

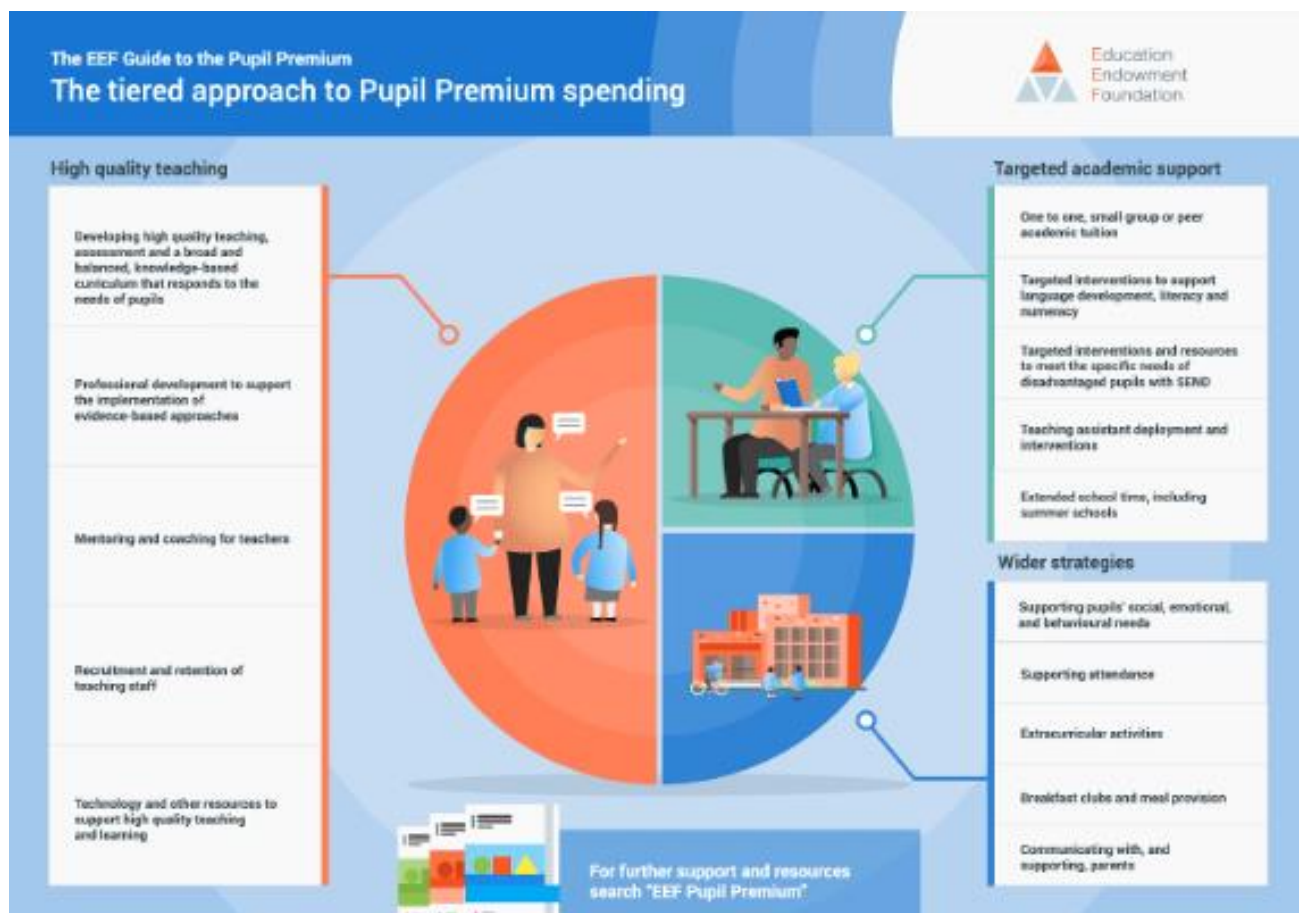
Bathford Church School

Pupil premium strategy statement 2025-26

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 had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
Total number of pupils in school	136
Proportion of disadvantaged pupils	8.8%
Proportion of disadvantaged pupils who have SEND	41.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Publish date	December 2025
Review date	November 2026
Statement authorised by	Headteacher – Becky Hayter
Pupil Premium lead	Deputy HT – Jennifer Keenan
Governor lead	Charlotte Hart

