Pupil premium strategy statement – Bourne Elsea Park C of E Primary Academy

This statement details our school's use of pupil premium (and recovery 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 for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Megan Shears, Interim Chief Executive Officer/Accounting Officer
Pupil premium lead	Mrs Louise Jordan, Executive Headteacher
Governor / Trustee lead	Mr Chris Bates, Chair of Trustees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,950
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*	£81,950 Actual budgeted cost: £84,538.30

Part A: Pupil premium strategy plan

Statement of intent

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can."
John Wesley

Our vision is delivered through our curriculum drivers of:

Respect for all
Spirituality
Personal growth
Success and Flourishing
Community – local, national and global.

We recognise that children are created in the image of God but also value their individuality as they explore their own God given talents and are treated with respect and dignity at all times. We understand that a curriculum is the totality of a child's experience during their entire time at school. It is not isolated to subjects or viewed solely within small timeframes. It is all- encompassing. It is for this reason that our aims and curriculum drivers extend well beyond the individual subjects, showing our commitment to giving all of our children every opportunity to achieve in all aspects of their life. Our mission statement reflects this.

'Striving for excellence whilst caring for all within a loving and caring Christian environment.'

We believe that our broad and balanced curriculum, underpinned by British and Christian values, plays a major part in delivering excellence which permeates through every element of school life.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF, highlights that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and attendance issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and professional discussions indicate that attainment and, in some cohorts, progress of PP pupils falls behind non-PP pupils in school (not service).
2	Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress.
3	Assessments, observations and professional discussions indicate that oral language skills and communication in Reception (and in other year groups) are lower for some pupils eligible for PP than others.
4	Our monitoring of attendance data indicates that a number of PP pupils are persistent absentees. Attendance for pupils eligible for PP is below the whole school average. This reduces their school hours and causes them to fall behind.
5	Our observations and discussions with staff, pupils and teachers have identified social and emotional issues for some pupils. These include a lack of confidence compared to many others in school and the impact this has on mental and emotional wellbeing.
6	Our observations and discussions with staff, pupils, parents and teachers have identified social and economic barriers to children developing themselves in the arts and sport.

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
Higher rates of attainment and achievement for ALL of the Pupil Premium pupils, including those that are more able and who have SEND.	The difference is diminished or closed between pupils eligible for PP and other pupils in school and nationally. KS2 maths, reading and writing outcomes show increased % of pupils meeting expected standard and beyond. All PP pupils make at least good and better progress. The needs of SEND children who are PP are met. All pupils

	have access to high quality first teaching across the school. • GLD in EYFS • Y1 Phonics screen • KS1 R,W,M, GPS, RWM combined • Y4 MTC • KS2 R, W, M, GPS, RWM combined
Improved oral language skills for pupils eligible for Pupil Premium (especially in Reception and Year 1) which impacts on their reading and writing ability.	At least 80% of pupils eligible for PP achieve GLD. PP pupils in Year 1 pass the phonics test. Pupils are more articulate and are involved in discussions in lessons. More PP children (at least 80%) meet the expected standards in reading, writing and maths.
Increased confidence of Pupil Premium pupils within their class and around school. Increased involvement in wider school activities (including clubs) and responsibilities e.g. Student Council, UNICEF Ambassadors, Peer Mediators, NOS Champions, clubs and visits.	Self-esteem is improved for all PP pupils and their individual profile in school is more visible. Increased participation by individuals in after school activities and wider school activities, some taking on key roles in school.
Ensure all Pupil Premium pupils attend well. Increase attendance of persistent absentees to be more in line with whole school average.	All Pupil Premium pupils attend school well. Improve overall PP attendance to be more in line with the whole school attendance figure. Reduce the number of persistent absentees among pupils eligible for PP.
Improve the range of cultural capital activities and experiences which PP pupils would otherwise be unable to access.	Access to high quality cultural capital opportunities for all PP children (including educational visits) to ensure a broad and balanced curriculum and a wide variety of experiences.
Ensure that Pupils Premium children are provided with strategies and, if required additional support, to promote positive social, emotional and mental wellbeing.	Pupil Premium are provided with a range of collective and individual strategies to help them build their confidence, resilience and emotional literacy.

