

Bulwell St Mary's C of E Primary and Nursery School Pupil premium strategy statement 2024 - 2027.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Bulwell St. Mary's C of E Primary School.
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Over three years – 2024/25, 2025/26 & 2026/27
Date this statement was published	December 2024
Date on which it has been reviewed	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Karen Slack
Pupil premium lead	Caroline Hornsby
Governor / Trustee lead	Karen Slack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,880
Recovery premium funding allocation this academic year	N/A
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	£156,880

Part A: Pupil premium strategy plan

Statement of intent

At Bulwell St Mary's it is our intent that all pupils, regardless of background or disadvantage, achieve the very best outcomes they can. Our ultimate objectives are to ensure that the curriculum is well developed and consistently implemented ensuring that there are clear expectations for teaching and learning, which is one of our school development priorities.

We also aim to:

- ✓ Narrow that attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure that all children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Enable pupils to look after their social and emotional well-being and to develop resilience.
- ✓ Offer a wide range of enrichment opportunities to develop their knowledge and understanding of the world.

Our Context:

Bulwell St. Mary's is in a high area of deprivation, with it being amongst 10% of the most deprived areas in the country (IDACI 2019). We have 240 pupils currently on roll, with 106 being in receipt of the Pupil Premium grant. This equates to 44% of children being as classed as disadvantaged. In making provision for socially disadvantaged pupils, we recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support.

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

There is a particular focus on accelerated progress for children who are disadvantaged. Currently, we have 16% of PP who are SEND, 17% of PP are EAL and 8% PP have a social worker.

Key principles:

- To develop reading across school
- To support lower attainers
- To offer a breadth of enrichment opportunities
- To support children who present social, emotional and behavioural difficulties
- To encourage parents to bring their children to school, on time, every day.

Effective teaching and learning should be pivotal in supporting all children, regardless of disadvantage, the use of additional intervention should be supplementary to high-quality teaching. Marc Rowland (2020).

Challenges

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

Challenge number	Detail of challenge
1	<u>Reading across school</u> Assessment of reading and phonics data suggests that children arrive in EYFS at Bulwell St. Mary's with attainment lower than expected when compare to their peers. Some children have limited access to quality texts at home and have parents who struggle themselves with literacy. They are behind their peers due to lack of life experience and exposure to a wide variety of vocabulary.  The above diagram is taken from a book by Janet Cooper 'The early years communication handbook'. Our PP children have gaps around the middle steps around their language acquisition. Exposure to quality first teaching of phonics/early reading and writing is essential. The development of reading, which is a prerequisite to writing, will have an impact on progress across school in both reading and writing.
2	<u>Lower prior attainers</u> Prior attainment of children who are in receipt of the Pupil Premium grant in Reading, Writing and Maths is below national average in comparison to their peers. During 2023/24, 57% of PP children achieved age related expectations or above in RWM, with 7% of PP children working above ARE.
3	<u>Lack of enrichment opportunities</u> The knowledge and experience of the wider world is limited for many of our children in receipt of the Pupil Premium grant. Parents have limited funds to access events, visit places of interest or fund extra-curricular clubs. Our curriculum has been designed to offer all children opportunities that they might not have outside of school.
4	<u>Social and emotional well-being including increased behavioural difficulties-</u>

	Our assessments, including our Leuven Scale data, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Behavioural difficulties have increased across school. Teacher concerns for well-being support for some children have increased. These challenges particularly affect disadvantaged pupils and their attainment. In order for effective learning to happen, the social and emotional needs of the children need to be met.
5	<u>Attendance and punctuality</u> Attendance for the children in receipt of the Pupil Premium grant for the year 2024/2025 was 93.0% greater than 95% attendance and 46.5% at less than 95% attendance, which is slightly below the national expectation of 96% or above. Non pupil premium pupils were at 94.6% attendance. This year (at December 2025) we had 38 Pupil Premium (PP) children who were categorised as persistent absentees. Data shows that their absence was mainly linked to illness, other authorised circumstances or being unauthorised.

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 linked to challenges.	Success criteria
Improved reading attainment and progress among disadvantaged pupils.	- All Teachers will be graded as at least good. - All Teachers will be effective in their delivery of evidence-based reading teaching strategies. - Sounds Write assessment data indicates accelerated progress in the teaching of phonics. - All children participate in frequent Reading for Pleasure activities - All children access the New Library – timetabled slots - High quality texts used across the school - Evidence from reading record books show that children are reading from home
Improved attainment and progress for all pupils through a curriculum offer which ensures our most vulnerable children make accelerated progress from their starting points.	- The number of disadvantaged pupils attaining the expected standard in Reading, Writing and Maths (combined) has increased. - Children's cultural capital is enhanced through curriculum enrichment and immersive experiences which support and engage learning. - The attainment gap for children in receipt of the Pupil Premium grant has diminished in Reading, Writing and Maths.