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,792
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£10,792

Vision 2025-2028

To ensure all disadvantaged pupils receive excellent teaching, targeted academic support, and wider interventions to enable them to thrive academically, socially, and emotionally.

1. High Quality Teaching

Strategic Intent:

Deliver inclusive, inspiring, and adaptive teaching that secures deep learning and authentic engagement for all pupils, particularly those who are disadvantaged.

Key Principles:

- Teachers have **high expectations** and adapt teaching using **Quality First Teaching strategies**.
- Manage **cognitive load** to enable transfer of new learning to long-term memory.
- Teachers build **inclusive, inspiring, and authentic learning opportunities** that lead to genuine engagement.
- Recognise the role of the **limbic system** in learning; use **narrative, context, passion, play, and imagination** to make learning irresistible.
- Embed **ingredients for excellence** in all lessons.
- **Plan for adaptive and inclusive teaching.**

2. Targeted Academic Support

Strategic Intent:

Provide appropriate additional support through rigorous, sequential academic interventions and/or interventions that support children to view themselves as learners and therefore close gaps and enable disadvantaged pupils to access the full curriculum.

Key Principles:

- Ensure **pupil premium children gain depth of knowledge** to apply learning in varied contexts.
- Guarantee access to all curriculum opportunities through **precision teaching and targeted interventions** including those that support wellbeing and their view of themselves as learners.

3. Wider Strategies

Strategic Intent:

Support disadvantaged pupils' emotional, social, and behavioural development to foster resilience, confidence, and positive attitudes toward learning.

Key Principles:

- Disadvantaged pupils demonstrate **consistently positive attitudes to education**.
- Where pupils find it difficult to show **emotional regulation, resilience, or confidence**, provide **appropriate interventions**.
- Work effectively in **partnership with families** to coproduce in a manner that supports identified children and our wider local community.
- Support engagement in **personal development opportunities**.
- Interventions positively impact:
 - **Attitudes to learning – Attendance - Academic progress**

2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	Gaps in reading and writing - Assessment data, observations, parent and pupil voice indicate that some children (50%) who are working towards the age-related standard in reading continue to demonstrate some reluctance towards regular reading opportunities. The children who are working towards age-related standard in reading, did not pass the PSC in Year 1. There is the equivalent of an additional 'gap' of a term in some children's writing attainment as a result of gaps in skills relating to transcription.
2	Gaps in maths – Assessment data and the observations of teachers following CPD, indicates that 58% of children have low levels of mathematical automaticity linked to fact fluency. This increases the cognitive load and difficulties following more complex or multi step questions as they move into KS2.
3	Although pupils have made progress in relation to their view of themselves of learners as evidenced by the attendance data (average 96%) last year, pupil and parent voice shows some children continue to experience difficulties relating to SEMH and their sense of self in the community. This is supported by the observations of the SENDCo and data. Currently 33% are also identified as having SEND where SEMH is their primary need.

3. Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
All children identified as pupil premium will make expected progress in reading and writing by improving engagement.	<ul style="list-style-type: none"> 100% of pupils working towards age-related expectations engage in regular reading (monitored through reading logs and pupil voice). Writing assessments show reduced gaps in transcription skills (spelling, handwriting, punctuation) by end of year. Parent and pupil voice reflects increased confidence and enjoyment in reading and writing.
We will increase the mathematical automaticity of all children identified as having less secure number fact fluency or who are not currently at age related expectation.	<ul style="list-style-type: none"> 100% of pupils working towards age-related expectations will demonstrate improved automaticity as evidenced by the mastering number/ fluency invention assessments. Pupils show greater independence and accuracy when solving multi step problems, particularly in KS2 assessments. Teacher observations confirm reduced cognitive overload during mathematical learning requiring number fact fluency.
All children will have a strengthened sense of confidence and belonging within our school community; this will positively impact social, emotional and mental health.	<ul style="list-style-type: none"> All children identified as being pupil premium will engage in wider opportunities and work towards a defined Personal Development outcome. Pupil engagement in clubs will continue to increase. Combined pupil premium attendance will average at 96% of better by the end of the year. Parent voice will indicate that they have felt informed and better able to prepare/support their children to engage in personal development opportunities.

- **Planned Activity in the academic year 2025-2026**

This details how you intend to spend the pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £8375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SDP Goal 3 – Excellent adaptive and inclusive teaching</p> <p>Participate in BWMAT Bringing Teaching Alive: The Ingredients for Excellence CPD programme for 25/26.</p> <p>This year the focus will be on the following ingredients for excellence:</p> <p>Activate prior knowledge, explain and model in small steps, continuously check for understanding. This CPD involves shared whole Trust input, followed by school based input with teachers asked to reflect on learning in reflective journal.</p>	<p>This research-informed CPD helps teachers build their professional knowledge and skills specifically with reference to effective instructional principles.</p>	1,2,3
<p>Share research from DH/HT network slides on scaffolding by design and how we can use a range of visual, verbal and written scaffolds to ensure all children can access challenging whole-group learning. Follow CPD model of why, model, rehearse as per above to give teachers opportunity to practice.</p>	<p>(EEF 5 a day principles, 2022)</p>	1,2,3
<p>SDP Goal – A Warm Curriculum</p> <p>Embed storytelling/ real-life context /inquiry based tasks across subjects.T&L monitored to ensure learning sequence is clear, children are emotionally engaged, can articulate what they are learning and why this is important. Ensure vision, overarching themes, key texts and inquiry based questions are used to support this with planned opportunities for collaborative problem solving.</p>		1,3
<p>Implement a student passport that identifies the progression of enriching personal development opportunities across the school e.g trips, visitors and experiences all children will experience throughout their education journey in school, including life skills. This will be developed in partnership with pupils and parents.</p> <p>Example Enrichment Passport 2022 23 SVSJ PD Passport</p>	<p>(EEF – The Guide to the Pupil Premium (2024))</p>	3

Continue to embed the MBUTA training for support and teaching staff to make best use of resources	MAST Report 2013	1,2,3
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Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budgeted Cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deliver structured, evidence-based interventions and teacher led small groups in reading, writing, and maths (e.g. phonics catch-up, small group tuition) using the provision mapping system to effectively monitor.	(EEF Teaching and Learning Toolkit 2025)	1,2
Provide simple, practical resources for use at home, aligned with school-based interventions.	(EEF – The Guide to the Pupil Premium (2024))	1,2

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

Budgeted Cost: £1332

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal development - Implement a student passport that identifies the progression of enriching personal development opportunities across the school e.g trips, visitors and experiences all children will experience throughout their education journey in school, including life skills. This will be developed in partnership with pupils and parents. Encourage pupil voice in shaping enrichment opportunities linked to their interests and aspirations. Example Enrichment Passport 2022 23 SVSJ PD Passport	(EEF – The Guide to the Pupil Premium (2024)) Education & Enrichment Report (2024) – DofE, UK Youth, CfEY (DfE – Pupil Premium and Recovery Premium Evaluation (2025))	3

Continue to utilise strong, trusting relationships between staff and pupils to foster a sense of belonging. (Jim Roberson) Eg. Through nature/nurture group provision, Thrive, external professionals and visitors.	(Education Endowment Foundation (EEF) – Build a Culture of Community and Belonging (2024))	3
Promote inclusive participation through targeted communication and family engagement. Eg. Develop and share a schedule of tips and events with costings and payment information included.	(Education Endowment Foundation (EEF) – Parental Engagement Toolkit (2025))	3

Total budgeted cost: £ 10,792(+£115)

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

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

To support you with Part B you could complete this table or paste in relevant sections of the Mime Report.

