

Boringdon Primary School

Pupil Premium 3-year Strategy

2026-2029

Academic Year 2026-2027
And review for 2025-26



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 outcomes of last year's pupil premium activity.

School overview

Detail	Data
School name	Boringdon Primary School
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	8.4% (This includes FSM, ever6, military and LAC/PLAC)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-27 2027-28 2028-29
Date this statement was published	September 2026

Date on which it will be reviewed	September 2027
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	£59,028
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	£59,028

Part A: Pupil premium strategy plan

Statement of intent

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.

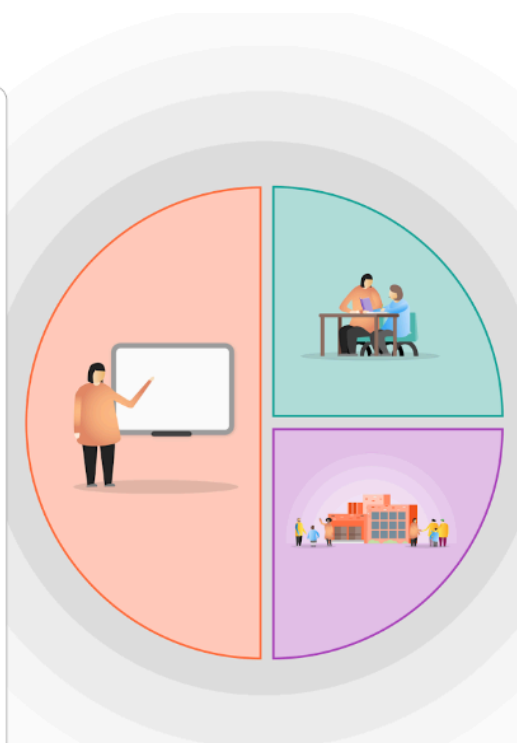
We will deliver this using a variety of approaches, as detailed in this plan, which are all underpinned by rigorous research-based evidence. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together. This is a long-term plan and so we expect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

Our strategy follows the three-tier approach of high-quality teaching, targeted academic support and wider strategies, as summarised below.

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, theraplay, 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.

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment and composition skills for disadvantaged pupils.
2	Maths attainment, fluency and reasoning outcomes for disadvantaged pupils.
3	Attendance and persistent absence among disadvantaged pupils.
4	Reading fluency, comprehension and vocabulary development across the curriculum.
5	Additional SEND, SEMH and communication needs affecting disadvantaged pupils' access to learning.

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 attainment in writing	• The proportion of disadvantaged pupils achieving age-related expectations in writing increases from the 2025 to 2026 baseline of 56% to 75% by July 2029. • The attainment gap between disadvantaged pupils and other pupils reduces from the 2025–26 baseline of 6 percentage points, with the aim of disadvantaged pupils attaining in line with their peers by July 2029. • Disadvantaged pupils working below age-related expectations make progress from their individual starting points, as evidenced through termly assessment and moderated writing. • Termly moderation demonstrates improvement in composition, transcription, stamina and independence.
Improved attainment in mathematics	• The proportion of disadvantaged pupils achieving age-related expectations in mathematics increases from 56% to 75% by July 2029. • The attainment gap between disadvantaged pupils and other pupils reduces from the 2025–26 baseline of 20 percentage points, with the aim of disadvantaged pupils attaining in line with their peers by July 2029. • Termly assessment shows improved performance in fluency, arithmetic and reasoning from established baselines.

	• Pupils receiving targeted support demonstrate progress against intervention entry and exit assessments.
Improved reading fluency, vocabulary and comprehension	• Termly school assessment demonstrates that disadvantaged pupils make progress from their September 2026 starting points, with pupils working below age-related expectations making sufficient progress to narrow identified gaps. • Reading fluency assessments show improvement across the year. • Pupil voice, retrieval tasks and curriculum assessments demonstrate that disadvantaged pupils increasingly understand and use identified curriculum vocabulary. • The proportion of disadvantaged pupils achieving age-related expectations in reading increases from 50% to 75%, with the school aiming to meet or exceed the published national figure for disadvantaged pupils.
Improved attendance and engagement	• Attendance for disadvantaged pupils improves from 94.6% in 2025 to 2026 to at least 97% by July 2029. • The attendance gap between disadvantaged pupils and other pupils reduces from the 2025–26 baseline of 2.4 percentage points, with the aim of disadvantaged pupils' attendance being in line with their peers by July 2029. • Individual attendance plans demonstrate timely action and improved attendance for identified pupils.
Improved access to learning for disadvantaged pupils with SEND and SEMH needs	• Termly monitoring demonstrates that agreed adaptive teaching strategies are being implemented consistently for identified disadvantaged pupils. • Identified disadvantaged pupils with SEND or SEMH needs demonstrate progress against their individual academic, communication, regulation or engagement targets. • Provision maps are reviewed termly and show the impact of support against pupils' identified starting points and intended outcomes. • Pupil voice, gathered at least annually, demonstrates that identified pupils feel supported, included and able to access learning. • Termly behaviour, regulation and engagement information demonstrates improvement or sustained positive outcomes from pupils' individual baselines.

Activity in this academic year

This details how we intend to spend our pupil premium **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: Literacy, Communication and Inclusion • Speech and Language • Reading Fluency • Opening Worlds • Vocabulary Development • Writing for Effect • SEND and Inclusion	➤ EEF Improving Literacy in Key Stage 2 guidance ➤ Reading Fluency Project evidence ➤ Opening Worlds evidence and outcomes ➤ EEF Feedback (+6 months) ➤ EEF Oral Language Interventions (+6 months) ➤ DfE Reading Framework ➤ Trust and MAST professional development	1, 4, 5
CPD: Belonging, Attendance and Inclusion • Attendance First • Trauma-Informed Practice • Relational Practice • Behaviour Regulation • Community and Belonging	➤ EEF Supporting School Attendance Guidance ➤ DfE, Working Together to Improve School Attendance: building strong relationships with families and creating a welcoming and positive school culture ➤ EEF Social and Emotional Learning (+4 months) ➤ EEF Behaviour Interventions (+4 months)	3, 5
CPD Focus on: High Quality Teaching for Disadvantaged Pupils • High expectations • Explicit instruction and modelling • Effective feedback • Maths fluency and reasoning • Adaptive teaching • Assessment and intervention • Metacognition and self-regulation	➤ EEF Teaching and Learning Toolkit ➤ EEF Mastery Learning (+5 months) ➤ EEF Metacognition and Self-Regulation (+7 months) ➤ Rosenshine's Principles of Instruction ➤ EEF Effective Professional Development Guidance Report	1, 2, 4, 5

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

Budgeted cost: **£19,341**. This comprises a 20-hour teaching assistant staffing contribution of £18,341 and £1,000 for training, assessment and development activity.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching, post-teaching and targeted small-group support delivered by class teachers and teaching assistants. The £18,341	Research shows that targeted small-group support and pre-teaching can reduce cognitive load, improve confidence and increase access to Quality First Teaching. EEF Small Group Tuition +4 months. EEF Teaching Assistant Interventions +4 months.	1, 2, 4

staffing contribution identified above supports this activity and the targeted provision listed in this section.		
Early identification of speech, language and communication needs through use of a language screener. Results are used to plan timely, targeted school-based support and monitor progress. Staff training provided.	EEF: Oral Language Interventions +6 months. Strong oral language development supports reading comprehension, vocabulary acquisition and writing outcomes.	5
Reading fluency intervention Supply costs = £1,000 for training, assessment and development days	Reading Fluency approaches have been shown to improve reading accuracy, comprehension and engagement. DfE Reading Framework and Herts for Learning Fluency Project evidence support this approach	4
Structured small-group writing intervention for disadvantaged pupils working below age-related expectations, focusing on identified transcription and composition needs.	EEF Small Group Tuition +4 months. Explicit teaching, modelling and feedback have strong evidence for improving writing outcomes.	1
Targeted mathematics intervention focusing on identified gaps in fluency, arithmetic and reasoning.	EEF Small Group Tuition +4 months. EEF Improving Mathematics in KS2 and KS3 guidance recommends targeted intervention informed by assessment.	2
Targeted SEND, SEMH and communication provision, informed by assessment and individual pupil needs.	EEF Metacognition and Self-Regulation +7 months. Evidence suggests that carefully targeted support improves pupil independence, engagement and achievement.	5
School led tuition: Writing focus	DfE-backed tutoring approaches and EEF evidence indicate that structured tuition provides additional progress when targeted effectively.	1

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

Budgeted cost: **£38,938**. This comprises a 20-hour staffing contribution for social, emotional and family support (£17,047), MAST support (£20,043), Education Welfare Officer support (£1,378) and contributions towards residential and enrichment opportunities (£470).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and ELSA support for identified children and	EEF: Metacognition and Self-Regulation +7 months. EEF: Social and Emotional Learning +4 months. Evidence suggests	3, 5

