

Pupil premium strategy statement – Busbridge CE Junior School 2025/26.

This statement details our school's use of pupil premium for the academic year 2025/26.

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.

In this statement, we refer to children who are eligible for the Pupil Premium Grant as 'disadvantaged children'. We are also aware that we have other vulnerable children who are disadvantaged in some way, but who are not eligible for the Pupil Premium Grant. These actions are intended to support the Pupil Premium children as well as any other vulnerable children whose vulnerability may also mean that they are disadvantaged.

School overview

Detail	Data
School name	Busbridge CE Junior school
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	6.6%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Richard Catchpole Headteacher
Pupil premium lead	Rachel Barker Deputy Headteacher
Governor lead	Gemma Taylor SEND Governor

Funding overview – 2025/26

Detail	Amount
Pupil premium funding allocation this academic year	£1515 x 12 £2630 x 2 £350 x 2 £24,140.00
School led tutoring	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£21,140.00

Part A: Pupil premium strategy plan

Statement of intent

At Busbridge C of E Junior School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve their potential and flourish. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will ensure that all pupils have access to a broad and balanced curriculum, including trips and visits. We intend to increase the cultural capital of all pupils in our care.

The activity we have outlined in this statement is also intended to support pupils' needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We know that to give our disadvantaged children the best chance of achieving at GCSE, they need to meet the expected standard at the end of Key Stage 2. We also know that nationally and locally, the gap between the attainment of disadvantaged pupils and 'other' pupils remains, with disadvantaged children showing lower attainment.

We pride ourselves as a school on positive relationships with our families and knowing their individual situations and therefore the challenges that our disadvantaged learners face. We also ensure that we help in any way that we can to support our vulnerable families and we firmly believe that the open, honest and supportive culture that we are creating is effective in doing so.

High-quality teaching is at the heart of our approach, with a focus on areas in which individual disadvantaged pupils require the most support. We also recognize that a number of our disadvantaged pupils also have additional needs which are supported through our SEND support arrangement. This applies to 5/16 of our disadvantaged pupils, with 3 of these children already having EHCPs or being on the EHCNA pathway.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- act early to identify need and intervene,

- ensure disadvantaged pupils are supported and also challenged in the work that they're set,
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We firmly believe that our children will have the best possible chance to succeed if all of their needs are met. We therefore take a holistic approach to the support of all of our pupils, including those in receipt of Pupil Premium. We aim to ensure that children can flourish academically but also emotionally and socially. Well-being and mental health needs are safeguarded through a range of resources including our Home School Link Worker, our ELSA (Emotional Health Support Assistant) as well as through the school leadership who exemplify the school motto of Cherish and Challenge in all dealings with members of the school community. This is supported by our Equality Statement Objectives.

Equality Statement Objectives.

- (1) Raise the attainment of girls in maths so that it matches that of boys.
- (2) Ensure Disadvantaged and EAL cohorts are secondary ready by attaining at least the Expected Standard in Reading, Writing and maths.
- (3) Broaden the opportunities to learn about other faiths and cultures.
- (4) To carry out staff training in EDI and racism education, and review our responses to racist incidents.

Challenges

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

Challenge number	Detail of challenge
1	Low numbers of Pupil Premium funding and therefore low funds. Low numbers also make statistical analysis challenging.
2	4/16 (25%) of our PP children also have English as an additional language
3	5/16 or 32% of our children who are disadvantaged also have an additional need. Whilst these children are supported through the school's SEND support arrangements, they experience barriers to their learning in addition to their 'disadvantaged' status.
4	3/16 (19%) have special educational needs requiring them to have an EHCP or be on the EHCPNA pathway.
5	6 of our PP children are also Young Carers

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes show that 100% of disadvantaged pupils met the expected standard. We recognise that this is an aspirational target.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that 100% of disadvantaged pupils met the expected standard. We recognise that this is an aspirational target.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • sustained participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by demonstrated by: <ul style="list-style-type: none"> • the most disadvantaged children are not among our persistent absentee group and where they are, swift and robust action is taken to support families and engage children with school.
To enable full participation in the full curriculum, wider life of the school, and opportunities to develop Cultural Capital	All children in this cohort have been offered / participated in our full school offer, including: residential trips, clubs, sports teams, instrumental lessons.

