Bacton
Primary School
WORKING TOGETHER, AIMING HIGH

Pupil Premium Strategy Plan 2025-26

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	Bacton Primary School
Number of pupils in school	110 (Autumn census)
Proportion (%) of pupil premium eligible pupils (funded 2023/24	40 pupils
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	5.12.25
Date on which it will be reviewed	5.12.26
Statement authorised by	Tessa Sait (EP)
Pupil premium lead	Angela Thomas
Local Board Member / Trustee lead	Gillian Orves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61156
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	£61156

Part A: Pupil Premium Strategy Plan

1. Statement of intent

At Bacton Primary School, we aim to provide all children with an inspiring and fostering educational experience. We want all children to feel valued and supported in their education and work hard to remove any potential barriers that may prevent or limit their ability to engage with school and make good academic progress.

We recognise the role we play in ensuring all children experience diverse social, moral, spiritual and cultural experiences and that it is imperative that we offer these opportunities to give all children the opportunity to have high aspirations for themselves and our community.

This strategy has 4 key objectives for our disadvantaged pupils:

- **To improve progress and attainment through high quality teaching**
- **To enrich students' lives through new opportunities and a creative curriculum which increases cultural capital whilst supporting literacy and numeracy**
- **To encourage excellence through positive learning behaviour and well-being**
- **To reduce personal barriers to learning**

Our Pupil Premium strategy plan sets out the varied ways in which we support and enrich the lives of our pupils. It details the ways that we have tailored our curriculum; the additional targeted interventions and booster groups that we offer to support academic progress and close any gaps that pupils have in their learning. It also details the individual and personalised supports that we are able to offer in terms of pastoral care and support for wellbeing needs. Through these strategies we intend to successfully give every pupil the childhood experiences that they deserve- a high quality education; inspiring culturally significant experiences and time spent with kind and caring role models who nurture their curiosity and enthusiasm for learning.

2. Challenges

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

Challenge number	Detail of challenge
1	**Slower progress from starting points in English and Maths** **Reading** Lack of stamina for reading longer texts plus deficit in clarifying skills caused by vocabulary gap. **Writing**

	Lack of stamina for writing at length, slow development and poor application of spelling knowledge, maintaining good presentation skills and developing formal writing styles using Standard English. **Maths** Number skills and applying in particular to problem solving
2	**Speech and language deficit.** Vocabulary gap identified for some pupils on-entry to school, lasting into KS1.
3	**Self-regulation including SEMH needs, some exacerbated by COVID partial school closures and subsequent COVID related absence**
4	**School readiness and resilience.** Including some needing breakfast, SEMH/nurture support, additional support with school uniform and school equipment. Opportunities to build cultural capital

3. 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 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 looks and pupil perception interviews. Specific language/vocab being taught is apparent in pupils' speech and work.
Progress in reading	Achieve national average or above progress scores in KS2 Reading
Progress in writing	Achieve national average or above progress scores in KS2 Writing
Progress in Maths	Achieve national average or above progress scores in KS2 Maths
Provide opportunities for the cultural and spiritual development of pupils and the building of cultural capital.	Positive feedback from pupil perception surveys and parental questionnaires. Enriched detail evident in book looks and in pupil interviews.
Engage effectively with parents, carers, the local community and all stakeholders to ensure best outcomes and experiences for the pupils within the school.	Positive feedback from pupil perception surveys and parental questionnaires. Enriched detail evident in book looks and in pupil interviews. Reading, Writing, Maths and Combined to reach at least National in Year 2 and Year 6 All other year groups to be progressing in line with PiXL flightpath

Support families to ensure school readiness and fair access to a full school life including wider opportunities and experiences	Pupil and parents feedback indicates 100% have had opportunity to access wider and enriching opportunities with finance not being a barrier. 100% have had access to some free school uniform

4. 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.

