

Pupil premium strategy statement – Bilton C of E Junior School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rebecca Ross –Head of School
Pupil premium lead	Alison Thompson – Assistant Head
Governor / Trustee lead	Mrs Louise Moor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,040.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£129,040.00

Part A: Pupil premium strategy plan

Statement of intent

At **Bilton C of E Junior School**, we are driven by our vision of "**Empowering children to make a positive impact on the world**". Rooted in our Christian values of **Care, Honesty, Respect, Co-operation, Forgiveness, and Resilience**, we strive to ensure every child, regardless of their background or challenges, receives the support they need to succeed. Our Pupil Premium Strategy is designed to ensure that all pupils, particularly those who are disadvantaged, have the opportunity to excel academically and develop into confident, compassionate individuals who can make a positive contribution to their communities and the wider world.

We recognize that disadvantaged pupils may face a variety of barriers to learning. As such, our approach is tailored to removing those obstacles and supporting their academic, emotional, and social development. Guided by the federation's strategic priorities, we will focus on delivering excellent teaching and providing opportunities for all pupils to grow, both personally and academically, in a nurturing and inclusive environment.

Our Key Objectives:

1. **Remove Barriers to Learning**

At Bilton C of E Junior School, we are committed to identifying and overcoming the barriers that disadvantaged pupils face, ensuring they have every opportunity to succeed. By providing tailored interventions and a supportive environment, we aim to remove obstacles that hinder their learning and personal growth.

2. **Narrow the Attainment Gap**

Our goal is to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers by the end of Key Stage 2. Through targeted support and high-quality teaching, we will help all pupils reach their full potential and achieve the highest standards possible.

3. **Promote Holistic Development**

We believe in developing resilient, confident, and responsible individuals who can make positive contributions to society. In addition to academic achievement, our strategy focuses on promoting mental health, well-being, and social development, ensuring that every child is equipped with the skills to make informed choices about their relationships, health, and overall well-being.

4. **Quality First Teaching**

High-quality teaching is at the core of our approach. We will ensure that all pupils, particularly disadvantaged pupils, receive exceptional teaching tailored to their individual needs. Our cohesive and ambitious curriculum ensures that all pupils are challenged and supported to achieve their potential.

5. **Foster a Whole-School Responsibility**

In line with our values of Co-operation and Respect, all staff members at Bilton C of E Junior School take responsibility for the outcomes of disadvantaged pupils. Through collaborative efforts and participation in the Raising Attainment of Disadvantaged

Youngsters (RADY) project, we will focus on raising expectations, building self-confidence, and improving attitudes towards learning.

6. Tailored Support for Individual Needs

Our strategy is flexible and responsive to the unique needs of each pupil. There is no 'one size fits all' and we recognize that each pupil's journey is different. We will provide personalized support that aligns with our value of Care and ensures that every pupil has the opportunity to succeed, regardless of their starting point.

7. Empowerment Through Inclusive Provision

We are committed to creating a fully inclusive, equitable, and safe environment for all pupils. Every child at Bilton C of E Junior School will be valued and supported to achieve their best through a tailored approach so that all pupils can thrive in a safe and supportive learning environment.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external data in summer 2025 shows that there is still a significant gap between the attainment of PP pupils and non-PP pupils in our school and that disadvantaged pupils are less likely to achieve the combined standard in reading, writing and maths at KS2.
2	35% of our pupil premium children also have SEND
3	Internal assessments suggest that disadvantaged pupils often have greater difficulties with using phonic skills than their peers. This impacts their reading development as the effort needed to decode texts can result in difficulties in comprehension.
4	Observations, assessments and discussions indicate that some of our disadvantaged pupils will require additional social, emotional, mental health and wellbeing support.
5	Although our attendance rates are higher than the national average, our attendance data indicates that attendance and punctuality among disadvantaged pupils is currently more than 2% lower than that of other pupils at our school.
6	The COVID-19 school closures significantly disrupted the early development of young children, particularly disadvantaged pupils, by widening gaps in foundational skills such as literacy and numeracy. Additionally, the lack of social interaction and limited access to resources negatively impacted their emotional well-being, social skills, and overall readiness for school. These findings are supported by national studies.
7	Some of our disadvantaged pupils have limited life experiences beyond their home and immediate community, - a cultural capital disadvantage.

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 reading attainment for disadvantaged pupils.	KS2 reading outcomes in 2027/2028 show disadvantaged pupils met the expected standard in line with or above national average. The gap between disadvantaged pupils and other pupils will be reduced.
Improved maths attainment for disadvantaged pupils	KS2 maths outcomes in 2027/2028 show disadvantaged pupils met the expected standard in line with or above national average. The gap between disadvantaged pupils and other pupils will be reduced.
Improved writing attainment for disadvantaged pupils	KS2 writing outcomes in 2027/2028 show that more disadvantaged pupils met the expected standard in line with or above national average. The gap between disadvantaged pupils and other pupils will be reduced.
To achieve and sustain improved wellbeing for all pupils, and particularly for our disadvantaged pupils.	Behaviour of dysregulated children in class and during free time improves significantly over time. Identified families will access a comprehensive offer of extended services.
To achieve and sustain improved attendance for all pupils, and particularly for our disadvantaged pupils.	Attendance for disadvantaged pupils will be at least in line with other children nationally. There will be a reduction in persistent absence for disadvantaged pupils.