responding to instant need when necessary. Staffing = £17,047	improvements in self-regulation, engagement and readiness to learn.	
Nurture provision (Hub Club)	EEF Behaviour Interventions +4 months. Targeted nurture and behaviour support helps improve attendance, engagement and access to learning.	3, 5
Attendance: Utilising the WeST attendance plot and approach and the Plymouth/DFE attendance procedures and policies = £1,378	EEF Supporting School Attendance Guidance. Evidence-informed attendance approaches are most effective when implemented early and consistently.	3
MAST access and support. = £20,043	EEF: Metacognition and Self-Regulation +7 months. Access to specialist services supports vulnerable pupils and families in overcoming barriers to learning.	3, 4, 5
Support for PP children to access educational visits, residential experiences and enrichment opportunities. A 50% contribution towards the cost for two identified pupils: £470.	EEF Social and Emotional Learning +4 months. Participation promotes engagement, belonging, confidence and cultural capital.	3, 5
MKC Heroes activities and transition support for service children.	EEF Social and Emotional Learning +4 months. Supports belonging, resilience and engagement with school.	3, 5
Parent and family engagement support through PSA and targeted interventions	EEF Parental Engagement +4 months. Effective parental engagement can support attendance, learning behaviours and pupil outcomes.	1, 2, 3
Belonging strategy: Whole-school initiatives that promote inclusion, participation and positive relationships.	EEF Supporting School Attendance Guidance identifies belonging as a protective factor for attendance and engagement.	3, 5
Responsive support to address emerging barriers affecting disadvantaged pupils' attendance, wellbeing, participation or access to learning: £749. Expenditure will be based on assessed pupil need and reviewed through termly pupil premium monitoring.	The DfE menu of approaches supports wider strategies that address non-academic barriers to educational outcomes. Provision will be selected according to identified needs and reviewed for implementation and impact.	3, 5

Total budgeted cost: £59,028

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section evaluates the outcomes of our pupil premium activity during the 2025 to 2026 academic year.

% of children on track in RWI		
Year group	Sounds	Storybook
	ARE +	ARE +
Foundation - 49 children	90%	94%
Foundation PP - 1 child	100%	100%
Year 1 - 46 children	91%	83%
Year 1 PP - 6 children	83%	83%
Year 2 - 51 children	98%	88%
Year 2 PP - 4 children	100%	75%

Phonic Screening Check %	
Year 1 - 46 children	98%
Boys - 23 children	96%
Girls - 23 children	100%
PP children - 2 children	100%
Year 2 retakes - 3 children	100%

Year 4 Tables check	
Scoring 25 (100%) - 51 pupils	63% (32/51)
Scoring 20+ (80%) - 51 pupils	90% (46/51)
Average Score - 51 pupils	23.7
PP	25 Marks - 33% (2/6) 20+ Marks - 67% (4/6)

	21.3 average score
Boys (23)	25 Marks - 70% (16/23) 20+ Marks - 91% (21/23) 23.3 average score
Girls (28)	25 Marks - 57% (16/28) 20+ Marks - 89% (25/28) 24.2 average score

KS2 Data				
OVERALL	Reading	Writing	Maths	SPAG
Summer 2026	90%	82%	85%	92%
National Averages	75%	73%	75%	74%
PP	72%	64%	64%	82%

RWM Combined Group Analysis	%
Whole Cohort (61)	77%
National	63%
Non - PP (50)	82%
PP (11)	55%

Cohort sizes are small in several year groups. Percentages should therefore be interpreted alongside pupil numbers, individual starting points and wider assessment evidence, as the outcome of one pupil can substantially affect the reported percentage.

- Our intended outcome was for pupil premium pupils to attain in line with national outcomes at the end of KS2. Pupil premium attainment was close to the national figure in reading and exceeded it in SPaG. Writing, mathematics and combined reading, writing and mathematics remain priorities for improvement. Writing and maths form a key element of our SDP 2026-27 as we continue to build on our writing and maths focus from 2024-25. Combined reading, writing and mathematics attainment for pupil premium pupils increased from 40% in 2024–25 to 55% in 2025–26. This represents an improvement of 15 percentage points, although combined attainment remains a priority.
- School evidence indicates that ELSA support, trauma-informed practice, consistent expectations, MAST involvement and PSA support contributed to pupils' regulation, engagement and readiness to learn.
- Monitoring and assessment information suggest that teaching-assistant support, high-quality classroom teaching and pre- and post-teaching contributed to improved access and progress.
- 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.
- The professional-development programme, including trauma-informed practice, strengthened staff knowledge and supported more consistent approaches to pupils' regulation, engagement and access to learning.

- Continued implementation of Read Write Inc. with fidelity, supported by staff development activity, contributed to strong phonics screening outcomes and positive internal reading assessment information.
- School-led tuition targeted Year 6 pupil premium pupils working below age-related expectations in writing. Class teachers delivered tuition twice weekly before school. Internal assessment and moderated writing indicated improvement for pupils receiving the support. This evidence has informed the continuation of targeted writing provision in 2026–27.

Externally provided programmes

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium supported pastoral and transition provision through MKC Heroes activities, opportunities to strengthen peer relationships and belonging, access to ELSA and PSA support where appropriate, targeted support during periods of family transition, and subsidised enrichment opportunities. Pupils could also access MAST and school-based emotional wellbeing provision where an individual need was identified.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil voice and wellbeing information indicated improved confidence, belonging and access to trusted adults. Individual monitoring enabled the school to identify and respond to pastoral or transition needs associated with service life. Academic progress was monitored alongside pupils' wider wellbeing and engagement.