4.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Up to £ *17,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and Curriculum approach	EEF- 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school'	1,2
Further embed the Trust approach for the teaching of reading.	Ensure new staff (including support staff) are trained in DSR/DR/ Little Wandle phonics and that subject lead monitoring leads to improved teaching practice and outcomes for pupils. All staff receive update training, when required. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2
Implement School's approach for the teaching of phonics.	Embed practice of using agreed phonics program (Little Wandle) to teach phonics in Reception and key stage one. Implement Rapid phonics, an intervention tool for children (inc KS2) who require additional phonics support. Purchase of additional phonics books and resources. Engagement with the Myland Trust (hub school) to support further development in phonics and early reading as well as reading for pleasure. CPD and subject lead monitoring is developed to support improved outcomes for pupils. Develop the school's "reading for pleasure" offer including the library area. Additional	1, 2

	reading resources and books to promote reading for pleasure. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches	
Embed the agreed approach for teaching maths (inc CPD)	Embed the CPA approach, further engagement with the Angles maths hub + Mastery of Number. Whole school (teaching and support staff) CPD – EEF toolkit identifies mastery approaches to learning can give +5 months impact. EEF also outline an approach to effective CPD to support raising pupils' progress. Purchase of additional concrete maths resources https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1671538505	1, 2
CPD opportunities for all staff on supporting children with special educational needs including SEMH using the EEF 5-a-day approach.	The EEF have identified 5 key evidence based recommendations to support pupils with SEND. Our CPD opportunities focus on these 5 areas and are our focus for how we implement support for learners. We will particularly focus on developing metacognition and self-regulation strategies and how to effectively model and scaffold. Therapeutic thinking and 'Hamish and Milo' SEMH intervention CPD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/sendhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effectiveprofessional-development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3, 4
Embed the agreed Music and Science topics into the school's long term plan.	Teachers all have access to the agreed programs and are providing both support and challenge within their planning. Supporting teacher subject knowledge is identified as a key area in https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722313/Use_and_perceptions_of_curriculum_support_resources_in_schools.pdf	1, 3, 4

Teacher retention and upskilling	Opportunities for professional development including promotion and Trust wide working. Ongoing staff CPD for National College, Little Wandle phonics + Mastery number. NPQ qualifications. Subject specific CPD https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1671538505	1, 2 3 4

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

Budgeted cost: Up to £ *37,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver speech and language (inc NELI and Language link approaches), reading including benchmarking), spelling, phonics, early number and times tables Intervention booster groups.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Implement Rapid phonics screening and intervention package to targeted groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Implement PiXL interventions to targeted individuals and groups. (Reading, spelling, maths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Implement bespoke interventions based on tailored needs in handwriting, sentence construction, punctuation and grammar. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Implement Nuffield NELI approach interventions for EYFS language development	1, 2, 3
Homework support	EEF Toolkit- +4 months for effective engagement with homework https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit https://educationendowmentfoundation.or	1, 2

	g.uk/education-evidence/teaching-learningtoolkit/homework	
TT Rockstars/stick and split	Average speed of responding from 4.5 seconds to 3 seconds per question following use of TT rockstars over a 4 month period (meaning increased time in examination for answering questions) 1,2, 4 5 https://shinetrust.org.uk/case-study/timestables-rock-stars/ https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf (particularly recommendation 3 ad 4)	1,2
Implementation of agreed phonics program and Edshed Spelling, Twinkl handwriting including CPD and resources	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Children have access to Edshed spelling and phonics at home and at school. Individual attainment and usage is tracked and targeted support given.	1, 2, 3

Implement Speech and language link interventions for EYFS language development	100% new intake and Year 1 assessed using speech and language link approach, target groups have been identified. Interventions delivered based on need identified. This will form part of a plan, do, review cycle for early identification and support of SEND needs. Enriched practice in the classroom from practitioners completing CPD courses. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Teacher led booster classes for KS2	100% PPG and other vulnerable groups to be invited to classes which extend the school day to improve maths and reading skills.	1, 2
In class and small group support across the curriculum including live marking and feedback. Support for SEMH needs	100% PPG pupils have access to additional in class support/group work Use of Hamish and Milo intervention packages across a range of 10 different areas of SEMH support	1, 2, 3, 4