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: £ 44,040

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

Purchase of standardised assessments	<p>Standardised diagnostic tests provide reliable insights into the specific strengths and weaknesses of each pupils to help ensure they receive the most effective quality first teaching and interventions.</p> <p>Diagnostic assessment EEF</p>	1,2,3,6
LSA support for disadvantaged children to access their learning	<p>Strategic deployment of TAs is important to ensure priority pupils are supported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,4,6
<p>Ongoing professional development for Learning support assistants and teachers to support children to access their learning.</p> <p>This includes work with the Origin Maths Hub, bitesize CPD sessions for LSAs, and subject leader development.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers and LSAs. 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>Mathematics guidance: key stages 1 and 2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,2,3,6
Home School Worker support	<p>There is much research evidence that pupil’s learning is most effective when they have a sense of emotional wellbeing, good self-esteem, and a feeling of belonging to their school community. Providing time for positive learning experiences helps them overcome the difficulties they are experiencing which causes a barrier to their learning.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	1,2,4,5,6,7
<i>SENDCo</i>	<p>A proportion of disadvantaged pupils also have an additional educational need. 35% of our disadvantaged pupils have SEND. The SENDCo provides specialist teaching and lunchtime provision. They support teachers and LSAs with resourcing and reviewing targets and facilitating meetings with parents to discuss and review targets.</p>	1,2,3,4,6,
<i>RADY Raising the Attainment of Disadvantaged Youngsters.</i>	<p>Unintentionally, targets and aspirations of disadvantaged students may be lower than other students based on their lower starting points in school. The aim of RADY is to realise the untapped potential of the disadvantaged learners through attainment and target uplifts, a focus on equity in teaching and learning and proportional representation of disadvantaged learnings in all aspects of school life.</p>	1,2,3,6,7

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reciprocal reading comprehension programme in Years 5 & 6</i></p> <p><i>Project X reading intervention in Y3 & 4</i></p>	<p>EEF trial had positive findings of 2+ months additional progress in reading comprehension and overall reading compared to a control group. There was an even larger positive impact on children who were eligible for free school meals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1,2,3
<p><i>Numberstacks Maths intervention</i></p>	<p>Short coherent steps of learning using representations and manipulatives maths intervention using tutorials and hands on learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1,2,6
<p><i>small group pre and post teaching.</i></p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3,6
<p><i>Brain Boosters club. Pupils successfully</i></p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged</p>	1,3,6

<p>complete their online homework and other learning activities (reading and educational board games) supported by Learning support assistants at a weekly 1 hr after school session.</p>	<p>backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	Forest School provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and self-efficacy.	4,5,6,7
Educational visits	Due to home situations some parents of disadvantaged pupils cannot afford residential or academic trips.	4,5,6,7
Enrichment Opportunities, the explicit teaching of creative skills and techniques and access to material, equipment, extracurricular activities and cultural experiences, to build cultural capital.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.	4,5,6,7
Incentives for disadvantaged children	Disadvantaged pupils do not get the same amount of incentives as their peers.	4,5,7
Contingency fund for unexpected issues	There is a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 129,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

There was a significant number of disadvantaged children with SEND in 2024-2025 and we have analysed the data taking this into consideration.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The recent KS2 data for 2025 indicates that there remains a significant gap between disadvantaged pupils and their non-disadvantaged peers. Disadvantaged pupils in our school are not yet achieving in line with other pupils. However there have been notable improvements in specific areas. In particular, the average scaled score of disadvantaged pupils in reading has increased to 102.3. This positive trend suggests a gradual enhancement in literacy skills among these students, highlighting the effectiveness of targeted interventions and support systems in place. The gap between disadvantaged pupils and other pupils is the least in Mathematics, which may indicate that the introduction of the Mastering Number program in Y4 and 5 is having some impact on these pupils. In 2025/2026 this program will be continued and extended to include a Y3 program.

Internal data of other year groups does show a slight improvement between scores of disadvantaged and other pupils.

Nevertheless, it is crucial to maintain focus on reducing the overall achievement gap to ensure equitable educational opportunities for all students. In order to improve outcomes for disadvantaged pupils further, we are participating in the RADY (raising attainment of disadvantaged youngsters) project in 2025/2026.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

An increased pastoral team will be supporting children in 2025/2026 and forest school will be restarting after a pause. Use of My Happy Mind throughout school will benefit all children.

We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider