

Pupil premium strategy statement – Butleigh C of E Primary School

This statement details our school's use of pupil premium (and recovery 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	78
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Kristin Moth
Pupil premium lead	Kristin Moth
Governor / Trustee lead	Wendy Jenner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Financial year 24/25)	£25,575
Recovery premium funding allocation this academic year (Financial year 24/25)	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
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>	£25,575

Part A: Pupil premium strategy plan

Statement of intent

At Butleigh C of E Primary School, our vision is for every child to thrive academically, socially, and emotionally, regardless of background or circumstance. We believe that disadvantage should never limit opportunity or potential. Every pupil deserves access to high-quality teaching, an ambitious and inclusive curriculum, and the support needed to overcome barriers to learning.

Through our Pupil Premium strategy, we aim to close gaps in attainment, particularly in English and Mathematics, while nurturing a love of learning that lasts a lifetime. We will provide targeted interventions, enrich life experiences, and promote equality of opportunity so that all pupils feel valued, confident, and inspired to succeed.

Our approach is rooted in high expectations, strong relationships, and a commitment to the whole child. We will invest in strategies that build resilience, emotional well-being, and positive behaviours for learning, alongside academic achievement. By working in partnership with families and the wider community, we will create an environment where every child can flourish and develop the skills, knowledge, and character to thrive in school and beyond.

We are committed to ensuring that disadvantaged pupils have access to the same rich experiences as their peers, including Forest School, OPAL play, educational visits, community partnerships and opportunities through our strong links with the local church. Through partnerships with the local church and wider community, we will ensure disadvantaged pupils develop a strong sense of belonging, aspiration and opportunity.

The number of disadvantaged pupils in each year group is small, and outcomes can therefore be disproportionately affected by the performance of individual pupils. The school will use both quantitative and qualitative evidence when evaluating the impact of this strategy.

Challenges

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

Challenge No.	Detail of challenge
1	Some of our disadvantaged children have poor language and speech skills and lack vocabulary. These skills are essential for all children to thrive in school. Without these skills, children will find it difficult to learn to read and form relationships with others.
2	Some of our disadvantaged children have lower starting points or achieving below their non disadvantaged peers. Some disadvantaged pupils also have SEND and

	require additional support to access the curriculum successfully and make good progress from their starting points.
3	Attendance for disadvantaged pupils remains below national expectations. Persistent absence and lateness reduce learning time and impact pupils' progress, engagement and sense of belonging within school.
4	Some disadvantaged pupils have limited access to wider life experiences and enrichment opportunities, which can restrict their cultural capital, aspirations and engagement with learning.
5	Some disadvantaged pupils struggle with self-regulation, engagement in learning and forming positive relationships, which can impact behaviour, attendance and academic progress.
6	Some disadvantaged children exhibit behavioural difficulties that affect their learning and social interactions
7	Some of our disadvantaged children lack the gross and fine motor skills which affects their handwriting
8	Some of our disadvantaged children are lack the fluency and retrieval skills to remember and apply key number facts.
9	Some disadvantaged pupils have limited opportunities to develop spoken language skills and confidently articulate their thinking.

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
All staff understand PP pupils' needs and adapt teaching to secure good progress	- Lesson observations and planning audits will show adaptations for PP pupils. - Termly tracking will confirm progress for all PP pupils. - Learning walks, pupil voice and book scrutiny demonstrate consistently high expectations for disadvantaged pupils across the curriculum.
Improve attainment in writing and maths and reduce the PP/non-PP gap	- By July 2027, the attainment gap between PP and non-PP pupils in writing and maths will reduce by at least 10%, evidenced by Insight tracking. - Targeted interventions and smaller class sizes will be in place and monitored termly.
Improve early reading, phonics and reading fluency so that disadvantaged pupils develop the skills and confidence to access the wider curriculum.	- Phonics outcomes for disadvantaged pupils are at or above national averages. - Disadvantaged pupils read regularly in school and at home. - Accelerated Reader and assessment data demonstrate improved reading attainment and progress

