

Pupil premium strategy statement 2025-26 to 2028-29 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	Bailey's Court Primary
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	12%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 to 2028-29
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Andrew Lynham, Headteacher
Pupil premium lead	Andrew Lynham, Headteacher
Governor / Trustee lead	Babita Tanner, Inclusion Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,591
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	£63,950

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our children make good progress, achieve well in all areas of their learning and develop as healthy well rounded individuals. Regardless of children's backgrounds, our expectations remain the same for all children from EYFS to Y6. The particular focus for this strategy plan is to support all of our disadvantaged children, including our existing high attainers in all year groups.

Within this group, we will be supporting our vulnerable children including those children and families who have a social worker. Our intention is that the children in this sub-group will be supported by this strategy regardless of any disadvantage.

Quality first teaching will be driving this strategy with our class teachers planning and delivering high quality teaching and learning experiences for the children in their care which will continue to support the achievement and progress of both disadvantaged and non-disadvantaged children. Our extensive intervention programme is carefully tailored to support the progress and attainment of children, including the non-disadvantaged, in response to dips in attainments and progress and also those who need support with their mental health and well being.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and subsequent discussions with staff and children have demonstrated that for many of our children, including our disadvantaged children, their language development, social/emotional development and well-being are a cause for concern.
2	Assessments and observations suggest that our disadvantaged children (and other groups) are having difficulties with reading.
3	Assessments and observations suggest that our disadvantaged children (and other groups) are having difficulties with writing.
4	Discussions with parents and children show a significant number of children are suffering from high anxiety and are missing out on life experiences and SMSC development opportunities. we are currently experiencing.

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 oral language skills and engagement with their learning amongst disadvantaged children	Assessments, observations and conferencing will demonstrate progress in this area with 90% children able to use oral language in line with age group expectations. Support will include a range of strategies including the tailored learning planned by the teachers which will involve periods of 'Discovery Time' (self-initiated learning), very focussed interventions for specific children and regular reinforcement of expectations and basic skills.
Improved ability to use phonics to support reading fluently and engagement in 'reading for pleasure' among disadvantaged children	Reading outcomes for disadvantaged children by 2024-25 show that 85% of our disadvantaged children have met expected standards in reading and phonics appropriate to their age. Support will include use of an approved reading scheme built on phonic progression, the investment in additional targeted resources for specific groups (Reading Wise) and deployment of additional staff to teach phonics and reading recovery interventions.
Improved progress and attainment in writing among disadvantaged children.	Writing outcomes for disadvantaged children by 2024-25 show that 80% of our disadvantaged children have met expected standards. Support will include small group interventions, Talk for Writing and Power of Reading strategies.
Improved progress and attainment in maths among disadvantaged children.	Maths outcomes for disadvantaged children by 2024-25 show that 85% of our disadvantaged children have met expected standards. Support will include small group interventions, continuous provision as appropriate and an ongoing focus on mathematical tables/arithmetic and application of key skills
Improved social, emotional and well-being outcomes for all pupils including our disadvantaged children	Conferencing of children, questionnaires and discussions with parents will show that the vast majority of children have good mental health and well being outcomes and know where to access help when they find themselves in need. Support will produce sustained improvements in mental health, engagement in enrichment activities, self-esteem and happiness in school. Observations of behaviour of key children show a positive attitude to school and attendance of disadvantaged children which is in line with expectation of non-disadvantaged children.