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)

Budgeted cost: £42,576.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on high quality feedback, Teaching and Learning strategies and metacognition. Staff release and training costs.	https://educationendowmentfoundation.org.uk/education- evidence/teaching-learning-toolkit/metacognition-and- self-regulation https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes **Rosenshine's Principles In Action.** Tom Sherrington Cognitive Load Theory explored through modelling in the practical classroom. 2019 **Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry- Based Teaching.** Kirschner, Sweller and Clark Educational Psychologist, 41, 75-86. 2006. **Metacognitiion, self-regulation and self-regulated learning: What's the difference?** James Mannion. Impact Issue 8 Spring 2020 **Cognitive Load Theory explored through modelling in the practical classroom**. Journal of the chartered college of teaching. Josie Morgan Impact September 2019 **Identifying instruction moves during guided learning** Nancy Frey and Douglas Fisher The Reading Teacher, 64(2) pp84-95 **Cognitive load theory, learning difficulty and instructional design**. Learning and instruction, 4, 295-312. Sweller, J. (1994) **How I wish I'd taught Maths**. Craig Barton (2018) **Retrieval Practice: Primary: A guide for primary teachers and leaders Paperback – 29 Jun. 2022** **Myatt and Co. subscription- video library** **Tips for Teachers Newsletter** Myatt and Co. Newsletter	1, 2
Investment in a high level of teaching assistant support throughout the school to ensure	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Deployment of Teaching Assistants | EEF	1,2

quality interventions can take place		
Staff CPD regarding high quality phonics teaching and learning from EYFS throughout the school, including investment in training for teaching assistants and specific leadership days.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy *'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improve learner outcomes…'*	1,2,3
High quality and targeted CPD for curriculum leaders to enhance teaching and learning in line with DfE and EEF guidance	Effective formative assessment – Dylan Willam Independent review of teachers' professional development in schools: phase 1 findings - GOV.UK https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback#nav-downloads	1,2
Continued Investment and CPD in the development of feedback and marking at the school	'Eliminating unnecessary workload around marking - Report of the independent teacher workload review groups – 2016 http://primarypercival.weebly.com/blog/no-written-marking-job-done • Back on Track. Fewer things greater depth. 2020 Mary Myatt • Teach like a Champion 3.0 Doug Lemov 2021 • Rosenshine's Principles in Action Tom Sherrington 2019 • Reflect, Expect, Check, Explain: Sequences and behaviour to enable mathematical thinking in the classroom Craig Barton 2020 • Simplicitus: The Interconnected Primary Curriculum & Effective Subject Leadership 2022 • High Quality teaching '5 a day' file://abbeyacademies.co.uk/Dfs/StaffUserData/BAP/megan.shears/Downloads/Five-a-day-poster_1.1.pdf • Retrieval Practice: Primary: A guide for primary teachers and leaders Paperback – 29 Jun. 2022 • Pupil Book Study: An evidence-informed guide to help quality assure the curriculum Paperback – 22 Mar. 2021. Alex Bedford	
Purchase of New Group Spelling Test (NGST) is an adaptive assessment which allows termly	Spelling- Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. The reports provide the Standard Age Score (SAS), allowing you to	1,2

monitoring of spelling skills, benchmarked against the national average. Purchase of New Group Reading Test standardised, adaptive, termly assessment to measure reading skills against the national average.	compare each pupil's performance with other children of the same age, and track progress. Reports also provide customised implications for teaching and learning as well as offer practical help with next steps in the classroom HIGHLIGHTS: • It's adaptive, responding to a pupil's ability as they complete the test so more able readers are challenged and weaker ones remain engaged • Provides you with a Standard Age Score (SAS), a reading age, Key Stage 2 and progress measures • Includes practical guidance for next steps • Standardised on over 11,700 pupils with its national benchmarks verified each year based on data from half a million pupils • Widely used in Education Endowment Foundation (EEF) reading intervention projects Both programmes are used to ensure accurate assessment that feeds into intervention and classroom support strategies to support individual pupils and then to monitor impact and progress made. https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding#strategies-for-identifying-attainment-gaps	
Continued investment in R, W Inc resources to ensure appropriate provision is available to all pupils, especially PP, maximising progress.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The Reading Framework July 2021 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy The Reading Framework July 2023 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf	1,2,3,
Continue investment in improving social and emotional provision through CPD. This includes an HLTA completing ELSA training and implementing provision with PP children to support their emotional development and consequently academic achievement. Employment of an HLTA with dedicated MHWB time	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Yes, I Can": the protective role of personal self-efficacy in hindering counterproductive work behavior under stressful conditions Roberta Fida, Marinella Paciello, Carlo Tramontano Claudio Barbaranelli, Maria Luisa Farnese https://www.tandfonline.com/doi/abs/10.1080/10615806.2014.969718 Self-efficacy in the classroom: the roles of motivation, positivity and resilience http://irep.ntu.ac.uk/id/eprint/42424/ Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2,5

