

## Pupil premium strategy statement – Boroughbridge Primary School

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 for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	24.16% (65)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Emma Ryan (Headteacher)
Pupil premium lead	Megan Oyston
Governor / Trustee lead	Jules Preston

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,500
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£108,500

## Part A: Pupil premium strategy plan

### Statement of intent

At Boroughbridge Primary School and Nursery, our pupil premium spending has been allocated based on research and our knowledge of individual pupil's needs. We work closely with families and seek support and advice from a range of services in our attempt to support children in the best way possible. As a school, we aim to use early intervention and a 'keep up, not catch up' approach, to ensure that children are accurately assessed from their individual starting points and targeted intervention is provided. We use our pupil premium funding to support all children who are vulnerable at different stages during their school journey to:

- Improve oral language skills, starting with early intervention and identification of children with barriers to learning related to speech and communication.
- Ensure that all pupils 'keep up; not catch up' in line with age related expectations and their prior attainment to improve outcomes, particularly those children who passed the phonics screening test and who are falling behind in reading and writing.
- Engage parents to support children with their motivation for learning, well-being and attendance.

Our Pupil Premium Strategy is closely linked to our School Development priorities, which are monitored rigorously and reviewed termly, to ensure that the additional funding further enhances and supports the quality of teaching and learning and personal development, behaviour, attendance and welfare for all our pupils. It is also monitored and challenged by governors to ensure that spending is having a positive impact. We have carried out the relevant research and scrutiny of resources to support and justify our decision making.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last few years shows that attendance for pupil premium children is lower than both the national average and our whole school average. In Autumn 1 2025 21 pupil premium children had lower than 93% attendance and out of these 21 pupils the average attendance was 82.51%.</p> <p>29.41% of disadvantaged pupils have been 'persistently absent' compared to 7.88% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress specifically writing and preventing them from achieving more.</p>
2	<p>Assessments, observations, and discussions with pupils suggest pupil premium children in KS2 especially those making small step progress have greater difficulties than their peers with mathematics with PP showing a lower attainment in end of KS2 data than peers.</p>

3	Assessments and observations suggest that our pupil premium children fall behind in KS2 reading and writing in comparison to cohort EYFS/KS1 outcomes including phonics screening.
4	<p>Assessments, observations, and discussions with pupils suggest pupil premium children in KS1 have greater difficulties than their peers with phonics including passing phonics screening.</p> <p>National data shows disadvantaged pupils performed less well in the phonics screening check than other pupils, and the gap has increased this year by 1 percentage point. 67% of disadvantaged pupils met the expected standard in the phonics screening check in year 1, down from 68% in 2024. With 40% of our disadvantaged pupils meeting expected standards.</p>
5	<p>Our assessments (including a parent questionnaire), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of online safety, attendance and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals (in-school pastoral) for support remain relatively high. 27 pupils (12 of whom are pupil premium) currently require additional support with social and emotional needs.</p>

### 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
To achieve and sustain improved attendance for all pupil premium pupils.	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall attendance data being above national average and there is no significant attendance gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>the percentage of all pupils who are persistently absent being below national average.</li> </ul>
Improved maths for disadvantaged pupils at end of KS2.	KS2 maths outcomes by 2027/28 are at least in line with or exceeding national data and children are making expected progress in line with individual starting points.
Improved phonics screening and reading attainment amongst disadvantaged pupils.	KS2 reading outcomes by 2027/28 are at least in line with or exceeding national data and children are making expected progress inline with individual starting points.
Improved writing for disadvantaged pupils within years 3-5.	KS2 data shows that pupils in years 3-5 are at least in line with national average and children are

	making expected progress from individual starting points.
To achieve and sustain improved well-being for all pupil premium children in our school.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in pupil understanding of online safety</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **30,807.1**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER).</p> <p>Training for staff to ensure assessments are interpreted and used correctly to impact future teaching.</p> <p>Data analysis programme and tools to enable teachers to track attainment, target support and adapt future teaching effectively.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment EEF</a></p>	2,3,4
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> - Little Wandle – to development to of teaching and learning in</p>	<p>According to the EEF, phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	3, 4

