

Pupil premium strategy statement – Bletchingley Village Primary School and Nursery

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	(R – 6) 204 (N 30)
Proportion (%) of pupil premium eligible pupils	(R – 6) 28% (N 17%)
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	December 2025
Date on which it will be reviewed	December 2028 (impact reviewed annually)
Statement authorised by	Denise Coady Headteacher
Pupil premium lead	Denise Coady
Governor / Trustee lead	Nicola Goldie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,355 (EY PP £2,850)
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>	£86,355 (EY £2,850)

Part A: Pupil premium strategy plan

Statement of intent

Key Principles and Intent

At Bletchingley Village Primary School and Nursery, we are committed to providing a highly effective educational experience and raising the attainment of disadvantaged pupils through the support of Pupil Premium funding. This forms part of our overarching commitment to help all pupils achieve their full potential.

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress from their starting points and achieve highly across all subject areas. We also aim for our pupils to leave the school having benefited from a wide range of cultural and sporting opportunities, developed personally as well as academically, accessed enrichment experiences, and built their cultural capital.

Bletchingley Village Primary School and Nursery takes a long-term view of the support the grant provides. Leaders strategically plan the use of Pupil Premium funding to support children as they progress through the school and transition to the next stage of their education. This is achieved by aligning our Pupil Premium strategy closely with our wider school improvement planning.

<https://www.gov.uk/apply-free-school-meals>

Our objectives are:

- **To support children's health, well-being, and attendance**, enabling them to access learning fully.
- **To ensure disadvantaged children reach their full potential** by providing equity and addressing identified barriers to learning.
- **To provide all children with experiences that build cultural capital**, enabling them to broaden their horizons and develop personally as well as academically.

To achieve these objectives, we aim to ensure that:

- All teaching is **good or better**, ensuring high-quality classroom provision for all children.
- CPD, mentoring, and subject leader support are provided to induct new teachers and ECTs, enabling effective teaching for all pupils.
- Focused learning support and targeted interventions are provided where needed.
- Well-being provision, including ELSA, is funded to support social and emotional development.
- Funding is allocated to enable participation in educational visits, residentials, and enrichment activities, giving all pupils first-hand experiences to enhance classroom learning.

Our strategies are **responsive and evidence-based**, adapting to the needs of individual pupils as they are identified and informed by research.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that attainment in maths, reading, and writing among disadvantaged pupils is below that of non-disadvantaged pupils. This is reflected in statutory assessments
2	Observations and discussions with pupils and families indicate social and emotional difficulties, particularly affecting disadvantaged pupils. Many pupils lack strategies to regulate emotions and be ready to learn and families report that they need extra support in supporting their children at school.
3	High expectations for all children need further development, especially for disadvantaged pupils, to foster self-belief and aspiration
4	Attendance among disadvantaged pupils is lower than that of other pupils. Home-school links require further strengthening to improve engagement
5	Disadvantaged pupils have fewer opportunities to build cultural capital through experiences outside the classroom

Intended outcomes

These outcomes define what we aim to achieve by the end of our current strategy plan and how success will be measured. While these outcomes apply to all pupils, Pupil Premium funding is targeted to ensure disadvantaged pupils achieve them.

Intended outcome	Success criteria
Remove educational barriers so all children reach their full potential and make good progress from their starting points.	<ul style="list-style-type: none"> - Adaptive teaching effectively reduces barriers for all pupils. - Targeted interventions address gaps in learning. - Progress from starting points ensures attainment is in line with national averages
Achieve and sustain improved well-being and emotional support.	<ul style="list-style-type: none"> - Pupils are supported by trained adults in recognising their emotions and are able to work in collaboration to develop children's skills in communicating, labelling and regulating their emotions. - Pupil surveys indicate all pupils feel happy and supported at school. - Monitoring shows pupils are regulated and ready to learn.
Improve attendance and reduce persistent absence	<ul style="list-style-type: none"> - Attendance for all pupils meets or exceeds national averages.

