

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Binley Woods Primary School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	19% (35/186)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028 To be reviewed annually
Date this statement was published	September 2025
Date on which it will be next reviewed	September 2026
Statement authorised by	Karen Sharp
Pupil premium lead	Jennifer Apostol
Governor / Trustee lead	Jamie Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,435.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	

Part A: Pupil premium strategy plan

Statement of intent

At Binley Woods Primary School, we are determined to give pupils who are in receipt of pupil premium funding every opportunity to progress academically and socially and fulfil their potential. We know that each of our pupils experience distinct barriers to learning and we endeavour to take account of the needs of individuals, providing tailored and specific support. We want to ensure that social disadvantage does not limit the life chances of our pupils and we will provide rich and varied learning opportunities that will impact their engagement, progress and attainment and create life-long learners.

Our ultimate objectives are:

- To narrow the attainment gap between our disadvantaged and non-disadvantaged pupils in English.
- For our disadvantaged pupils and those at risk of not being able to thrive, to make good or better than expected rates of progress.
- To support pupil's emotional well-being so they are 'ready to learn' and can maximise the opportunities school offers.
- Attendance for pupil premium pupils will increase, with fewer children falling below 90% attendance.
- To enrich the learning of our socially disadvantaged pupils, ensuring they have access to a wide range of life opportunities and cultural experiences.
- To engage parents in their children's learning so they can support our pupils and positively engage with their education.

We plan to do this by:

- Ensuring all our pupils experience high quality teaching that addresses their specific learning needs.
- Strengthening our skills-based curriculum through dedicated English Lead time to drive improvements in core literacy skills, particularly quality first teaching, handwriting and spelling.
- Providing targeted nurture provision to support the emotional wellbeing and mental health needs of our most vulnerable pupils.
- Implementing a graduated approach to improving attendance, including soft starts, parental engagement, and subsidised access to before and after school activities.
- Utilising evidence-based programmes and interventions that are proven to impact on children's outcomes.
- Embedding and expanding our support for children's mental wellbeing and growth mindset through dedicated nurture provision.
- Running events that will engage parents in their children's learning so they 'buy into' our aspirational goals for our pupils.
- Mentoring and championing our most vulnerable children.

- Enriching our curriculum and prioritising our disadvantaged pupils so they can access a wide range of opportunities.

It is our responsibility to ensure that the education we provide does all it can to counter the negative effects of social disadvantage. We will assess the needs of our pupils and respond appropriately. We recognise that not all pupils in receipt of free school meals are socially disadvantaged while other children (not in receipt of funding) may face disadvantages. The funding we receive will be used to target support where it is needed using our knowledge of children and their families.

Challenges

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

Challenge number	Detail of challenge
1	To improve standards in English with a focus on quality first teaching, handwriting, presentation and spelling.
2	29% of our disadvantaged pupils are on the SEN register. These children have additional barriers to learning which means their attainment may be different to their peers.
3	A significant proportion of pupil premium children (82% of PP total) require emotional and mental health support. Many pupils present with low levels of emotional well-being, self-confidence, and require targeted nurture provision to develop resilience and emotional regulation so they are 'ready to learn'.
4	Low attendance rates, particularly among pupil premium pupils, with 48% of Pupil Premium children falling below 90% attendance. Inconsistent attendance and punctuality create barriers to learning and impact on academic progress and social development.
5	Limited parental engagement and understanding of how to support children's learning at home. Reduced access to life experiences and cultural capital impacts on pupils' aspirations and confidence levels.
6	To improve standards in English with a focus on quality first teaching, handwriting, presentation and spelling.

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
Quality first teaching and curriculum development: Core literacy skills, particularly handwriting and spelling, will be strengthened through dedicated English Lead time and whole-staff CPD. All disadvantaged pupils will receive high-quality teaching that addresses their specific learning needs.	The English Lead will have dedicated time out of class to monitor the progress of the skills-based curriculum and deliver regular CPD to all staff. Formative assessments and work in books will show gaps are being addressed. Pupils will make or exceed expected progress and will be able to articulate their successes. Regular monitoring from leaders will show progression in written content, handwriting and spelling in pupils' books. The embedded scheme 'Spelling Frame' will enrich the delivery of spelling and encourage children to practise spelling skills through motivating games. The embedded scheme 'Letter Join' will enrich the delivery of handwriting and encourage children to practise formation skills through interactive resources and various practice materials. Regular teaching of spelling strategies and handwriting skills will have a direct, positive impact on outcomes. Lesson observations will show children are actively participating in high quality lessons and receiving the support they need. Staff CPD will demonstrate improved confidence and consistency in teaching core literacy skills across all year groups.
Nurture and wellbeing support: Children's mental health and well-being needs will be addressed through targeted nurture provision, enabling them to better access the learning opportunities available to them at school. Pupils will	The Nurture Lead will deliver targeted small-group interventions and one-to-one check-ins to support pupils' emotional and mental health needs. Targeted strategies will include: 'Lego Therapy', 'Boxall Profile', 'Drawing and