<p>Phonics embed effective practice throughout the school evolving into Whole Class Reading sessions in KS2.</p> <p>Staff training and engaging with LA strategies for reading project.</p>	<p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
<p>Subscription for Widgeo</p>	<p>Widgeo symbols significantly improve communication, learning, and independence for pupils. By illustrating words with symbols, pupils are better able to understand, learn, and recall information, reducing barriers to learning and supporting long-term retention.</p> <p>The use of Widgeo has strengthened our universal offer by ensuring that all classrooms have consistent, accessible visual supports in place. These include visual timetables, dual coding of key information, accessible displays, consistent labelling, and communication tools. This approach reduces cognitive load, increases clarity, and ensures that Pupil Premium pupils can access learning alongside their peers without stigma.</p> <p>In addition, Widgeo has enhanced our targeted offer by enabling staff to create bespoke resources for pupils who require further support. Evidence from the Widgeo Symbol Inclusion Project (SIP) indicates that the use of symbols helps pupils anticipate and manage literacy difficulties, increases motivation and self-esteem, and can lead to improved behaviour. These outcomes directly support the social, emotional, and academic needs of Pupil Premium children. <a href="https://symbolsinclusionproject.org/">https://symbolsinclusionproject.org/</a></p>	<p>3, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Purchase and use of White Rose maths and subject leader CPD to enable teaching to be most effective and key areas of weakness to be identified and supported.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2</p>
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>Evidence from the EEF stresses this is particularly important for children from disadvantaged backgrounds and other vulnerable groups, who, on</p>	<p>1, 5</p>

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff including support from the Well-being in Mind Team.	average have weaker SEL skills than their peers. It suggests that effective SEL can have a gain of +4 months over the course of a year. It stresses that teachers would benefit from support/training to develop these skills in everyday practise.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	
CPD and time for SLT to support pupil premium families and children.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1,2,3,4,5
Pupil progress CPD for staff and leadership time.	Pupil progress meetings (PPMs) can make a significant contribution to this journey, providing educators with a platform to evaluate pupils' development, identify areas for improvement, and tailor support strategies to their needs. In Boroughbridge we focus this time on pupil premium and other disadvantaged children.  <a href="https://nationalcollege.com/news/pupil-progress-meetings">https://nationalcollege.com/news/pupil-progress-meetings</a>	2,3,4

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Sessions for Year 6.	Small group tuition has an average impact of four months' additional progress over the course of a year.  Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3, 4
Little Wandle rapid catch up sessions for children who identified as needing further support.	Small group tuition has an average impact of four months' additional progress over the course of a year.  Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3, 4

	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	
Employing teaching assistants to carry out 1:1 or small group targeted interventions.	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2, 3, 4, 5.

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

Budgeted cost: 27,559.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Advisor part time to support hard to reach families to improve attendance, punctuality, behaviour and well-being.	<p>EEF shares evidence on the positive impact of SEL support including more specialised programmes which use elements of SEL and targeted at students with particular social or emotional needs.</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 5
Working closely with the Well-being in Mind Team (WBiMT) to engage with parents, have group, class and whole school	<p>EEF research states that universal approaches to SEL learning seem to have a slightly greater impacts on average. Though schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 5

<p>approaches to SEL.</p> <p>Staff training with the WBiMT to develop approaches and support for children especially those from disadvantaged backgrounds.</p>	<p>Parental engagement has a positive impact on children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>Outdoor learning in forest area budget</p>	<p>There is a substantial body of evidence that shows a positive link between learning in the natural environments and a very wide range of learning processes and outcomes, and health and wellbeing outcomes too.</p> <p><a href="https://www.lotc.org.uk/wp-content/uploads/2023/02/Summary-of-Evidence-LOtC-in-Natural-Environments-Nov-2022.pdf">https://www.lotc.org.uk/wp-content/uploads/2023/02/Summary-of-Evidence-LOtC-in-Natural-Environments-Nov-2022.pdf</a></p>	5
<p>Support with trips/residential</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>Enriched curriculum ensures engagement and opportunities for breadth within learning EEF identifies that broad experiences and opportunities to learn beyond the classroom have a positive impact on children's engagement and development of social capital.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	5
<p>Wrap around care support for parents including subsidised breakfast and after school club care.</p>	<p>Children are more likely to learn effectively when they have had a healthy breakfast.</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. This links to our use of breakfast club to help ease transitions from home to school for disadvantaged pupils.</p>	1, 5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
Whole staff training on online safety and access to resources to enable this to be taught effectively across school.	<p>Online safety has been identified as having a large impact on SEL in our school. Evidence from the EEF stresses SEL is particularly important for children from disadvantaged backgrounds and other vulnerable groups, who, on average have weaker SEL skills than their peers. It suggests that effective SEL can have a gain of +4 months over the course of a year. It stresses that teachers would benefit from support/training to develop these skills in everyday practise.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Online safety should form a fundamental part of schools' and colleges' safeguarding and child protection measures. By taking a whole school approach to online safety, you can help make sure all staff, governors, volunteers and parents know how they can help keep children safe online.</p> <p><a href="https://learning.nspcc.org.uk/online-safety/online-safety-for-schools">https://learning.nspcc.org.uk/online-safety/online-safety-for-schools</a></p>	5
Investing in playground areas to increase physical activities and enrich play. To improve children's well-being and attendance.	<p>Evidence provides good arguments for school-leaders to invest in adding playground markings in schoolyards as this will likely result in more physical activity. The evidence for the health benefits of investing in new play structures indicated that tailoring the playground to local needs is important as 'one size does not fit all' and playgrounds need to be designed as engaging and interesting places for children's play if they are to generate health benefits.</p> <p><a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC11232259/">https://pmc.ncbi.nlm.nih.gov/articles/PMC11232259/</a></p> <p>The average impact of the engaging in physical activity interventions and approaches is about an additional two month's progress over the course of a year. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	1, 5

