

Boringdon Primary School

Pupil Premium 3-year Strategy

2025-2028

Academic Year 2025-2026
And review for 2024-25



All members of staff and trustees accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their emotional, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The trustees reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

Pupil premium strategy statement

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	Boringdon Primary School
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	13% (This includes FSM, ever6, military and LAC/PLAC)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Matthew Stace
Pupil premium lead	Matthew Stace
Governor / Trustee lead	Ian Grafton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,592
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	£64,592

Part A: Pupil premium strategy plan

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

At Boringdon Primary School, we believe that providing the highest quality teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improvement in outcomes for our most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations, strong relationships, understanding academic and emotional needs and growing potential in every child.

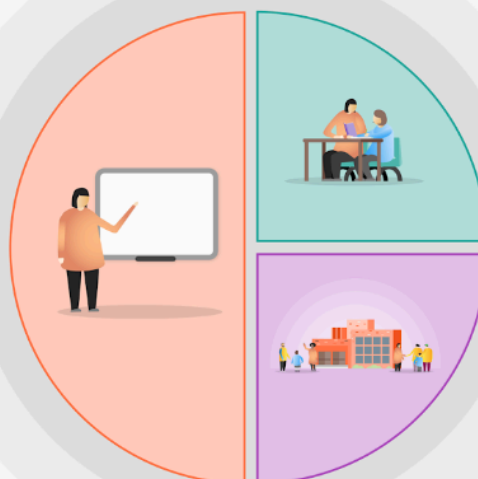
We will deliver this using a variety of approaches, as detailed in this plan, which are all underpinned by rigorous research-based evidence. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together. This is a long-term plan and so we expect the effects of the plan to be evidenced over 3 years and further.

The key principles of our strategy plan are:

1 Teaching

Quality teaching first:

- ★ Emphasis on all children working in class with CT as priority.
- ★ Subject planning which has a clear progression of skills and knowledge and is designed to embed these.
- ★ Planning which interests and motivates the pupils and builds from previous understanding, focusing on an overlapping learning.
- ★ Targeted CPD for Teachers and LSA's.
- ★ Phase team meetings and inset
- ★ Access to full curriculum for ALL
- ★ Focus on: Oracy skills, extended vocabulary, cognitive load theory, reading comprehension skills (RfM) Mastery maths approach.
- ★ Effective use of assessment: summative and formative.
- ★ Clear behaviour expectation and relationship policy.
- ★ Trauma Informed whole school approach.
- ★ RWI in Foundation, Year 1 and Year 2



2 Targeted academic support

- ★ Evidenced based targeted support as appropriate: Precision teaching, 1:1 RWI, School-led tutoring
- ★ ELSA, lego therapy, therapy, counselling, socially speaking, gross and fine motor skills. Delivered by HLTA and PSA.
- ★ Pre and post teaching by CT.
- ★ Additional LSA support for RWI and KS2 writing and maths.
- ★ Use of formative assessment to identify outcomes. (challenge grids)

3 Wider strategies

- ★ Attendance issues actioned.
- ★ Membership of MAST and Speech and language services. Enhanced package due to need 23-24
- ★ Participation in all enrichment activities that help to support wellbeing including Nativity, Father Xmas.
- ★ Bespoke provision for additional needs such as lunchtime nurture.
- ★ 50% subsidy for residential trip in Yr6.

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Early reading and vocabulary knowledge.
2	Attendance
3	Low writing starting points
4	Social and emotional needs
5	Complex SEND needs

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
Attainment in reading	<ul style="list-style-type: none">● Achieve national average attainment in reading.
Attainment in writing	<ul style="list-style-type: none">● Achieve national average attainment in writing.
Attainment in maths	<ul style="list-style-type: none">● Achieve national average in maths.
Combined attainment	<ul style="list-style-type: none">● Achieve national average in combined outcomes.

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
CPD: <ul style="list-style-type: none"> ➤ Speech and Language ➤ Opening Worlds CPD ➤ New reading approach using reading fluency ➤ RWI Development days and CPD ➤ High SEND Needs CPD 	<ul style="list-style-type: none"> ➤ Reading Fluency program evidence based. ➤ Speech and language CPD - evidence based ➤ Opening Worlds- evidence and outcome based Evidence: <ul style="list-style-type: none"> ➤ DFE The Reading Framework document ➤ Evidenced based synthetic phonics programme ➤ Provided through Trust and MAST 	1, 3, 5
CPD: Belonging	EEF Supporting school attendance 2. Build a culture of community and belonging for pupils	1, 2, 3, 4, 5
CPD Focus on: high expectations, effective marking and feedback, 'nut and bolts', writing for effect and teaching year group objectives.	EEF Mastery Maths +5 Rosenshine principles	1, 3, 4