develop resilience, emotional regulation and a growth mindset.	Talking Therapy', 'Peer Support', and Boomerang resilience sessions. Pupil voice will demonstrate improved confidence, self-esteem and readiness to learn. Behaviour plans and observations will show improved emotional regulation and engagement in learning. Tiered support in place for children and families including expanded early help offer and number of single agency referrals. The Nurture Lead's provision will be carefully planned and monitored by the Pupil Premium Lead, with regular reviews of impact on individual pupils.
Improved attendance: Attendance for pupil premium pupils will increase, with fewer children falling below 90% attendance. Pupils will develop consistent routines and improved motivation to attend school.	A graduated approach will be implemented including soft starts via morning clubs or breakfast sessions, parental engagement through regular meetings and communication, and attendance-focused staff CPD. Subsidised access to before and after school activities will increase motivation and routine. Attendance data will show an upward trend, with the target of reducing the proportion of Pupil Premium pupils below 90% attendance from 48% to below 30%. Headteacher and Pupil Premium Lead will review attendance regularly and follow attendance policy, supporting families to deal with attendance issues. Pupil participation rates in morning and after school clubs will increase. Qualitative feedback from families will demonstrate improved engagement and understanding of the importance of attendance. Individual attendance discussions with older pupils will support their understanding and responsibility.
Parental engagement: Parents will engage more effectively with school, leading to increased value and regard for education. This will positively impact children's engagement and aspirations.	Increased opportunities for parents to attend workshops focused on learning needs such as supporting children with Reading, ASC, Online Safety and other areas of our curriculum.

	Families of Pupil Premium children will be targeted to attend events, assemblies and extra-curricular activities. Measure attendance at workshops and their impact through parental questionnaires at mid-point and end of year. Parents will report increased confidence in supporting their children's learning at home. Communication between home and school will improve, with parents feeling more connected to their children's education.
Enriched curriculum and opportunities: Pupils will be exposed to aspirational opportunities and will have equal access to enrichment activities regardless of financial barriers.	Disadvantaged families will be supported through: Support to pay for enrichment clubs and uniform costs, ensuring equality of opportunities for all pupils. All Pupil Premium pupils will have access to at least one enrichment club per term. 100% of Pupil Premium pupils will attend educational visits and residential trips with financial support. SLT targeted mentoring of older pupils will increase awareness of life opportunities and support transition to secondary school.

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)

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
English Lead time out of class (0.5 days per week) to monitor the skills-based curriculum, deliver CPD to all staff, and drive improvements in core literacy skills	Quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Ensuring high-quality teaching for all pupils is crucial, and giving subject leaders time to develop and monitor curriculum implementation is key to school improvement. Professional development enables teachers to develop subject knowledge and effective teaching practices. High quality CPD, focused on specific areas like literacy, can have significant impact on pupil outcomes. (Education Endowment Foundation)	1, 2
Whole-staff CPD focused on quality first teaching, with particular emphasis on literacy skills, handwriting and spelling pedagogy	Ensuring all teachers are equipped with effective teaching strategies reduces the need for additional interventions. CPD that focuses on specific pedagogical approaches enables consistent implementation across the school. On average, individualised instruction approaches have an impact of 4 months' additional progress. (Education Endowment Foundation)	1, 2, 3, 5
Ongoing subscription of DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure strong phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. (Education Endowment Foundation)	1, 2

Subscription of 'Spelling Frame' to strengthen the number of strategies to support children's learning pathways in spelling	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. (Education Endowment Foundation)	1, 2
Subscription of 'Letter Join' to improve handwriting and presentation across the school	The National Curriculum specifies that primary school children should work towards mastering handwriting that is fluent, legible and eventually, speedy. There are specific targets for each year group. Consistent handwriting instruction and practice supports pupils in presenting their work effectively and developing fine motor skills necessary for written communication. (DfE)	1, 2
Attendance-focused staff CPD to support understanding of attendance barriers and graduated response approaches	Schools that have received training on supporting attendance and understanding barriers are more effective at improving outcomes for disadvantaged pupils. Staff who understand the link between attendance and attainment are better equipped to support families. (DfE - Working together to improve school attendance)	4