**Total budgeted cost: £ 108,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

End of KS2 overall outcomes for 2024/25 were above the national average in writing and SPAG, with SPAG at 6% above national. In maths a 2-point increase in standardised scores was seen. Internal progress data indicated that the progress of disadvantaged pupils in Year 6 was positive. This suggests that the previous Pupil Premium strategy for the school was effective in meeting its aims. More disadvantaged pupils in Year 6 reached the higher standard in reading than in other subjects, demonstrating impact of the strategy on reading standards.

The multiplication scores for 2024/25 showed the highest percentage of full marks since they began, highest disadvantage performance and lowest ever disadvantaged gap reducing from -10 to -3.4. This has shown the maths teaching strategy has been effective for all pupils and reduced the gap between non-disadvantaged and disadvantaged pupils.

KS1 phonics results for 2024/25 show an improvement on the previous year, with 88% of pupils achieving the expected pass mark by the end of KS1. This is now much closer to the national figure of 89%. However, outcomes for disadvantaged pupils remain below the national average, and this will be a key focus within this Pupil Premium statement.

End of EYFS attainment for 2024/25 was above the national average with 72% GLD compared to 68% national. Furthermore, 72% met all ELGs compared to 66% national.

All staff have completed the Little Wandle training meaning phonics and reading strategies are now consistent and positive throughout school. All teachers in KS2 teach whole class and guided reading using consistent approach. Staff are trained appropriately and able to deliver support for any speech and language interventions. Subject leaders have received appropriate training which has been passed on to other staff. The calculation policy and English/reading policy are used by all staff showing a consistency of approach throughout school.

Starting points have been identified in speech and language and communication skills with 1-1 interventions in place and pupil progress identified. All pupils have access to high-quality phonics lessons daily in EYFS and KS1 through the use of Little Wandle. Phonic interventions are in place from EYFS to Year 6. Whole class reading, 3 part reads and individual reads are provided in school with a range of high-quality texts. Parental capacity still needs to be improved on e.g. listening to their children read and attending parent information evenings/open afternoons

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We monitor the progress and attainment of our service children to ensure they achieve in line with their peers and make good progress from their starting point.

Each year, our service children spend dedicated time with the Headteacher and/or pastoral lead, taking part in a range of craft activities and games. These sessions provide pupils with the opportunity to share any worries they may have while their parents are away, as well as offering valuable time out of class to relax and focus on their well-being. When parents are deployed, our service children also create scrapbooks in school, filled with work they are proud of and photographs. These scrapbooks give children and their parents something meaningful to share and discuss during online calls or once the parent has returned home.

Our DSL also monitors our service children and they are on our vulnerable pupils lists to ensure we discuss their behaviour, attendance and wellbeing at regular intervals. They are provided with support through the provisions outlined in our PP Strategy.

### **The impact of that spending on service pupil premium eligible pupils**

There are no significant attainment and progress differences between service children and their peers. There were no significant differences in attendance.

Pupils received similar support to other pupils in school in terms of SEL and being able to access support when needed.

Well-being supported while parent is away.

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. We now have 2 Senior Mental Health Leads in school which strengthens whole-school wellbeing by creating a clear mental health strategy, improving early identification of student needs, and increasing staff confidence through training and guidance. They coordinate support across staff, families, and external services, ensuring pupils receive timely, consistent help. This leads to a more open, supportive culture, improved behaviour and attendance, better engagement in learning, and a calmer, more positive school environment overall.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Utilising funding from the Boroughbridge Lions to develop our outdoor areas including: a bench for the KS1 playground, maintaining the upkeep of wooden play equipment and outdoor frames. They also supported and developed the ROAR project with Year 6 to develop STEM and entrepreneurial experiences.

### **Planning, implementation, and evaluation**

We used the [EEF's implementation guidance](#) to help us develop our strategy, diagnose specific pupil needs and ensure our policy is backed by robust research to implement effective activities and approaches, which are likely to work in our school. We will continue to use it through the implementation of activities.

We have linked the PP strategy to our School Development plan as well as putting a robust evaluation framework in place for the duration of our three-year approach. We will adjust our plan over time to secure better outcomes for pupils.