Assessment 2024/25	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %
EYFS Profile GLD	100%	75%	51.5*	72*
Year 1 PSC	N/A	94%	67	84
MTC (% 25/25)	0%	29%	21*	33*
KS2 RWM EXS+	N/A	72%	47	69
KS2 R EXS+	N/A	100%	63	81
KS2 W EXS+	N/A	77%	50	78
KS2 M EXS+	N/A	88%	61	80
KS2 RWM GDS	N/A	11%	4	11
KS2 R GDS	N/A	38%	31	39
KS2 W GDS	N/A	17%	7	16
KS2 M GDS	N/A	22%	15	32
Attendance	95.7	95.9	92.1	95.5
Persistent Absence	0	5.4%	26.6	10.3
Suspensions (total number of sessions for 24/25)	0	0		

*23/24 data (24/25 not yet released by DfE)

Commentary/Analysis

Review of Last Academic Year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Key Findings:

Attendance & Wellbeing: Strengths in the school's personal development curriculum have supported the wellbeing and attendance of pupils identified as pupil premium. Attendance for these pupils is **96%**, narrowly below the whole-school average but above national figures.

Academic Outcomes:

- **Reading: 87.5%** (7 out of 8) of pupils made expected or better progress; **62.5%** (5 out of 8) met expected attainment.
- **Writing: 87.5%** made expected or better progress; **62.5%** met expected attainment.
- **Maths: 87.5%** made expected or better progress; **75%** met expected attainment.

Wider Provision: 75% of pupils identified as pupil premium attended extracurricular activities. All pupils benefitted from the MyHappyMind programme, with progress evidenced across all strands using the schemes review toolkit. Some examples of additional targeted support included Thrive, Nurture Gardening Group, daily sensory circuits, small-group maths mastery sessions and teacher led pre/post teaching interventions.

Impact of Strategy:

The effective use of school data, pupil progress monitoring, and a focus on promoting pupil independence have been successful, driven by the whole-school development plan. Provision mapping remains an embedded strategy, ensuring academic and holistic support for pupils, including those with SEND. Teacher and SENDCo observations, and parents and pupil feedback has supported these findings.

Overall Evaluation:

The performance of our disadvantaged pupils met our intended outcomes and it is now appropriate to refine these outcomes based on the increased number of children identified as pupil premium and the progress we have already made as a school.

Outcomes 2024-25:

Children are engaged and motivated to learn. They make sustained good progress towards their targets in reading, writing and mathematics.

Throughout the school community, there is a shared understanding of the roles, responsibilities and contributions of school staff such that teachers spend a proportionate amount of time with all pupils, including those identified as pupil premium, and teaching assistants have best impact for the children.

Children make good progress relating to their emotional wellbeing (SEMH) and have a clear sense of belonging which is founded on their individual talents and successes.

Next Steps:

Due to the impact of meeting many aspects of the 2024–25 targets, the three-year strategy has been updated for 2025–26 to sustain established practices while addressing gaps identified in the data. These include:

- **Automaticity in reading and writing**, linked to historic phonics data.
- **Fluency in multiplication facts**, as highlighted by Year 4 MTC data.

Budget allocations have been adjusted to reflect these priorities and the increased number of pupils identified as pupil premium.

