

Pupil premium strategy statement – Bollinbrook CE Primary School

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 | 110 |
| Proportion (%) of pupil premium eligible pupils | 11 children |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2025-6 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | August 2026 |
| Statement authorised by | L.LeMarinel |
| Pupil premium lead | L.LeMarinel |
| Governor / Trustee lead | OGB |

Funding overview

| Detail | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Pupil premium funding allocation this academic year | £17,665 (25-26 academic year) |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £0 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <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> | £17,665 |

Part A: Pupil premium strategy plan

Statement of intent

At Bollinbrook Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become ready to take the next step in their educational journey. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Objectives for Pupil Premium Spending

- To provide high quality learning experiences across the curriculum for all learners
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support where there is a need to help overcome any barriers to learning that may be impacting on the wellbeing or academic achievements of disadvantaged children

Challenges

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

| Challenge number | Detail of challenge |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Speech and Language delay on entry to school. Low and delayed speech, language and communication skills Pupils with limited use of spoken language and unclear diction. Limited vocabulary. Poor listening and attention skills. |
| 2 | Children's writing and language breadth is limited as a result of limited exposure to the wider world |
| 3 | 38% of children in receipt of funding meet ARE but none are reaching GDS due to gaps in prior knowledge. |
| 4 | Children are unable to self-regulate and manage their emotions in an age appropriate way |

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 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Reduce the gap in attainment between non PP and children in receipt of PP, to be in line with National outcomes by the end of KS2. | Data from the end of KS2 shows an upward trend of PP pupils achieving ARE and an increase at GDS |
| Implement early language groups Reception to support communication and language | Reduction in number of children across KS1 requiring SALT support |
| Reading and writing interventions implemented throughout the school so that all children, without other barriers, are confident and competent readers and writers. | In house tracking and formal assessments demonstrate increase in outcomes. |
| Children are able to self-regulate and manage their emotions appropriately enabling greater access to the full curriculum. | ELSA monitoring and support shows fewer children require support and SEMH resources used effectively across the school. |
| | |

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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| English CPD (reading and writing) | Writing in particular remains the lowest strand at the end of KS1 and KS2. | 1,2,3 |
| <i>SEND CPD (e.g attachment)</i> | ELSA referrals and CPOMs data show that disadvantaged children are demonstrating negative behaviour and poor emotional wellbeing creating a barrier to learning and inability to sustain good learning behaviours | 4 |

| | | |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Speech and language screen and interventions in place for identified pupils using NELI or other S&L toolkits. | EEF indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early Years (+6 months) Pupils provided with immediate access to Speech and Language Therapy. | 1 |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------|
| Providing 1:1 and small group support for pupils identified with specific delayed social and emotional developmental needs | EEF indicates moderate impact for social and emotional interventions (+4 months) | 4 |
| Small group tuition during school | 38% of PP achieving ARE | 2,3 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------|------------------------------------------------------------------------------------------------------------|--------------------------------------|
| ELSA. | ELSA Many of the children are unable to regulate their behaviour and emotions impacting on their learning. | 4 |
| | | |

Total budgeted cost: £ 17665

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key areas of impact

Teaching Assistant Support

We are continuing to use a large proportion of PP funding for extra teaching assistant hours to support attendance and deliver social and emotional interventions across school. Two staff were trained in sensory processing. We remain an ELSA accredited and the TA funding ensures ongoing support for disadvantaged pupils.

Additional phonics sessions targeted at disadvantaged pupils in KS1 who require further phonics support

The % of children passing the phonics check was slightly lower than last year due to specific cohort needs. Speech and language delay is the primary reason for the children not meeting the check and requiring further intervention.

GLD

Our GLD at the end of summer 2025 was 89% which is higher than the previous year. Communication and language still present as a barrier for those not yet reaching a good level of development.

Attendance

Our persistent absentee figure for the year was 10.9 which is well below national. This is a reduction on the previous year too. School continues to be rigorous in its approach to monitoring attendance. Attendance meetings with the local authority have been positive with school praised for the work they are doing in monitoring and improving attendance. Having a dedicated pastoral team is pivotal in this work.

Externally provided programmes

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

| Programme | Provider |
|-----------------------|--------------|
| TT Rock Stars | Maths Circle |
| LBQ Subscription | LBQ |
| Read Write Inc online | Oxford |