Increased enrichment opportunities that enhance the curriculum offer.	- Offer a diverse and broad range of quality enrichment opportunities for all. - Development of the forest school area. - Sports coach to offer a wide range of after-school clubs. - An increase in attendance of enrichment opportunities, with a focus on disadvantaged children attending. - Pupil voice will refer to enjoyment of after school clubs and enrichment opportunities. - Music Hub provision - Uptake of enrichment opportunities has increased among vulnerable groups
Promote and support emotional health and well-being, with a focus of supporting emotional literacy to minimise behavioural disruptions.	- Decrease in behaviour incidents, in particular low-level disruption in class. - Improved behaviour for learning evident in classrooms. - Increased staff confidence in setting high expectations and dealing consistently with low-level behaviours. - Children have a social and emotional skill set that enables them to work as team, self-regulate and know who to turn to when needed.
Sustain good attendance and punctuality for all pupils, including the disadvantaged, ensuring that children are in school on time to minimise disruption to learning.	- Disadvantaged pupils' attendance is in line with all pupils and sustained as well as being in line with national expectation of 96% and above over the year.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Quality First Teaching with targeted TA support. Support for children either 1:1 or small groups with school's ELSA and well-being mentor.	The EEF state, 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching EEF evidence suggests that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on pupil progress and attainment, than TAs working within class without direct deployment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4
Effective high-quality teaching of phonics and early reading. Phonics resources, reading books, story books and other communication-based resources are purchased and used to enhance academic development.	The EEF has noted that the systematic teaching of phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The implementation of an accredited phonics programme will enable staff to develop their own subject knowledge around how phonics is taught in EYFS and beyond. • KS1/ FS staff are all trained on the use of the Sounds-Write training. Some KS2 staff are also trained. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	1, 2
CPD and realise time for staff. Staff to have access to high quality CPD sessions via staff	All linked to quality first teaching. Marc Rowland (2021) acknowledges that teachers and other staff should have a shared understanding	1, 2

meetings and external bodies. Subject leaders to be released to enable them to develop plans and own subject knowledge. Staff to have access to networking meetings and opportunities to see good practice internally and externally.	of the components of inclusive, quality first teaching, specific to their subject and phase. Staff are released to spend time with an associate headteacher linked to subject leader development.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions – Sounds Write	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2
Our 1:1 Well-being mentor and ELSA provides sessions for children linked to their mental health and well-being. Our Safeguarding Team supports attendance and liaises with outside agencies to come into school to work with some children.	Children have the opportunity to work with a variety of staff within school dependent on their need. By developing relationships between all adults and pupils, disadvantaged pupils will be successful when they feel as though they belong in school and in the classroom. Marc Rowland (2020). Rowland also suggests that where relationships are strong across school, disadvantaged pupils will thrive. The EEF report, 'Improving behaviour in schools,' suggests that, 'Every pupil should have	1, 2, 3, 4, 5

Our Sports coach has 1:1 sessions with some children who are displaying challenging behaviour. External Behaviour Support Team supports colleagues within school when an expert is needed. TA deployment – for children with specific needs.	a supportive relationship with a member of school staff,' https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf See research information on effective TA deployment in Quality First Teaching section.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club provided by Gregg's Bakery.	Children who consume breakfast in the mornings are more like to achieve when compared to children who do not have breakfast. By offering a free breakfast club, children are able to attend school on time and it also offers parents a childcare option if needed. 'There is evidence that breakfast positively affects learning in children in terms of behaviour, cognitive, and school performance' (Hoyland et al., 2009). https://www.frontiersin.org/articles/10.3389/fnhum.2013.00425/full	2, 4, 5
Subsidised extra-curricular trips and visits	When trips, visits and experiences explicitly address curriculum content, they impact significantly on progression and attainment. (Dr Jane Dudman, Carrie Hedges & Dr Chris Loynes, 2018) https://www.researchgate.net/publication/337742022_The_impact_of_residential_experiences_on_pupil_progress_and_achievement_in_year_six_10_-_11_year_olds_in_England	2, 3
After school clubs	PP children gain the same experience and support outside of the classroom as their non-PP peers.	3

	A study conducted by Newcastle University (2015) found that, 'Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment'. https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	
Music hub	Research shows that achievement in music can raise self-esteem and self-confidence and have a positive impact on academic achievement. Research also suggests that; 'Speech makes extensive use of structural auditory patterns based on timbre differences between phonemes. Musical training develops skills which enhance perception of these patterns. This is critical in developing phonological awareness which in turn contributes to learning to read successfully.' https://www.researchgate.net/publication/242560857_The_power_of_music_Its_impact_on_the_intellectual_social_and_personal_development_of_children_and_young_people	1, 2, 3, 4

Total budgeted cost: £ 156,880

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 2023 to 2024 academic year.

Leaders have analysed the performance of our pupil premium children at Bulwell St Mary's during the 2023/2024 academic year. To assess impact on academic attainment, leaders have used the KS1 and KS2 performance data, phonics screening check results, EYFS assessments, our own internal standardised assessments in reading and maths (NTS), and teacher assessments in writing. Leaders have also utilised staff, pupil and parent voice, in-school observations of teaching practice/outcomes, and other internal monitoring to assess the impact of initiatives.