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

Budgeted cost: **£ 10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our Phonics teaching and curriculum planning in line with current national guidance and the use of a DfE accredited phonics programme.</p> <p>We will train ALL teachers and Learning Support Assistants to deliver the Little Wandle Rapid Catch Up Programme</p> <p>We will offer Literacy for All as an alternative reading intervention. All staff to be trained in this intervention.</p>	<p><u>DfE Accredited phonics schemes</u></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>2, 3, 4</p>
<p>Little Wandle rapid catch up is available for all of those who need to access it.</p> <p>All children are assessed for need on entry to the school.</p> <p>All staff have received training into how to assess and carry out Little Wandle Rapid Catch up.</p> <p>The school is fully resourced to deliver Little Wandle rapid catch up, with access to the online portal, the teaching resources and also ongoing support.</p>	<p>Internal tracking data</p> <p>Previous OFSTED recommendations</p>	<p>2, 3, 4</p>

Staff delivering the rapid catch up are fully supported in their CDP and there is regular monitoring of the quality of teaching, the appropriate use of resources and the progress of children accessing this program.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to enhance the a whole school approach to EAL, with a designated EAL co-ordinator and intervention where appropriate from REMA.	School census information SEND support planning	2
Provide a Homework club where children can access support with their homework.	Parental surveys Children questionnaire's Teacher surveys	2, 3, 4
Continued delivery of Success @ arithmetic in both lower and upper school	https://sites.edgehill.ac.uk/everychildcounts/mathematics/successarithmetic/	2, 3, 4

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

Budgeted cost: £ 10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure fair access to all trips, including residential trips, for all children.	https://www.sportengland.org/why-were-here/mental-wellbeing#:~:text=Physical%20activity%20can%20contribute%20to,increase%20through%20participation%20or%20volunteering.	ALL

Provide families with financial support accessing wider school activities and sporting clubs.	https://www.sportengland.org/why-were-here/mental-wellbeing#:~:text=Physical%20activity%20can%20contribute%20to,increase%20through%20participation%20or%20volunteering.	ALL
Provide families with short term childcare support whilst external challenges are overcome	Parental surveys	ALL
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL
Young Carers group is able to support the growing number of Young Carers in the school.	<u>YOUNG CARERS</u>	5
Support children through the effective deployment of ELSA and HSLW to ensure that children have and their families have support around their mental health, well-being and effective family resilience.	https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf	ALL

Total budgeted cost: £ 25, 000

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 2024/25 academic year.

Safeguarding:

Safeguarding of all our children is at the core of our provision. The pupil premium cohort benefit from the effective working and inter-linking roles of our DSL team. Rapid intervention at both school and referral level has supported key children as soon as possible, and prevented situations from escalating. 45% of our PP families received Safeguarding help or support last academic year, either through school led TAFs or Children's Services support.

Academic progress:

Our internal assessments during 22024/25 tell us that 90% of PP children made expected progress in Reading, 95% in Writing and 95% of PP children in writing made expected progress throughout the academic year.

Academic Attainment

In the Year 6 SATs, 50% (92/4) of the PP children met the expected standard in reading with this figure being 25% (1/4 children) in Maths and 25% (1/4 children) in Writing. That said, one of these children had an EHCP and was working below the tests, one had an EHCP and was working towards the expected standard, making expected progress in all areas, and one joined the school part way through year 5 and made good progress.

Attendance:

Attendance at our school remains extremely good. Whole school attendance in the academic year was 97.67%, with the figure for Pupil Premium eligible children being 95.23.

Pastoral support:

Disadvantaged children have been supported in a range of ways. We used Pupil Premium funding to provide wellbeing support for all these pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Our Home School Link Worker and ELSA were an integral part of

this support, as was our SENCo who supports children's health and well-being needs, liaising closely with Mind Works and CAHMS.

Our pastoral support provides excellent support for the children. However, it also extends to supporting parents both directly and indirectly.

Enrichment support:

Our proactive support in this area has enabled vulnerable children to attend residential trips, weekly sports clubs and also to access our Breakfast Club and after school care provision. This level of enrichment continues to enhance pupil's experiences in the wider curriculum, aid their social development and also provides vital support for families with complex needs and for those who are Young Carers. It also contributes towards developing their cultural capital (e.g. access to free Panto/theatre tickets, free access to PTA Fireworks event).