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)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review the agreed approaches used for first teaching with all teachers to ensure they fully understand school expectations and provide additional training as needed. Phonics, guided reading, reading intervention, Power of Reading and Talk for Writing training provided for all staff annually	Staff are following these guidelines and children are able to make expected progress in reading, writing and maths.	2, 3
To review with teachers the approaches taken to child initiated learning in Reception and Year 1 to ensure that children are able to spend appropriate time engaging in discovery time and child initiated learning	Staff are following these guidelines and children are able to make expected progress in reading, writing and maths.	1
To review with all teachers the approaches taken to developing oracy in school including modelling of language during lesson inputs, vocabulary mats and modelling of language	Staff are following these guidelines and children are able to make expected progress in reading, writing and maths.	1

during child-initiated learning opportunities.		
Resources (time, training, staff and materials) to further develop continuous provision in Reception and Year 1 for all children including disadvantaged	Development of our continuous provision across KS1 and into Y3, where appropriate, will have a significant impact on target children enabling them to develop language skills and access key learning when they struggle to engage in a more formal class setting especially in Y2 and Y3.	1, 2, 3, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing additional adult support in KS2 classes to provide interventions in writing and maths	Deployment of three very experienced teachers to support across KS2 provides targeted additional teaching to small groups responding the direction of class teachers follow ongoing classroom teaching and assessment	2, 3
Provide all classes with a reading ranger to hear children read who are falling behind at least 3 times a week	Additional support with reading will enable children who have fallen behind to become fluent and confident readers	2
Employing quality teaching assistants to work in all of our KS1 classes during mornings sessions and some afternoons to provide tutoring/1 to 1 and small group interventions to support children catch up and reach year group expectations with phonics, reading, writing and maths	Deployment of additional support in Y1 and Y2 focussed on teaching of phonics, small group interventions building basic skills and development of continuous provision will bridge learning gaps and build social skills.	2, 3
Pastoral Lead to support well-being of children	Pastoral Lead to support well-being and engagement of children and families. 1:1 interventions, mentoring and ongoing	1

	support with agencies (working closing with our Inclusion Lead) is helping to remove barriers that prevent children from learning academically	
Appointment of a sports mentor to support key children who have behaviour issues	This approach is helping children manage some of their behaviour issues, build self-esteem, resilience and confidence for a number of children who have struggled to engage with school and learning	1, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular whole day/half day Forest School sessions for all children to support their holistic development	The school has run Forest school for over 10 years and has seen the significant impact it has on children's holistic development and raising their self-esteem	1, 4
A range of lunchtime clubs and activities, including martial arts, behavioural sports coaching, singing and a group club for vulnerable children	Providing key children with additional provision at break times enables them to relax, build relationships and refresh which builds confidence and learning capital	1
Lunch time Play Pod provides opportunities to explore , be creative and interact with their peers in a guided way with trained staff to develop play skills	Providing key children with additional provision at break times enables them to relax, build relationships and refresh which builds confidence and learning capital	1
A number of funded opportunities are provided for all disadvantaged children and their families to help expand their life experiences and opportunities	Disadvantaged children are offered funded clubs (both in and outside of school), funded school visits (including residential camps), uniform, musical instrument lessons and free breakfast club places. This enables disadvantaged children to contribute fully to life in school.	1, 4
A nurture room 'The Nest' which supports	This has been run for a number of years very successfully and enables children to	1

children in the morning who struggle to integrate in the classroom due to emotional and social issues to develop skills which enable them to integrate back into the classroom with their peers	develop their social and emotional needs to the point where they can be successful learners in a classroom environment alongside their peers.	
ELSA support on a weekly basis either through a structured programme or adhoc drop in sessions as needed	Emotional Literacy Support Assistants enable children to engage more fully in school through interventions, counselling and work with families.	1

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our work with disadvantaged children to support their mental health and overall wellbeing has been very effective and a large number of children have displayed significant improvements in this area. This is particularly the case for children who have accessed the Nest and engaged with our forest school and ELSA programmes. Our internal assessments for 2024-25 show that on average, the progress of our disadvantaged children was in line with expectations in reading, writing and maths and was in line with their peers. Despite this, the school still has pockets of children across the school who are still in the process of catching up with their peers attainment in reading and writing.

Our whole school attendance for 2024-25 was at 95.6%. Attendance for our disadvantaged children was below that whole school average at 93.0%. We are continuing to work with these families to improve attendance.