	- Persistent Absence is at or below national averages for all groups
Pupils are exposed to a wide range of social/cultural and sporting experiences	- Pupils have access to culturally rich experiences, and more exposure to positive and inspiring role models
Develop a culture of high expectation and aspiration for Pupils and families through staff training and through the work of the Family Link Worker.	- Pupils develop a strong sense of belonging, resilience, and aspiration. - Pupils are prepared academically and personally for the next stage of education and life in a diverse world. Increased parental engagement.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in High Quality Teaching and Learning underpinned by Rosenshine's Principles	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. It is important that we consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Cognitive Load Theory and its application in the classroom : My College Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT	1,3
Effective Mentoring and support for new teachers and ECTs	Induction and mentoring improve teaching effectiveness and retention. As above	1,3
Training sourced to develop staff to effectively support pupil premium children	This will involve training and release time for staff to develop and implement new procedures. This will be overseen by the curriculum lead to ensure consistent high quality provision to improve progress and attainment Effective Professional Development EEF Maximising the Impact of Teaching Assistants	1,3

Training with the Maths Hub to embed the Mastery Approach	The EEF guidance is based on a range of the best available evidence for improving mathematics Mastery learning EEF	1,3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO to observe and screen pupils for underlying learning needs and support staff in implementing strategies to close the gap in attainment	In order to effectively support pupils to close the gap between themselves and their peers, we need to fully understand their learning gaps and any underlying learning needs. Assessing them at the earliest opportunity and implementing effective strategies is proven to be the most effective way to address this Home Early Intervention Foundation	1,3
Wellcom assessments and Interventions.	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'. Approaches usually involve a teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,3
Phonics Interventions	Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. EEF Phonics Toolkit Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds Phonics EEF	1,3
Targeted Teaching Assistant Support	Specific focused interventions to target accelerated progress across the curriculum in high impact manner delivered by our Teaching Assistant team. To include pre-learning of vocabulary and concepts. Teaching Assistant Interventions EEF	1,3
Booster clubs run by CT after school In school SLT booster sessions	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners in a separate	1,3

	classroom or working area. Intensive tuition in small groups is provided as a strategy to ensure effective progress, or to teach challenging topics or skills.	
	Add in other interventions from provision map	

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA interventions (Including training, hours of intervention and supervision)	Well-being education builds emotional intelligence and breaks down barriers to learning. Many children come to school not having dealt with emotions from outside of school as well as inside. Wellbeing sessions allows pupils to address and deal with issues that stand in the way of learning .Social-emotional learning improves behaviour, attitudes, and attainment Social and emotional learning EEF	2,3,4
Support for school visits, residential	As well as the physical health benefits, school residential trips have been proven to have a positive effect on children's self-esteem and confidence levels, thereby improving their emotional health and wellbeing. The importance of allowing children to explore their environment, take responsibility for themselves and generally sustaining themselves with minimal adult intervention is significant Outdoor adventure learning EEF	5
Curriculum enrichment Music	Experiences build cultural capital and improve engagement There is some evidence that disadvantaged pupils benefit disproportionately, making two and a half months additional progress in addition to attendance, behaviour and peer relationship improvement Arts participation EEF	3,5
Curriculum Enrichment Clubs e.g. gym	Research into cultural capital shows that pupils that are exposed to extracurricular activities more engaged in learning and education, along with aspiring to study.	3,5
Funding for school uniform and sports clothing	To foster a sense of belonging. The impacts of poverty on children's social, emotional and behavioural outcomes. - UK Data Service	3,4,5
Family Link worker to support families in attendance and engagement with the school	Parental influences have a powerful effect upon children's attitudes, achievements and life outcomes. The role of the FLW is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most	2,3,4,5

	<p>disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation. The FLW works directly with parents in a non-judgmental way empowering them and their families to get the most out of the educational opportunities available.</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>Evidence brief on improving attendance and support for... EEF</p>	
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Total budgeted cost: £87,000

Monitoring and Evaluation

The impact of Pupil Premium funding will be measured through:

- Termly pupil progress and attainment data analysis.
- Monitoring of engagement in interventions and enrichment activities.
- Behaviour, well-being, and attendance tracking.
- Pupil, parent, and staff surveys to assess engagement, emotional wellbeing, and perceived impact.

