

# Bilton Grange Primary School

## Pupil premium strategy statement 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	Bilton Grange Primary School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26 to 2028/29
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs S James- Headteacher
Pupil premium lead	Mrs S James
Governor / Trustee lead	Mrs G Clarke, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year FSM6 pupils - 68 x £1515 = £103,020 Service pupils - 3 x £350 = £1,050 PLAC Pupils - 4 x £2630 = £10,520  TOTAL Funding = £114,590	£114,590
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£114,590</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Bilton Grange Primary School, our Pupil Premium strategy is rooted in our vision that *every child can achieve*, regardless of background or circumstance. High-quality teaching sits at the heart of our approach, alongside targeted intervention and strong pastoral support.

We recognise that pupils from disadvantaged backgrounds may face specific barriers, including lower starting points, reduced opportunities for enrichment, and lower attendance. Our strategy aims to remove these barriers through consistent, evidence-based teaching and well-targeted academic and pastoral interventions.

Our approach is responsive to individual needs and informed by the most recent Education Endowment Foundation (EEF) research. Funding is used to:

- Strengthen early reading and language acquisition across EYFS and KS1.
- Sustain high standards in phonics, reading, writing and maths through quality-first teaching and precise intervention.
- Support attendance and well-being through nurture provision and family engagement.
- Ensure all children can access enrichment, cultural, and extra-curricular experiences.

Our ultimate goal is to ensure that all pupils, including those who are disadvantaged or have SEND, make strong progress from their starting points and achieve outcomes in line with, or above, national expectations.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for PPG entering school in EYFS with low phonological awareness and low attainment in the Reception Baseline which could affect pupils' ability to reach GLD by the end of the academic year.
2	In KS1, disadvantaged pupils historically achieve below their peers in reading, writing and maths, with gaps widening for those also identified with SEND.
3	In KS2, fewer PPG pupils achieve greater depth in maths and writing compared to national, despite strong performance at expected standard.

4	Attendance rates for some disadvantaged pupils remain below school averages, with a small cohort of persistently absent pupils.
5	Limited access to enrichment opportunities and cultural capital for some disadvantaged pupils.
6	Emotional and social factors can impact readiness to learn, resilience, and self-regulation for a small number of 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
Pupils in EYFS eligible for PPG make strong progress in phonics, reading, and communication & language.	At least 80% of disadvantaged pupils achieve GLD by 2025/26, closing the gap with national.
KS1 attainment in reading, writing, and maths for disadvantaged pupils is in line with national PPG averages.	At least 80% of disadvantaged pupils achieve expected standards in reading, writing and maths by the end of KS1.
KS2 attainment and progress for disadvantaged pupils in reading, writing and maths remain at or above national averages.	PP attainment in RWM combined is at least 75%, with an increase in GDS from 4% to 10%.
Attendance for pupils eligible for PPG improves and persistent absence is reduced.	Disadvantaged attendance is at least 95%, with persistent absence below 8%.
Disadvantaged pupils access enrichment opportunities equally to peers.	100% of disadvantaged pupils participate in at least one club, trip, or enrichment opportunity.
Pupils eligible for PPG demonstrate improved learning behaviours and emotional resilience.	Qualitative evidence (learning walks, pupil voice, incident logs) shows improved engagement and behaviour for pupils eligible for PPG.

## 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.

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued whole-staff CPD in early reading, phonics (Little Wandle), and writing progression.</p> <p>Continued investment in Phonics resources to support high quality phonics teaching</p>	<p>-Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2 and 3</p>
<p>Implementation of consistent assessment cycle to track PP progress and respond rapidly through same-day intervention.</p>	<p>-Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>2 and 3</p>
<p>Curriculum refinement in writing and maths to increase challenge and stretch at GDS level.</p>	<p>-Research conducted by the Education Endowment Foundation shows that providing high quality mastery approaches helps pupils make 5 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>3</p>