- **Review of expenditure 2024/25**

1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Learning walks, the SEN Review (March 2025), and the recent OFSTED report collectively demonstrate the positive impact of strategies aimed at promoting pupil independence. During the SEN Review, leaders, teaching assistants, the SEND governor, and parents highlighted the significant benefits of the MBUTA and Flourishing People programs. Stakeholders reported that pupils who previously exhibited signs of 'learned helplessness' are now actively engaging and confidently sharing their ideas.</p> <p>A consistent approach across staff prioritises emotional regulation as a foundation, followed by appropriate challenge and high expectations. All pupils, including those eligible for pupil premium, benefit from structured support through the use of small-step strategies, the 'I do, we do, you do' model, and regular opportunities for recap across subjects. 'The training we have had has given us confidence to understand that it's not always about children completing learning it's about how we scaffold, so that children can be independent.' Teaching Assistant [SEND Review March 2025].</p> <p>As a result, pupils identified as pupil premium have demonstrated improved rates of progress compared to the previous year, with clear evidence of enhanced attainment. For example, mathematics attainment at Age-Related Expectations (ARE) for pupil premium pupils increased from 42% in 2023–24 to 75% in 2024–25.</p>	<p>Approach impactful across the school – opportunity to grow not replace what has been implemented as key principles have positive impact and links to both targeted academic support and wider strategies such as SEMH support.</p> <p>Development of SDP Goal 3 – Excellent adaptive and inclusive teaching Participate in BWMAT Bringing Teaching Alive: The Ingredients for Excellence CPD programme for 25/26. This year the focus will be on the following ingredients for excellence: Activate prior knowledge, explain and model in small steps, continuously check for understanding. This CPD involves shared whole Trust input, followed by school-based input with teachers asked to reflect on learning in reflective journal.</p> <p>Consider fluency/automaticity activities as regular recap foci.</p>	£5,000+
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>The Trust provision mapping tool is now firmly embedded within whole-school practice, effectively strengthening the link between classroom support and targeted interventions to ensure consistency across provision. This year, the Senior Leadership Team (SLT) introduced and refined a tracking and monitoring document to inform provision mapping sessions. Pupils identified as disadvantaged (PP) were closely monitored, including those working at age-related expectations (ARE) but not making expected rates of progress. Where phonics interventions and Maths Mastering Number sessions were implemented, pupil engagement improved, and initial progress in phonics scores is evident.</p>	<p>Continue to deliver structured, evidence-based interventions and teacher led small groups in reading, writing, and maths (e.g. phonics catch-up, small group tuition) using the provision mapping system to effectively monitor.</p> <p>Provide additional updates/information about interventions and simple, practical resources for use at home, aligned with school-based interventions.</p>	£5000

3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>The MyHappyMind program was successfully embedded across the school and demonstrated measurable progress in pupils' social and emotional development, as evidenced by the structured end-of-year report. This initiative was complemented by whole-staff engagement in trauma-informed behaviour approaches and active participation in the PINS project. The PINS project effectively triangulated the perspectives of parents, staff, and external professionals regarding Social, Emotional, and Mental Health (SEMH) needs, leading to the delivery of targeted CPD for staff and supportive workshops for families.</p> <p>The strategic focus on SEMH provision has had a significant impact, reflected in improved attendance data. SEMH support has been integrated with planned academic and wellbeing opportunities, fostering increased pupil confidence and resilience alongside academic growth. Consideration of pupil premium (PP) within SEMH caseloads has informed the development of additional group-level interventions, the implementation of rigorous daily sensory circuits, and the optimisation of specialised support through the BANES Primary Inclusion Panel.</p>	<p>Although pupils have made progress in relation to their view of themselves of learners which is evidenced by the attendance data (average 96%) last year. Pupil and parent voice has continued to share that some children experience difficulties relating to SEMH and their sense of self in the community. This is supported by the observations of the SENDCo and data. Currently 33% are also identified as having SEND where SEMH is their primary need.</p> <p>Adapt the SEMH support approach to capture our learning from the resources used to establish personal development passport which are bespoke to our school and based on evidence-based principles adopted by whole school programmes. These will support improved coproduction opportunities with families and information sharing.</p>	£ 2,500

Part C: 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

Part D: 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?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Notes

The draft PP strategy should be shared with your ADE by the **24/11/25** for review.

The strategy should be ratified by your TLC/Governing body before publication.

The final agreed PP strategy should be published on your website by **31/12/25**.