they are happy at school. Pupils share that they are happy at school.
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.	The school has supported the purchase of Year 6 Leavers hoodies for some PP children. The contingency fund will be reviewed and carried forward into 2026-2027.

Total Budgeted Cost: **£133,888**

Externally provided programmes

Programme	Provider
Not applicable	

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
The role of the Early Intervention Support Worker and the Hub provision have provided much support the emotional needs of service children and their families. Staff induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Additionally, the school has established a robust transition arrangement to support service pupils when they move to new schools as we recognise this is one of the challenges faced by our service pupils and families.
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.