Deliver an engaging, knowledge-rich curriculum	• The 4-year rolling curriculum will be fully implemented. • At least two enrichment experiences per term will be recorded in planning and pupil voice surveys.
Develop vocabulary to boost reading and phonics in EYFS and KS1	• By July 2027, all classrooms will have vocabulary-rich environments. • 100% of identified pupils will complete speech and language programmes, tracked through intervention records. • Consistent, ambitious curriculum from Nursery to KS1. • Embed high-quality oracy approaches across the curriculum to develop vocabulary, communication and confidence.
Improve fluency in key maths facts across all year groups	• By July 2027, 90% of PP pupils will achieve fluency in age-appropriate key maths facts, evidenced by termly fluency checks and TTRS usage reports.
Strengthen parental engagement in learning	• By July 2027, at least 80% of PP families will attend one or more engagement events (workshops, learning celebrations), tracked through attendance logs. • Home reading frequency will increase, monitored through reading records
Improve attendance and punctuality	• By July 2027, PP attendance will increase to 95% or above, monitored through termly attendance reports and PFSA intervention records. • Maintain a culture where attendance is everyone's responsibility through early identification, rapid intervention and strong partnerships with families
Develop positive behaviours for learning	• By July 2027, 100% of staff will implement the positive behaviour policy consistently. • Behaviour incidents for PP pupils will reduce by 20%, tracked through behaviour logs and pupil surveys.
Ensure PP pupils access enrichment opportunities	• By July 2027, 100% of PP pupils will participate in at least one enrichment activity per term, monitored through participation records.
Disadvantaged pupils develop secure automatic recall of key mathematical facts and are able to apply these confidently when solving problems.	• Increased scores in termly fluency assessments. • Improved performance in arithmetic and reasoning. • Increased engagement with TT Rock Stars and Numbots.

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: £ 19620.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise attainment by ensuring that all pupils receive challenging quality first teaching	EEF guidance highlights that ensuring an effective teacher is in front of every class and supported to keep improving is the most important factor for pupil progress. High-quality CPD improves teaching and learning, which is the top priority for pupil premium spending. EEF Autumn 2021 EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	2,5
Focus on vocabulary in all subjects when planning and delivering the curriculum	Communication and language approaches consistently show positive benefits for spoken language, vocabulary, and early reading skills, which are essential for disadvantaged pupils Communication and language approaches EEF (educationendowmentfoundation.org.uk)	1,2
Full-time TA support across the school to address misconceptions and provide targeted interventions	Evidence shows that targeted academic support alongside high-quality teaching is effective for closing gaps, especially for pupils disproportionately impacted by the pandemic.. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net) We will also be working providing effective CPD to ensure that the interactions that we have with our children are enabling to become independent learners. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	2,5
CPD for staff focused on behaviour	Improving teachers' behaviour management and pupils' social skills are proven strategies to enhance engagement and reduce disruptions. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5,6
CPD focusing on metacognition and self-regulation strategies	Explicit teaching of metacognitive strategies helps pupils manage their own learning and overcome challenges, improving independence and attainment.. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2,5,6

	The evidence suggests that by supporting the pupils with special Education needs, all children will make good progress. Supporting pupils with special educational needs should be part of a proactive approach to supporting all pupils—it is not an ‘add on’. It means understanding the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	
Develop a culture of reading for pleasure. Reading ambassadors, author visits, reading challenges, daily story time and parental engagement in reading.	Evidence suggested that children make the reading for pleasure if the single most indicator of a child’s future success (OECD, 2002) and there is positive relationship between reading frequency, reading enjoyment and attainment (Clark, 2011) Reading communities: why, what and how? OpenLearn - Open University	1,2,4
Improve shared areas of the school for quiet spaces	Positive and supportive learning environments reduce anxiety and improve engagement, especially for pupils with SEND or behavioural challenges. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	2,5
Ensure access to effective IT for online learning platforms	Digital technology can enhance modelling, practice, and feedback, improving learning outcomes when used effectively EEF Digital Technology Summary of Recommendations.pdf Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	2,6
Support children to develop emotional literacy	HT briefing layoutvFINALvii.pdf Evidence links emotional well-being with improved academic outcomes; teaching emotional literacy helps pupils regulate behaviour and engage in learning.	6
Daily maths fluency practice in every classroom	EEF guidance highlights the importance of retrieval practice and automatic recall of key mathematical facts to reduce cognitive load and improve problem solving.	8

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

Budgeted cost: £11840.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Computers apps- Numbots and TTRS	Digital tools for maths fluency support retrieval practice and engagement, improving number fact recall and confidence. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	2,5
Pre-teaching and post-teaching interventions	Small-group and one-to-one interventions are effective for closing gaps when carefully targeted and monitored. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	2,5
Reading interventions linked to Read Write Inc.e.g. fresh start and 1:1 tutoring	Systematic phonics and targeted reading support accelerate progress for pupils with gaps in decoding and comprehension Phonics EEF (educationendowmentfoundation.org.uk)	2,5
Structured reading program – Accelerated Reader	Regular monitoring and tailored reading practice improve fluency and comprehension, supporting sustained progress.	2,5
Language and communication interventions	Speech and language programmes improve expressive vocabulary and early reading skills, which are critical for EYFS and KS1 pupils. Communication and language approaches EEF (educationendowmentfoundation.org.uk)	1
One-to-one tuition for maths	Targeted tutoring in maths builds secure knowledge of key concepts and multiplication facts, reducing attainment gaps. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2.5