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

Staffing support (£23,284), MAST including one day speech and language per week (£5,363), TTRS (£337), Staff training and development (£1,000) = **£29,984**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre and post teach and small group targeted support: By class teachers and LSAs Staffing = £23,284	Research has shown that pre and post teaching aspects of lessons aids the reduction of cognitive load and therefore enables children to remember and then retrieve knowledge effectively and efficiently. Evidence: Reach Felton Feedback and evidence.	1, 3, 4
Early identification of Speech and Language needs, timely referral to therapy followed up by specialist school intervention. Staff training delivered. Speech and language therapist. = £5,363	EEF: Early Years Communication and Language Approaches Intervention +6	5
RWI 1:1 support: delivered by trained TAs to aid 'keep up	School and results and the evidence of national schools, supports the effectiveness of the RWI phonics programme. The 1:1 sessions enable	1

not catch up' approach to RWI scheme. Supply costs = £1,000 for training, assessment and development days	children to keep up with their peers through daily support, when they might be slipping behind.	
Rising stars analysis of Maths and English Intervention	EEF Small group tuition +4 One to one tuition +5	3, 4
Times Tables Rock Stars = £337		4
School led tuition: Writing focus	Evidenced through DFE backed approach	3

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

Budgeted cost: Staffing (£12,874), MAST (£17,871) EWO support from LA (1,325) and Residential trip contribution (£2,508) = **£34,578**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and ELSA support for identified children and responding to instant need when necessary. Staffing = 12,874	EEF: Metacognition and self-regulation +7 EEF: Socially and emotional learning +4	2
Nurture provision (Hub Club)	Behaviour intervention +3	2, 5
Attendance: Utilising the WeST attendance plot and approach and the Plymouth/DFE attendance procedures and policies = £1,325	Evidence- based approach to managing attendance.	2
MAST access and support. = Costed above	EEF: Metacognition and self-regulation +7	2, 3, 4, 5
Support for PP children for Year 6 residential trip. (50% reduction for 11 children) = £2,508	EEF: Metacognition and self-regulation +7 EEF: Socially and emotional learning +4	2
MKC Heroes activities across the year for service children	Socially and emotional learning +4	2

Total budgeted cost: £64,562

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.

% of children on track in RWI		
Year group	Sounds	Storybook
	ARE +	ARE +
Foundation - 46 children	83%	96%
Foundation PP - 8 children	100%	100%
Year 1 - 53 children	78%	71%
Year 1 PP - 5 children	60%	60%
Year 2 - 60 children	96%	89%
Year 2 PP - 6 children	67%	50%

Phonic Screening Check %	
Year 1 - 53 children	94.3%
Boys - 27 children	89%
Girls - 26 children	100%
PP children - 6 children	100%
Year 2 retakes - 5 children	100%

Year 4 Tables check	
Scoring 25 (100%)	42%
Scoring 20+ (80%)	75%
Average Score	21.9
PP	25 Marks - 67% (2/3)

20+ Marks - 100% (3/3)

OVERALL	Reading	Writing	Maths	SPAG
Summer 2025	86%	82%	83%	85%
National Averages	75%	72%	74%	73%
SPR 25 PP (5)	80%	60%	40%	60%

RWM Combined Group Analysis	%
Whole Cohort (60)	78%
Non - PP (55)	82%
PP (5)	40%

- Our intended outcomes were to support our PP children to attain at least national ARE at the end of KS2. We have achieved this within reading but now need to focus on writing, maths, SPAG and overall RWM combined data. Writing and maths form a key element of our SDP 2025-26 as we continue to build on our writing and maths focus from 2023-24 and 2024-25.
- The very positive behaviour of all our pupils including our PP pupils, and their ability to emotionally regulate themselves is a clear impact of our ELSA support, trauma informed school approach, high expectations shared by all staff, support by MAST and the specific work of our PSA.
- TA support for all aspects of learning and a drive to ensure quality teaching first, supported by TAs, has had a clear impact on outcomes, as has the approach of pre and post teaching in lessons.
- Staff subject knowledge support and the CPD timetable, which included training for the Trauma Informed Approach have impacted outcomes.
- The continued use of the RWI scheme with fidelity and the use of development days to improve practice have continued to see strong phonic screening outcomes and children's reading ages and assessments.
- School led tuition: Our school led tuition targeted PP below ARE writers in Year 6 and was delivered by the class teachers before school twice a week. This targeted support saw an increase in writing progress for those PP children and will be continued this year due to its success.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, write inc	RWI
MAST	MAST Plymouth
Fresh Start	Ruth Miskin
Opening Worlds	Opening Worlds
Fluency Project	Herts For Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Access to quality first teaching through class teacher.</p> <p>In class support from TAs.</p> <p>Access to PSA and SEND provision as needed and appropriate.</p> <p>Access to MAST referral process as appropriate.</p> <p>Club for MTC, run by a teacher. Range of confidence and team building activities including subsidised trips. lunchtime club as appropriate.</p> <p>ELSA support and access to a range of in-school therapies and support.</p> <p>Access to mellow Mayflower</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children made good progress academically.</p> <p>Wellbeing questionnaires evidence improved and increased wellbeing and confidence.</p>