

Bollin Primary School



Growing hearts and minds together

Pupil Premium Strategy Statement

2025 – 2026

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Bollin Primary
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	6.8% (25)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Owen Napier (<i>Chair of Governors</i>) Natanya O'Hara (<i>Head of School</i>) Kylie Spark (<i>Head of Trust</i>)
Pupil premium lead	Natanya O'Hara (<i>Head of School</i>)
Governor / Trustee lead	Owen Napier / Chris Brindley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,105
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	£40,105

Part A: Pupil premium strategy plan

Statement of intent

We are an inclusive school and are committed to securing excellent outcomes of *all* pupils, especially those who are disadvantaged.

We use approaches to teaching and assessment that allow us to review each pupil's barriers and plan to support those most in need at any one time

It is our aim that:

- every child **on track to secure at least age-related expectations** by the end of Year 6 (*unless there is an identified long term educational barrier*);
- every child to **achieve their potential**;
- accelerate progress and **close the attainment gap** between those who are educationally disadvantaged and those who are not;
- enable a **greater percentage of pupils to achieve greater depth** by the end of Year 6;
- **Individual attendance rate is above 95%** or if not, show strong evidence of school intervention to promote rapid improvement;
- children are **active, independent, motivated learners who demonstrate resilience** both inside and outside the classroom.

These aims flow from our ethos of inclusion, care and aspiration for every child, they underpin the decisions we make and how we allocate resources to support those most in need.

Our Pupil Premium Strategy **outlines our plan of action to achieve our long term aims for our disadvantaged pupils and how we will make effective use of Pupil Premium funding to support this.**

We are **ambitious for every child** in our school to acquire the skills, knowledge and cultural capital they need to succeed in life; leaving our school having achieved their very best and well prepared for the next stage in their education.

We are also passionate about ensuring that all pupils are part of a learning journey that develops them not only academically but also socially and emotionally.

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 discussions with teaching staff and pupils indicate that whilst many of our disadvantaged pupils attain at least age-related in reading , some

	disadvantaged pupils have lower attainment and face greater challenges in learning to read than their peers.
2	Internal and external assessments and discussions with teaching staff and pupils indicate that whilst many of our disadvantaged pupils attain at least age-related in maths , some disadvantaged pupils attain lower than their peers.
3	Observations, and discussions with teaching staff and pupils indicate an increasing number of pupils (both disadvantaged and non-disadvantaged) demonstrate a low self-confidence and a lack of resilience in facing everyday challenges; the need for pastoral support has significantly increased.
4	Our attendance data indicates that overall attendance for disadvantaged pupils continues to be lower than for non-disadvantaged pupils. Whilst many disadvantaged pupils have high attainment, there are some for whom attendance is a concern. Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.

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
1. Every child on track to secure at least age-related expectations by the end of Year 6 (<i>unless there is an identified long term educational barrier</i>)	✓ Pupils making at least expected progress where prior attainment is ARE/ARE+ ✓ Accelerated progress where prior attainment is below ARE ✓ Disadvantaged pupils attain in line with their non-disadvantaged peers
2. Accelerate progress and close the attainment gap between those who are educationally disadvantaged and those who are not.	
3. Greater percentage of disadvantaged pupils to achieve greater depth by the end of Year 6.	✓ A greater % disadvantaged pupils attain, or are on track to attain, GD.
4. Individual attendance rate above 95% or if not, evidence of rapid improvement.	✓ Attendance rate of disadvantaged pupils is at least 95% or accelerated progress towards ✓ Fewer disadvantaged pupils are persistent absentees (below 90%) ✓ Strong support provided by school for pupils/parents whose attendance is below 90% (persistent absentee)
5. children are active, independent, motivated learners who demonstrate resilience both inside and outside the classroom.	✓ Achievement data ✓ Teacher observation and pupil/parent discussion evidence strong learner behaviours are evident regularly in the classroom and at home