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

Budgeted cost: £79,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same Day Interventions provided by class teacher/teaching assistant in reading, writing and maths	Research conducted by the Education Endowment Foundation shows that providing high quality and timely feedback helps pupils make 6 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 2, 3 and 6
Daily phonics interventions provided by teacher/teaching assistant in EYFS/KS1/KS2	Research conducted by the Education Endowment Foundation shows that providing timely phonics intervention helps pupils make 5 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
SHreC staff training and Black Sheep Intervention for EYFS	Research conducted by the Education Endowment Foundation shows that providing oral language interventions helps pupils make 6 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
Reading Plus Online Programme in Year 4/5	Research conducted by the Education Endowment Foundation shows that providing reading comprehension interventions helps pupils make 6 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
Online Nessy dyslexia/dyscalculia programmes for KS2	Research conducted by the Education Endowment Foundation shows that providing 1:1 tuition intervention helps pupils make 5 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
Continued support for EAL pupils through Flash Academy and targeted language support.	Research conducted by the Education Endowment Foundation shows that providing small group tuition and individualised instruction helps pupils make 4 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Weekly interventions for pupils in KS1 by qualified teacher in reading, writing and maths		
Weekly interventions for pupils in across		

school by qualified teacher in reading, writing and maths
TA 1:1 support where appropriate

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incentives for families to support good attendance: 'treat pot' scheme for classes in school, additional year 6 incentives	Research conducted by the Education Endowment Foundation shows that increasing parental engagement helps pupils make 4 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4
Part funding of nurture support worker providing additional RSHE/mental health support	Research conducted by the Education Endowment Foundation shows that providing social and emotional support helps pupils make 4 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4, 6
Supplement costs for KS2 well-being programme; Year 5 learning behaviour programme and Year 6-7 transition programme	Research conducted by the Education Endowment Foundation shows that providing social and emotional support helps pupils make 4 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	5 and 6
After school clubs to enhance learning and social opportunities -Schools Out -Sports Clubs -Clubs beyond school -Support for children for whose lack of funds may be a barrier to accessing trips and residential visits.	Increasing the cultural capital for disadvantaged children increases their knowledge of the world and supports their personal development. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5

<p>-North Yorkshire County Council music lessons in school. -Closing the funding gap for swimming in Key Stage 2.</p>		
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**Total budgeted cost:** £114,590

## 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.

#### EYFS

- 81% achieved a Good Level of Development (GLD), above 2024 national (67.7%).
- PP pupils: 50% achieved GLD, showing progress from 43% in 2024.
- Significant improvement in language and communication outcomes (+16% Listening, +16% Speaking).

**Impact:** SHreC approach and phonics interventions had a measurable effect; speech and language development continues to be a key focus.

#### KS1

- Reading: 68% at expected (PP 50%).
- Writing: 71% at expected (PP 67%).
- Maths: 76% at expected (PP 83%).
- Phonics: 94% overall, PP 80%, exceeding 2024 national (80%).

**Impact:** Phonics and maths attainment for PP pupils exceeded national expectations. Reading and writing remain focus areas to further narrow the gap.

#### Lower KS2

- MTC: 44% full marks (27% PP, up from 22% in 2024).
- Average score improved to 22.6 (national 20.6).

**Impact:** Increased daily timetable practice and smaller group assessments proved effective. Continue same model.

#### KS2

##### Expected Standard:

Subject	School %	National % 2025	PP % EXS
Reading	90	75	81
GPS	88	73	81
Maths	79	74	75

Writing	75	72	81
RWM Combined	71	62	75

**Impact:**

- PP pupils broadly in line with peers and above national in reading, GPS and writing.
- GDS remains below national in maths and writing; this will form a core strand of the 2025/26 focus.
- RWM combined for PP pupils (75%) represents strong progress from 69% in 2024.

**SEND and PP overlap:** Outcomes remain significantly below cohort average (33%), requiring targeted SEND and PP coordination in 2025/26.

**Attendance and Well-being**

- Whole school attendance: 95.9%
- PP attendance: 94.5% (up from 92.8% in 2024).
- Persistent absence among PP reduced by 5%.
- Increased participation in after-school clubs (83% of PP pupils accessed at least one activity).

**Impact:** Attendance interventions and family engagement have been successful; focus now on sustaining 95%+ attendance across all PP groups.

**Summary of Impact 2024–25**

- **Phonics and reading:** Sustained strength across phases.
- **Maths:** Improved at expected; next step is to increase GDS attainment.
- **Writing:** Consistent at national; continue to embed grammar-first approach.
- **Attendance and well-being:** Clear improvements, continue current incentives and pastoral provision.
- **Cultural capital:** Significantly enhanced through increased participation in enrichment and trips.

**Externally provided programmes**

Programme	Provider
Reading Plus Online Reading Programme	Reading Plus
Dyslexia/Dyscalculia Programme	Nessy
EAL Programme	Flash Academy
White Rose Maths Scheme/Mastery	White Rose Maths
TT Rockstars	Maths Circle Ltd
Writing engagement support	Now Press Play