1 day per week for SENCo to co-ordinate and monitor interventions	Whilst the attainment and achievement of PP pupils is a collective responsibility, having an Assistant SENCo with one day per week of dedicated SEN time will support further those pupils who are PP and SEN and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. School internal data suggests that there are some SEN pupils who are also PP that are behind their peers in attainment and progress. The role of the SENCo will be to narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.	2
Additional TA employed in KS1 to support early language development and PSED	Oral language interventions | EEF EEF | Communication and Language Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include: • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to collaborative learning approaches which promote pupils' interaction in groups. Researchers have studied UK children born at the millennium. They found that at age three, the language skills of children in the poorest 20% of the population were, on average, more than 17 months behind children in the wealthiest 20%. These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. (Voice 21 https://voice21.org/why-oracy-matters/) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_-_Poster.pdf Closing the vocabulary Gap. Alex Quigley. 2018	Additional TA employed in KS1 to support early language development and PSED

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

Budgeted cost: £26,884.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated TA time to deliver intervention to PP pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Provision Map impact documentation	1,2
Dedicated time for SENCO to deliver boosters to PP pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuitio	1,2
PSHE Programme purchased across the school – Jigsaw	The PSHE curriculum is of paramount importance in ensuring that pupils are prepared to deal with the personal challenges that they may face. After reviewing our provision throughout the academic year 2022-2023 and after Ofsted inspections at Bourne Elsea Park and Colsterworth, the decision was made to implement 'Jigsaw.' In September 2023, 'Jigsaw', a mindful approach to PSHE, was adopted across the school. This programme establishes consistency that gives all teachers the confidence to deliver high quality learning, meeting all statutory requirements of PSHE and elevates educational outcomes together with supporting Mental Health and Wellbeing. This programme will continue throughout 2025-26. The Jigsaw Education Group is all about empowering children and young people to grow and sustain their own mental health. We do our best to support teachers to show them how. The Jigsaw, the mindful approach to PSHE, teaching and learning programmes do this in a structured and consistent whole-school way. From the expectations of the Early Years Foundation Stage (especially prevalent in Personal, Social and Emotional Development and Understanding the World), children experience the excitement of learning new things about themselves, others and the world around them. Through the topics explored in Jigsaw PSHE, this continues into ages 5-11 as different topics are taught and revisited throughout their primary life. Jigsaw offers the children the opportunity to learn about their own feelings and emotions, how their bodies work, and how to consider other people's feelings and views, right up to empathy with children from other countries who may have to go to work at a young age or walk miles to school to gain an education. They learn to value themselves and the opportunities they have and how they appreciate their situations.	1,2, 3
Family Learning for Reception aged pupils – focusing on early reading Release for key reception staff to	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes, with the most effective approaches improving learning by as much as six months.	1,3

lead Family Learning.		
Support PP pupils through 1:1 counselling sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,5,6
Purchase high quality texts to support children's understanding of diversity, character education and protected characteristics.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1,5,6

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

Budgeted cost: £15,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families with purchasing uniform, school shoes, PE Kits etc.	Ensuring PP children have correct uniform and access to their own PE kit will increase confidence and enjoyment of school.	5,6
Funding after school clubs, visits, residential visits for PP children	Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported be EEF.	5,6
Planning, resourcing and delivering high quality first-hand experiences for pupils to build on their cultural capital (eg. visits out, visitors into school, theme days in school etc)	It is proven that there is high value to providing children inspirational activities, building on their cultural capital, in engaging pupils and improving the quality of writing and associated work.	5,6
Provide additional incentives for PP pupils who are persistent absentees to attend school regularly	achieve the end of year expectation at Year 6 and 3.1 times more likely to achieve above national expectation, than pupils that missed 10-15% of all sessions	
PP pupils invited to attend Breakfast Club from 7:30am	The EEF Research 'Magic Breakfast' scheme found that schools who ran breakfast clubs before school made an average of +2 months additional progress for pupils. This research also suggested that where these clubs took place, there was also an improvement in the behaviour of	4,5

	pupils. It argued that breakfast clubs provide an opportunity to improve outcomes for all children not just those who attend breakfast club, through better classroom environments. 84% of schools who took place in the trial believed that it had an overall positive impact. The research also suggested benefits socially for children, as they provided children with an opportunity to mix with a new group of peers and make new friends. This can have a positive impact on their self-esteem.	
Appointment of outside providers to provide longer and a wider variety of after school activities e.g. Inspire+ Prioritisation of pupils selected for roles.	Involvement in sports and arts participation (clubs) are seen to have wider benefits on attitudes and well-being as reported be EEF.	4,5
Contingency fund for acute issues	Based on our experience and those of schools similar to us and within our Trust, we have identified a need to set a small amount of funding aside to needs that have not yet been identified	All
Use of expert Mental Health and Wellbeing First Aider HLTA, in order to ensure children have regular access to a 'listening' ear in order to share worries/concerns	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