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

Budgeted cost: Up to £*12,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support and engagement to access and engage with school life.	Support with purchasing uniform and equipment- School to have stock of uniform items (second hand when available) and bags, water bottles to provide for pupils. Provision of breakfast/ breakfast club/ after school care- Pupils to have access to breakfast and after school clubs. Healthy breakfast food and drinks always available in school to offer to pupils that arrive hungry. Calm, quiet space (Rainbow room) in which to eat, talk with a familiar adult and prepare for the rest of the day. Individual support for families for specific needs- Specific targeted support for individual family needs, for example- persistent lateness. Working with the family to provide strategies, parenting advice and involvement with family support, charities, social care agencies as required. This support will be delivered in a targeted and tailored manner. Evidence through attendance and punctuality data. Opportunities for parents and carers to come into school for workshops, exhibitions and shared learning experiences. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3
Lunchtime activities (play leaders and clubs)	A behaviour intervention to support improved conduct of students in social time and development of key social skills. Play leaders training and resources. https://evidenceforlearning.org.au/thetoolkits/the-teaching-and-learningtoolkit/all-approaches/sports-participation/ https://inclusiveschoolcommunities.org.au/resources/toolkit/lunchtime-clubs-schoolsinitiative-increase-social-inclusion https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 3
Mental health support	https://www.ucl.ac.uk/brain-sciences/news/2019/feb/study-links-poor-mental-health-educational-outcomes EEF Social and Emotional Learning – interventions which target social and	

	emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. School is engaged as a mental health hub with the school's mental health support team. Member of staff is qualified mental health first aider. Implementation and CPD - Therapeutic Thinking	
Arts participation (including trips, virtual visits and visitors to school)	Immersion days for inspiring and engaging pupils. UKS2 residential visit to school was very popular with children. Most UKS2 PPG pupils attended 2025. A range of day and residential trips are being planned for the Spring and Summer term – 50% funded for PPG Visiting storytellers, authors, dance and music workshops Plans for the spring term which include music, the arts, dance and involve multi-cultural aspects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3, 4, 5

Total budgeted cost: £ 66, 000

Part B: Review of outcomes in the previous academic year

1. Pupil premium strategy outcomes

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

Upon review, our pupil premium measures were most effective in raising standards within our Early Years and KS1 cohorts where pupils made progress from their individual starting points and despite some significant challenges. Phonics Screening results (85%) were well above National average. EYFS data indicated development around NA or above despite some pupils with low baseline on entry. KS1 data was above NA.

89% (8/9) pupils entitled to PPG attended the UKS2 residential – Canterbury, Kent. 100% were offered financial support. Those not choosing to attend gave personal reasons which would not have been impacted with financial support.

100% pupils entitled to PPG accessed free school uniform, school trips – including to Pipers Vale gymnasium, African drumming session, professional story-telling, music workshops and deep learning week/day experiences.

100% pupils entitled to PPG were prioritised access to after-school clubs, homework help (Y6) and social time with friends.

The targeted interventions, including Zones of Regulation that we have offered pupils have also made a positive impact on their learning behaviours, self-esteem and attainment. High quality teaching was a real strength here and also the implementation of wellbeing strategies in order to ensure pupils felt ready to take on new learning and be confident to improve their skills.

2. 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
Little Wandle and Rapid Phonics	Little Wandle Letters & Sounds Revised
TT Rockstars	TT Rockstars
Stick & Split maths	Maypole education
Edshed (spelling)	https://www.edshed.com/en-gb/menu
Jigsaw PSHE, Discovery RE	http://janlevergroup.com
White Rose Maths	https://whiterosemaths.com/
Kapow DT, French, Geography, History	https://www.kapowprimary.com/

Twinkl handwriting	https://www.twinkl.co.uk/resources/twinkl-handwriting-resources/key-stage-1-handwriting-primary-resources-eyfs-to-year-6
Hamish and Milo	https://hamishandmilo.org/
Speech and language link	https://speechandlanguage.support/auth/login
THerapeutic Thinking	https://therapeuticthinking.co.uk/