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support in specific areas of learning with a focus on supporting our disadvantaged pupils through the use of: Little Wandle scheme in EYFS, KS1 and in KS2 for those children who have not met expectations Accelerated Reader This will be planned for using provision maps	Where TAs are working individually with low attaining pupils, the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Most of the studies focus on reading outcomes. *EEF research shows KS1 children gain an average 2 months' additional progress after 1 year of the programme.	1, 2

and outcomes monitored by both the PP lead and SENDCo.		
PP lead will provide academic mentoring to our older learners. This work will support academic attainment, boost aspiration and self-confidence	There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. (Education Endowment Foundation)	1, 2, 3, 5

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

Budgeted cost: £30,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Lead salary (dedicated to supporting PP pupils through targeted interventions, small-group work and one-to-one check-ins to address emotional and mental health needs)	Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of an academic year. There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Schools are raising the attainment gap for disadvantaged students by having an individualised approach to addressing barriers to learning and emotional support, at an early stage. (Education Endowment Foundation / DfE)	3 4 5
Targeted nurture provision delivered by Nurture Lead including: - Lego Therapy - Drawing and Talking therapy	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g, improved academic performance, attitudes, behaviour and relationships with peers). Schools are raising the attainment gap for disadvantaged students by having an individualised approach to addressing barriers to learning and emotional support, at an early stage. (Education Endowment Foundation / DfE - Supporting the attainment of disadvantaged pupils)	3 4

- Boxall Profile assessments - Small group resilience sessions - One-to-one check-ins - Peer support strategies		
Mental Health and Well-Being Lead will access training and plan a tiered and targeted support approach for our most vulnerable pupils	Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of an academic year. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. (Education Endowment Foundation)	3 4
Graduated approach to improving attendance including: - Soft starts via morning clubs or breakfast sessions - Parental engagement through regular meetings and communication - Subsidised access to before and after school activities	Working with parents to ensure children are in school consistently helps to raise aspirations for disadvantaged children and families. NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks to success, one of which is addressing attendance. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage parents with learning at home without causing additional stress or creating barriers to participation. (Education Endowment Foundation / DfE - Supporting the attainment of disadvantaged pupils)	4 5
HT/PP lead to review attendance regularly and follow attendance policy, supporting families to deal with attendance issues. Individual discussions with older pupils about attendance	Schools that monitor attendance closely and work with families to address barriers are more effective at improving outcomes for disadvantaged pupils. Building positive relationships with families and understanding individual circumstances enables schools to provide appropriate support. (DfE - Working together to improve school attendance)	4

Whole staff CPD - PDA (pathological demand avoidance) to support children with their needs and attendance difficulties	Children and young people may struggle with the school environment, and school avoidance is common with PDA. Understanding PDA can be transformational in terms of outcomes. Staff trained in understanding PDA are better equipped to make accommodations and support pupils effectively. (PDA Society 2023)	1 2 3 4
Developing a fully enriched curriculum for all. Support for our most disadvantaged families through subsidising trip costs, support to pay for enrichment clubs and uniform costs, ensuring equality of opportunities for all pupils	There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Ensuring all pupils can access enrichment activities regardless of financial barriers supports their cultural capital development and aspirations. (Education Endowment Foundation)	5
Develop parental engagement through workshops to support understanding of and answer queries about learning and our curriculum as well as organised events. Target families of children in receipt of PP funding to access these events in supportive ways. Parental questionnaire about current strategies and what they would like to see in the future	There is an established link between the home learning environments at all ages and children's performance at school. Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. (EEF - Working with parents to support children's learning guidance report)	5

Total budgeted cost: £71,435

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

- Pupil voice demonstrated that learners are happy, clearly engaged with their learning and can discuss progression of skills and sequencing of lessons.
- 75% (3 out of 4) children in receipt of pupil premium funding reached the required standard in the phonic screening check. Phonic training and resources were put in place and phonic lessons have shown to be of a consistent quality across the school. Targeted intervention groups have positively impacted on children's phonic attainment.
- Working and communicating with the SENDCO has led to a number of assessments, therapies and staff cpd taking place which benefit PP/SEND pupils.
- Attendance of 92% from September 2022 - July 2023 stayed the same for the period September 2024 - July 2025.
- Families were supported with contributions to wider experiences such as music lessons, sporting activities and residential trips.

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
Accelerated Reader	Accelerated Reader Renaissance Learning https://www.renaissance.com/products/accelerated-reader/
Mental Health First Aid	MHFA England Accredited Mental health training online and face to face . MHFA England
Lego Therapy Practitioner Training	NW Autism and SEND Lego/Block Therapy Online Training Course (nwautismandsend.co.uk)
Little Wandle – Letters and Sounds Revised	https://www.littlewandlelettersandsounds.org.uk/
Spelling Frame	https://spellingframe.co.uk/