The levels of children receiving pupil premium funding are increasing and currently (September 23) stand at 48.5%.

Our intended outcomes in our strategy document are linked to improving reading progress and attainment, improving overall attainment, providing enrichment opportunities to enhance the curriculum, further developing emotional support to improve behaviours for learning and ensuring attendance is in line with or above national data

Outcome one

Improving reading attainment and progress

Outcomes, in terms of attainment show that there is still a gap between PP and non-PP but it is closing in most year groups.

Year Group	Number of PP children	PP chn EXS+	Non PP chn EXS+
1	11	53%	91%
2	15	71%	85%
3	16	46%	69%
4	12	65%	92%
5	11	71%	82%
6	14	78%	74%

In Year 6 PP children exceeded the attainment of their peers. The gap is closing in Years 2 and 5. In Years 1, 3 and 4 there is still a significant gap and funding streams need to be directed towards these children for the next academic year.

In years one, three, four and five our pupil premium children exceeded attainment of their peers.

Outcome two

Attainment of pupils receiving pupil premium funding

2024 -2025 data shows that percentages of children receiving the expected standard –

Year 6 data

	PP EXS+	Non PP EXS+
Reading	78%	74%
Writing	53%	64%
Maths	79%	40%

Combined	57%	33%
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Year 5 data

	PP EXS+	Non PP EXS+
Reading	71%	82%
Writing	47%	63%
Maths	63%	72%
Combined	41%	64%

Year 4 data

	PP EXS+	Non PP EXS+
Reading	65%	92%
Writing	41%	67%
Maths	77%	84%
Combined	41%	67%

Year 3 data

	PP EXS+	Non PP EXS+
Reading	46%	69%
Writing	39%	75%
Maths	54%	56%
Combined	31%	56%

Year 2 data

	PP EXS+	Non PP EXS+
Reading	71%	85%
Writing	43%	71%

Maths	71%	85%
Combined	43%	64%

Year 1 data

	PP EXS+	Non PP EXS+
Reading	53%	91%
Writing	53%	91%
Maths	59%	100%
Combined	53%	91%

Year 1

	PP EXS+	Non PP EXS+
Reading	71%	54%
Writing	65%	54%
Maths	76%	62%
Combined	65%	54%

The data reflects a fluctuating pattern influenced by cohort-specific needs. This analysis has informed the development of our subject action plans for the year. Pupil Premium (PP) funding will be directed towards further refining the curriculum, with a particular focus on reading and writing. Key priorities for 2024–2025 include curriculum adaptations, handwriting, vocabulary development, and strengthening mathematical fluency.

Gap analysis of internal academic assessments indicates that the performance of our Pupil Premium children in reading, writing, phonics, and maths has been impacted by several factors:

- Multiple needs, including SEND and EAL
- Limited speaking and listening proficiency
- Low reading fluency rates
- Difficulty applying phonological knowledge to writing
- Vocabulary gaps
- Weak mental maths fluency

Outcome three

Increased enrichment opportunities that enhances the curriculum offer.

Pupil and parent feedback highlighted the positive impact of our enhanced enrichment offer for 2024–2025. Children accessed a broader and richer range of opportunities delivered by subject specialists, leading

to improved outcomes across the curriculum. Our after-school provision has expanded to include new clubs such as art and choir, alongside an increased number of educational visits linked to learning.

Parents have engaged in more events through established PTFA activities, strengthening home-school partnerships. Our local community continues to provide valuable learning experiences, with children now collaborating with staff at the Bulwell Community Garden. Additional enrichment has included sessions with aspirational speakers and activities focused on safeguarding, such as water and railway safety.

Outcome four

Promote and support emotional health and well-being, with a focus of supporting emotional literacy to minimise behavioural disruptions.

The embedding of our 'Take Care' ethos has transformed our values into a lived experience across the school. Combined with the implementation of our new Behaviour Policy, this has resulted in a noticeable reduction in low-level classroom disruptions. Most pupils now demonstrate pride in their work and show respect for each other, the school, and the wider community.

The revised Behaviour Policy provides clear and consistent expectations, ensuring everyone understands the consequences of actions. Staff continue to offer targeted support for vulnerable pupils, helping them maintain a positive mindset for learning. Behaviour data indicates a downward trend in incidents, with only a small number of pupils requiring additional intervention. Parent and pupil questionnaires reflect a shared view that behaviour in school is good.

While suspensions remain, they apply to a minority of cases, and misbehaviour is not systemic. Data from Leuven's Scale shows an improvement in children's well-being and engagement. Furthermore, pupil leadership roles have empowered children to influence whole-school developments, fostering confidence and a sense of responsibility.

Outcome five

Sustain good attendance and punctuality for all pupils, including the disadvantaged, ensuring that children are in school on time to minimise disruption to learning.

Attendance for children receiving PP funding was 93% in the year 2024-2025 compared to 94.2% for children not receiving funding. A new attendance officer is working with leaders to put more relational systems in place to address attendance using the class teachers to connect more with the parents.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	Maths Circle
Spelling Shed	Ed Shed