

Pupil premium strategy statement for Bailey Green Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Bailey Green Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Lisa Taylor (Head teacher)
Pupil premium lead	Mrs Rowland
Governor / Trustee lead	Dawn Bentley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,335
Recovery premium funding allocation this academic year	£0
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	£165,335

Part A: Pupil premium strategy plan

Statement of intent

At Bailey Green Primary School we specifically target the use of our Pupil Premium funding to ensure that our Pupil Premium children receive the highest quality education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantage can create a wide range of barriers which may impact on a child's learning.

Our ultimate objectives are to:

- Remove barriers to learning created by disadvantage.
- Narrow the gaps between pupil premium and non-pupil premium children both within school and nationally.
- Ensure ALL children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop their confidence and vocabulary to communicate effectively in a wide range of contexts.
- Support children to allow them to become emotionally secure and to develop resilience.
- Access a wide range of opportunities and experiences to develop their curiosity, knowledge and understanding of the world.

In order to achieve our objectives we will;

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access high quality teaching.
- Review staffing to ensure we have sufficient targeted support.
- Provide focused, personalised intervention to address identified gaps in learning including the use of small group work and 1:1 support.
- Target funding to ensure that all pupils have access to visits, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through our robust data analysis

Class teachers will identify specific intervention and support for individual pupils which will be discussed and reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and well-being needs will access high quality provision from appropriately trained adults including Thrive practitioners.

Challenges

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

disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>School context of deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.2 (decile 5) our present year 6 children show a high percentage of deprivation.</p> <p>We have an IMD of 5 (score 19.0), 18% of our pupils (81 pupils) live in decile 2 which is the second most deprived area nationally, 17% of our pupils (79 pupils) live in decile 3, and 10% (44 pupils live in decile 5), meaning that 45% of our pupils live in the most deprived areas nationally.</p>
2	<p>The EYFSP indicates that our disadvantaged children do less well than their peers, specifically in reading, writing and number, particularly those children who have been identified as emerging.</p> <p>2025 Emerging disadvantaged Reading 28.6%, Writing 42.9%, Number 28.6%</p> <p>2025 Emerging non-disadvantaged Reading 17.3%, Writing 28.8%, Number 17.3%</p> <p>57.1% of disadvantaged pupils achieved at least the expected level (GLD) in the EYFSP in 2025, compared with 69.2% non-disadvantaged pupils.</p>
3	<p>Phonics assessments indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers as indicated by the 2025 Phonics Screen results.</p> <p>2025 – 78% of FSM passed the phonics screen compared with 96% of non-FSM. There has been a downward trend from 100% in 2023 and 93% in 2024.</p>
3	<p>Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils at the end of KS2 – 74% disadvantaged pupils compared with 95% non-disadvantaged pupils.</p> <p>In writing 74% of disadvantaged pupils achieved the expected standard at the end of KS2 compared with 85% of non-disadvantaged pupils.</p> <p>In Maths 78% of disadvantaged pupils achieved the expected standard at the end of KS2 compared with 95% of non-disadvantaged pupils.</p>
4	<p>Observations, consultations and discussions with children and families have highlighted increasing numbers of pupils with SEMH needs. Families have requested support with children's behaviour at home, anxiety and mental health issues.</p> <p>We have had increased referrals to Connect, CAMHS and parents who have sought private consultations.</p> <p>We are currently providing SEMH support for 20 (18%) of our disadvantaged pupils.</p>