	✓ Evidence that pastoral support for a child has a positive impact on their happiness, welfare and academic progress
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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: £42,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>In class support</u> Teaching Assistant supporting providing feedback and individual instruction, supporting the classteacher in whole class lessons <u>£42,722</u>	EEF Feedback +6 months EEF Individualised Instruction +4 months EEF Collaborative Learning Approaches +5 months EEF Pupil Premium Guidance: <i>"EEF recommends that approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending."</i>	1, 2

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

Budgeted cost: £19,888

Activity	Evidence that supports this approach	Challenge number(s) addressed

<u>Reading Intervention</u> <u>Phonics Intervention</u> Using Little Wandle <u>Fluency intervention</u> Reading intervention for children identified as having gaps in their learning to accelerate their progress and close the gap. <u>£10,968</u>	EEF Phonics +5 months EEF Teaching Assistant Interventions +4 months EEF Small Group Tuition +4 months EEF Improving Literacy in Key Stage 2: 2. Support pupils to develop fluent reading capabilities 6. Target teaching and support by accurately assessing pupil needs 7. Use high quality structured interventions to help pupils who are struggling with their literacy	1
<u>Maths Intervention</u> <u>£8,920</u>	EEF Teaching Assistant Interventions +4 months EEF Small Group Tuition +4 months	1

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

Budgeted cost: £9,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Designated Attendance Lead:</u> follow-up on absences and to continue to foster and build positive relationships with parents and families. <u>£4,777</u>	<i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance ... While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.”</i> EEF Pupil Premium Guidance	3
Provide <u>financial support for families</u> to enable purchase of school uniform, access to extra-curricular activities and school experiences, involvement in external projects. <u>£2,000</u>	<i>“Tackling non-academic barriers to academic success”</i> Using pupil premium: guidance for school leaders. February 2024	1,2,3,4
Implementation of <u>pastoral programme</u>	<i>“The average impact of successful SEL interventions is an additional four months’ progress over the course of a year... Alongside academic outcomes, SEL</i>	4

<u>£3,022</u>	interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school." EEF	
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Total budgeted cost: £72,409 [£42,722 + £19,888 + £9,799]

Pupil premium strategy outcomes

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

Reading (2024-25)

- Rec 2025: 90% cohort (67% of 6PP) achieved 'expected'
- Year 1 2025 Phonics: 91% (100% of 2PP) achieved 'expected' (*National = 80%*)
- Year 2 2025 Phonics: 100% (100% of 1PP) achieved 'expected'
- Year 2 2025 Read: 85% (50% of 2PP)
- Year 3 2025 Read: 94% (50% of 2PP)
- Year 4 2025 Read: 90% (50% of 6PP)
- Year 5 2025 Read: 87% (0% of 1PP)
- Year 6 2025 Read: 90% (50% of 2PP) (*National All = 75%*)

Maths (2023-24)

- Rec 2025: 93% cohort (67% of 6PP) achieved 'expected'
- Year 1 2025: 87% (50% of 2PP) achieved 'expected'
- Year 2 2025: 97% (100% of 1PP) achieved 'expected'
- Year 3 2025: 94% 67% of 6PP)
- Year 4 2025: 95% (0% of 1PP)
- Year 4 MTC: 59% (0% of 1PP) (*National All = 37%*)
- Year 5 2025: 93% (33% of 3PP)
- Year 6 2025: 83% (62% of 8PP) (*National All = 74%*)

In 2024-25, the attainment of many pupils entitled to pupil premium funding was good, with many attaining age-related expectations and some attaining greater depth, confirming the effectiveness and impact of our strong provision. However, there are still some children in receipt of pupil premium funding who are not reaching ARE and their progress and attainment remains a priority.

Attendance (2024-25)

Our **attendance** data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.

Attendance

	2024-25
Whole school	96.5%
Pupil premium	94.5%
National	94.8%

Persistent absenteeism

	2024-25
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Whole school	5.4% (of 386 pupils)
Pupil premium	23.8% (of 29 pupils)
National	13.5%

In 2024-25, the attendance of pupils entitled to pupil premium funding was lower than their peers and remains an area of priority.

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

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