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

Budgeted cost: £12567.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan parent engagement activities	EEF guidance shows parental engagement strategies improve learning outcomes and reduce absence when families are supported effectively. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	4
Attendance as a high priority with rewards and visibility	DfE guidance indicates that raising the profile of attendance and celebrating improvements reduces persistent absence.	4,5
Ensure disadvantaged pupils can access the full breadth of enrichment opportunities	Research shows that enrichment opportunities enhance engagement, motivation, confidence, attendance and cultural capital, particularly for disadvantaged pupils.	4,5,6

available at Butleigh C of E Primary School, including Forest School, OPAL play, educational visits, sporting competitions, music opportunities, residential visits, church activities and community partnerships. Where necessary, financial support will be provided to remove barriers to participation	Participation in wider experiences helps pupils develop social skills, broaden aspirations and increase engagement with learning.	
Providing school uniform for PP children who require it.	Evidence suggests that ensuring pupils have appropriate uniform fosters a sense of belonging, reduces stigma, and promotes equality. This can improve attendance, confidence, and engagement in learning.	4,5
Breakfast and After school club	Research and DfE guidance indicate that wraparound care (such as breakfast and after-school provision) improves attendance, punctuality, and readiness to learn. It supports working families, reduces lateness, and ensures children start the day with a positive routine and nutrition, which can enhance concentration and engagement	4,5
PFSA support for parents and children	Intensive family support improves attendance, engagement, and well-being, reducing barriers to learning.	4,5
Pay for trips and swimming for PP children	Enrichment activities broaden experiences, increase engagement, and support social and emotional development.	5, 6
Work closely with the Mental Health Team	HT briefing layoutvFINALvii.pdf Promoting mental health in schools improves emotional regulation, resilience, and readiness to learn, reducing behavioural barriers.	5, 6
Provide ELSA sessions in a calm space	Social and emotional learning interventions improve behaviour, emotional regulation, and engagement, supporting academic progress. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6
OPAL play every day and structured lunch club	High-quality playtimes improve behaviour, social skills, and emotional well-being; structured spaces reduce anxiety and promote inclusion.	5,6
Weekly Forest School opportunities to develop resilience, communication,	Enrichment activities broaden experiences, increase engagement, and support social and emotional development.	

teamwork and emotional wellbeing		
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Total budgeted cost: £44,027

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025-2026 Data Report

Early Years and Phonics

- Outcomes for disadvantaged pupils in EYFS were strong, with all eligible pupils achieving a Good Level of Development. In addition, 100% of disadvantaged pupils passed the Phonics Screening Check, reflecting the positive impact of early language development, high-quality phonics teaching and targeted support.

Key Stage 1

- There was only one disadvantaged pupil in Year 2. Whilst they achieved the expected standard in mathematics, they did not achieve the expected standard in reading or writing. As the cohort is extremely small, percentages should be interpreted with caution. Assessment and transition information identified reading, writing and language development as areas requiring continued support and intervention.

Key Stage 2

- There was only one disadvantaged pupil in Year 6. The pupil achieved the expected standard in reading, writing and GPS but did not achieve the expected standard in mathematics. Consequently, they did not achieve the expected standard in reading, writing and mathematics combined. Due to the cohort size, these outcomes do not represent a trend across the school. However, they reinforce our focus on mathematical fluency, reasoning and targeted support for disadvantaged pupils.

Reading

- Investment in Read Write Inc. and targeted reading interventions resulted in strong phonics outcomes for disadvantaged pupils, with 100% passing the phonics screening check.

Attendance

- Attendance improved to 94.6% for disadvantaged pupils due to close monitoring, family support and attendance rewards, although further work remains to close the gap with non-disadvantaged pupils.

Wellbeing and Engagement

- Funding for clubs, trips, wraparound care and pastoral support enabled disadvantaged pupils to fully participate in school life and increased engagement with learning.

Mathematics

- Numbots, TT Rock Stars and targeted intervention supported progress in maths, although fluency of number facts remains an area for continued development.

Exclusions:

Exclusion / suspension rate for our PPG pupils was very low. Over the course of 2024/25, no PPG pupils were suspended / excluded.

Externally provided programmes

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

Programme	Provider
Read Write Inc.	Ruth Miskin
White Rose Maths	White Rose Maths
Accelerated Reader	Renaissance
TTRS and Numbots	TT Rock Stars