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
A. Improve the number of disadvantaged children achieving GLD in reading and writing by the end of Early Years.	RBA to show fewer disadvantaged pupils being assessed as emerging in reading, writing and number, and an increase in disadvantaged children achieving expected by the end of their Reception year.
B. Improved phonics outcomes for our disadvantaged Early Years and Y1 pupils.	Phonics outcomes at the end of Y1 to show that at least 78% of disadvantaged pupils achieve the phonics screen by the end of Y1. Ensure that children are able to use their phonics readily and correctly as a tool to support their reading fluency and writing. To be able to apply this to all reading and writing.
C. Improve Reading attainment for disadvantaged pupils by the end of KS2.	Pupils eligible for PP in Year 6 make rapid progress so that more than 74% of pupils eligible for PP meet age related expectations by the end of KS2 and all have made at least good progress from their starting points.
D. Improve Writing attainment for disadvantaged pupils by the end of KS2.	Pupils eligible for PP in Year 6 make rapid progress so that more than 74% of pupils eligible for PP meet age related expectations by the end of KS2 and all have made at least good progress from their starting points.
E. Improve Maths attainment for disadvantaged pupils by the end of KS2.	Pupils eligible for PP in Year 6 make rapid progress so that more than 78% of pupils eligible for PP meet age related expectations by the end of KS2 and all have made at least good progress from their starting points.
F. To support the emotional and welfare of our children	Provide children with support using in-class nurture, Thrive and our partnership with Connect, allowing them to better access the content of the curriculum.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide CPD for staff including the new 'Writing Framework' and modelled writing, sessions from the English leaders, and Number Sense from Maths Lead Review planning to ensure that good quality reading texts are read to children to give examples of a range of genres.</p> <p>Embed prior learning to ensure that grammatical knowledge and understanding is embedded before moving on.</p> <p>Regular moderation in Key Stage meetings to support teacher judgements.</p> <p>£1,000 (CPD training)</p>	<p>Develop staff knowledge and confidence in the teaching of reading, writing and maths to challenge our children.</p> <p>Staff confidence in the use of Number sense.</p> <p>Confidence in times tables from lower key stage 2 onwards.</p> <p>Consistency and progression in the planning and teaching of writing across the school. Pupils will be equipped with a range of writing strategies to support their understanding of writing for different genres.</p> <p>Prior knowledge will be embedded.</p> <p>Pupils will be able to apply their writing skills in assessment situations, therefore demonstrating good pupil progress.</p> <p>Ensure the teaching of "reading skills" relates to the writing genre being taught and that it has an impact on assessment results.</p> <p>Promote a love of reading through our reading community for all children.</p>	<p>A, B, C, D, E</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing to support EYFS in Reception with a focus on reading, writing and number ELGs	Any disadvantaged child that has been identified as needing support with phonics, reading, writing and number will be provided with targeted support to ensure that they make progress towards the ELGs.	A
High quality phonics interventions by additional trained teaching assistants in Key Stage 1	Any disadvantaged child that is below the national standard in phonics and reading will be provided with targeted support to ensure that they make progress.	A, B
Supplement phonic based books to support the high-quality teaching of reading throughout the school. £550	Resources and decodable books will fully support Essential Letters and sounds programme.	B
Raise the profile of the Reading Community Teachers will be provided with a 'pot' of money to enhance their reading corner. £400	Staff will implement strategies and resources in the teaching of reading and in their provision. Children will have access to quality texts recommended by their peers and teachers both in the school library and in the classroom. Children will be able to read non-decodable books fluently. Carry out assessments (including NGRT) at the start and end of the academic year to identify progress of disadvantaged pupils.	C

Provide additional staffing to support identified disadvantaged pupils in Y2, Y4 and Y6	Any disadvantaged child that has been identified as needing support with phonics, reading, writing and maths will be provided with targeted support to ensure that they make progress towards their end of year targets.	C, D, E
Purchase, implement and embed Number Sense programme £100	School will implement Number Sense to improve number fluency across Key Stage 2.	D
Support children in all areas of the curriculum to ensure they are safe, well-looked after and enable to access all areas of the curriculum. £44,785	Pupil premium children and their parents supported by providing extra curriculum activities (visits etc), uniform, wrap around care (Breakfast club, After School Club)	F

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Four TA's within school who are trained in Thrive to deliver Thrive to children identified. £8,000	Children will be supported emotionally.	F
Provide resources for the SEMH. £500	Resources to support children will be readily available.	F
Continue to track attendance of children who are being highlighted from the Census. £10,000	Allocate a member of staff specifically to analyse and monitor attendance and monitor the attendance data daily from registration and also form the census which highlight individual attendance. Track and share with staff and pick up with individual families to offer support and strategies	A,B,C,D,E,F

Total budgeted cost: £ 165,335

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

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

Improve Phonics understanding throughout the school among our disadvantaged children.

Y1 Phonics Trend for disadvantaged pupils

2023 – 93%

2024 – 100%

2025 – 78%

NOTE: The 2025 cohort were particularly challenging with SEMH needs and children from vulnerable families.

A lot of additional support was allocated to the cohort to support understanding of phonics.

Improve reading attainment

End of KS2 Trend for disadvantaged pupils

2023 – 87%

2024 – 92%

2025 – 74% (23 out of 64 pupils = 36%)

Improve writing attainment

End of KS2 Trend for disadvantaged pupils

2023 – 60%

2024 – 75%

2025 – 74% (23 pupils out of 64 pupils = 36%)

Whilst the overall trend has fallen in phonics and reading, we are still significantly above national average due to our investment in targeted interventions and intense support. See below

Disadvantaged pupils 2024 - 2025		
Achieved the standard	National Average 2025	Bailey Green 2025
Maths	61%	78%
Reading	63%	74%
Writing	60%	74%
GPS	59%	78%
Science	Not available	87%
CRWM	48%	65%

Improve well-being for our disadvantaged pupils

Observations, referrals and assessments indicate that the well-being of our disadvantaged pupils has been well-supported through support in school. 32 (29%) of our disadvantaged pupils have received specific nurture, 1:1 SEMH or Connect support during 2024-2025

Sustain improved attendance for disadvantaged pupils

Overall attendance for 2024-2025 was 96.3%, with an overall absence rate of 3.6%,

compared with a national overall absence rate of 6.38%.