We have analysed the performance of our school's Pupil Premium pupils during the 2024/25 academic year using EYFS, Key Stage 1 and Key Stage 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, we have compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. This report was updated after the IDSR update in December 2025.

Throughout the 2024-25 academic year the pupils in school have been rigorously assessed and monitored in a variety of ways that support their ongoing needs. Great care has been given to ensure that the children on the SEND register, disadvantaged and PP children are identified and supported as needed.

At AP3, all children were tracked using our provision tracker and meetings held with teachers regarding progress and attainment. Pupils requiring further support were added to our Whole School Provision Map for the Autumn Term 2025. This also includes those children targeted for GDS, SEND or lower attaining pupils. All these children continue to be monitored via the Provision tracker to ensure that interventions and support is having an impact and that all pupils are making progress from their starting points.

Our observations and assessments demonstrated that pupil behaviour was outstanding last year, but challenges in relation to wellbeing and mental health remain. Where assessments demonstrated it was needed, TA support was put in place for children who required additional pastoral care; the school have a trained ELSA who provides MHWB interventions. This was overseen by Mrs Campbell (Senior Mental Health and Wellbeing Lead).

Our Mental Health and Wellbeing First Aider worked with many pupils across the school. The regular work undertaken with these children included discussion, learning to understand feelings, playing games, using social stories etc. The children build trusting relationships with them and feel safe to share their worries and anxieties. Safeguarding procedures are rigorously followed should a child disclose anything of a safeguarding nature to the Mental Health and Wellbeing First Aider.

In Year 6, Non-disadvantaged pupils have outperformed disadvantaged pupils in all subjects. The difference is most significant within maths a 67% difference. Two of the children who did not sit the SATs papers due to significant long standing SEND needs. In all other areas the attainment of disadvantaged pupils is below national disadvantaged attainment at EXS and higher standard.

In Year 2, PP attainment is in line with the attainment of non-PP pupils in reading. There is a more significant attainment gap between FSM/6 and non-FSM/6 in writing and maths. We will continue to make provision for FSM/6 pupils.

For the Year 4 MTC there were 19 disadvantaged pupils who took the check with 42% achieving above 20/25 and 32% of disadvantaged pupils achieving 25/25 compared to 37% nationally.

Of the 2 PP children in the cohort, 1 child passed the check and 1 did not. Therefore 50% of Pupil Premium children who took the test in Year 1 passed the Phonics Screening. Nationally, 67% of disadvantaged pupils met the expected standard in the phonic screen.

In Reception, there were 5 children in receipt of PPG funding. 2/5 children achieved GLD (40%).

Attendance

Attendance of disadvantaged pupils was 94%, 2% lower than the whole school average of 96%. Attendance of disadvantaged pupils needs to be a continued focus for the next academic year to ensure that all PP pupils attend well (please also see detailed analysis of whole school attendance and groups). Disadvantaged children, whose attendance was monitored, were also supported through discussions with parents/carers, the TAC and EBSA process.

We continue to ensure we offer a range of rewards for attendance achievements and indeed a raft of rewards for other achievements, for those children who cannot achieve 100% attendance due to medical or other conditions beyond their control.

Mrs Louise Jordan (Executive Headteacher) continues to regularly monitor attendance including persistent absentees.

The Attendance Policy was reviewed and updated in the light of DfE guidance 'Working Together to Improve School Attendance'. Staff have been reminded they need to monitor absence rigorously. Attendance data is shared weekly at staff meeting as it is a feature on every agenda.

There will also be a Termly Support Meeting with the Local Authority Attendance Champion, Deborah Claydon, at the end of the Spring Term. TSM forms will also be submitted at the end of the Autumn and Summer Terms. Due to the 'green' status of the school's attendance in the last academic year the Local Authority deemed that it was not necessary to hold a meeting each term.

So What? See PP Pupil Premium Strategy Plan for 2025-2026, which includes actions following rigorous monitoring of every year group across the school.