The strategy will be reviewed annually and adapted to ensure it remains responsive to pupil needs and informed by evidence-based practice

Part B: Review of the previous academic year and end of the 3 year plan 2022 - 2025

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Impact
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through quality first teaching and ensure that all children consistently achieve highly, particularly the most disadvantaged.	<p>Every teacher is deemed to be delivering quality first provision</p> <p>The gap between disadvantaged and non-disadvantaged pupils has reduced with regards to the knowledge and vocabulary that they have gained.</p> <p>Progress of disadvantaged pupils in EYFS is accelerated to close the gap between baseline assessments at the end of Reception.</p> <p>Progress of identified disadvantaged pupils is at least good due to high quality teaching and intervention</p>	<p>CPD for teachers on adaptive teaching and the introduction last academic years of pedagogical principles has ensured that more children can access learning in their classrooms.</p> <p>Progress for all groups of pupils can be seen in books.</p> <p>The impact is yet to be seen in outcome data for all groups of pupils. One third of disadvantaged pupils met expected or above expectation in the core subjects compared to two thirds of non-disadvantaged pupils.</p>
To provide a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. This is further enhanced by a wide range of curriculum enrichment opportunities for all pupils.	<p>All pupils will have accessed a range of enrichment opportunities linked to the curriculum. Disadvantaged children will have attended at least one school/trip/residential.</p> <p>Learning walks show that disadvantaged pupils are making good progress</p>	<p>The wider curriculum was reviewed and improved over the last academic year, including Trips and visits.</p> <p>Learning walks and pupil voice showed that children could speak about their experiences linked to the curriculum.</p> <p>All children attended at all trips during each academic year</p>
To increase the attendance of disadvantaged pupils to be in line with their peers	Attendance figures for disadvantaged and non-disadvantaged pupils will be in line or the gap will be reduced.	Attendance gap of 5.3% between disadvantaged and non-disadvantaged for 2024 - 25
For pupils who have SEND and are eligible for pupil premium support to have improved outcomes	Pupil Premium data for KS1 and KS2 for reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points.	Due to an improvement of adaptive teaching throughout the school pupils are increasingly able to access learning. The impact of this on outcomes has not currently narrowed gaps.
To support our children's health and wellbeing to enable them to access learning at an appropriate level.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations a reduction in poor behaviour inci-	<p>The introduction of behaviour ladders and training ELSAs helped children be ready to learn. There were no suspensions in the Summer term.</p> <p>Although some disadvantaged pupils did attend clubs, they did not do so as frequently as their disadvantaged peers.</p>

dents and pupils subject to behaviour support plans, no exclusions
 a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

End of Year 6 KS2 Results

Subject	Girls %				Boys %				DP %				Non-DP %			
	WB	WTS	EXP	GDS	WB	WTS	EXP	GDS	WB	WTS	EXP	GDS	WB	WTS	EXP	GDS
Reading		7	57	29	20	20	40	13	27	27	27	9		6	61	28
Writing		7	57	29	20	20	47	7	27	27	27	9		6	67	22
Maths		7	71	14	13	20	47	13	18	36	27	9			78	17
Combined (+ is expected +)			+86	14			+47	7			+27	9			+89	11

Subject	Girls %		Boys %		DP %		Non-DP %	
	Met	Not Met	Met	Not Met	Met	Not Met	Met	Not Met
EYFS GLD	88	13	67	33	60	40	76	24