Bacton Primary School

Pupil Premium Strategy Statement

2025-26



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.

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School Overview

Detail	Data
School Name	Bacton Primary School
Number of Pupils in School	
Proportion (%) of Pupil Premium Eligible Pupils	(14 PP & 1 PP+)
Academic Year/Years that our current pupil premium strategy plan covers	2025-2026
Date this plan was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Robbie Houghton
Pupil Premium Lead	Abigail Carter
Governor Lead	Steve Lunniss (School Effectiveness Governor)

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£20,538.33
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year	£20,538.33

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge Number	Details of Challenge
1	**Developing Reading Comprehension Across the school** Evidence from assessments, observations, and pupil discussions indicates that disadvantaged pupils face more significant challenges with reading fluency and comprehension compared to their peers. In the 2025 SATs Reading Papers 14% of the cohort were PP and 50% of those did not reach EXP.
2	**Academic Attainment in Mathematics** Both internal and external assessments demonstrate that mathematics attainment among disadvantaged pupils lags significantly behind their non-disadvantaged peers by the end of Key Stage 2. SATs data from 2025 reveals that 100% of disadvantaged pupils did not achieve the expected standard, compared to 42% of non-disadvantaged pupils.
3	**Social, Emotional and Behavioural Challenges** The engagement and behaviour of some disadvantaged pupils are hindered by social, emotional, and economic barriers. These factors impede the accelerated progress necessary to close attainment gaps and can result in lower participation and focus in classroom settings.
4	**Reduced Access to Enrichment Opportunities** The school's coastal, rural location limits access to extracurricular and enrichment activities, disproportionately affecting disadvantaged pupils. These activities are essential for fostering broader educational engagement, confidence, and aspiration.

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
Increased number of PP children achieving the expected standard in reading, writing and mathematics at the end of KS2. In the 2025 SATs Reading Papers 14% of the cohort were PP and 50% of those did not reach EXP. *Measured: On-going and end of term assessments set by the class teacher, scrutinised and discussed in pupil progress meetings with the Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	By 2025/6, the number of PP children achieving the expected standard at the end of KS2 increases and is inline with or better than PP national.
PP children experience a wide range of enrichment activities which lead to improved outcomes in the core subjects *Measured: Registers from clubs and events. Pupil voice to collect data for clubs/events taken outside of school.*	Children are offered and take up a wide range of lunchtime and afterschool clubs, educational visits and in-school visitor experiences. Children are offered and take up a range of activities outside of school, both independently and with their families.
Children will aspire to be involved in many different careers and are increasingly aware of the pathways to achieve them. *Measured: Registers from events in school. Gaining the voice of parents through surveys and feedback at events.*	PP children to regularly read both at home and in school. Increased percentages of parents of PP children to attend parent information events and family learning sessions in school. All PP children to attend the Federation careers fair as well as a range of educational settings.

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.

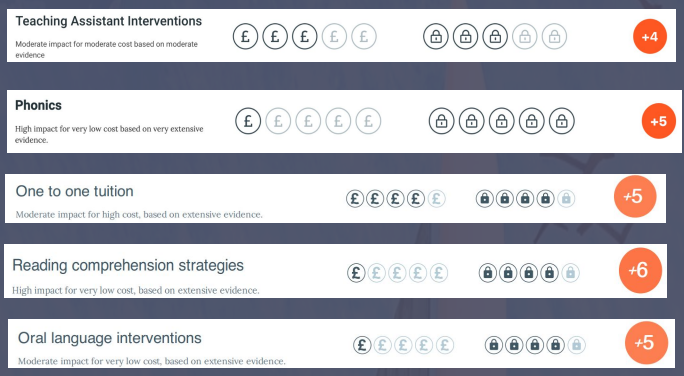
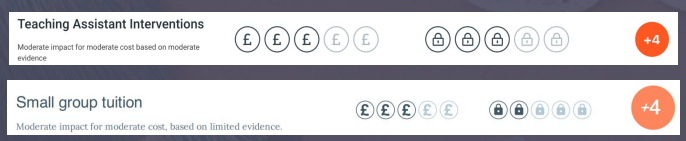
Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £11,927.86

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide high quality tailored CPD days, including coaching, for Teachers and Teaching Assistants to ensure High Quality First Teaching across the curriculum and key focus areas. To further develop the whole school reading approach to improve children's reading comprehension and fluency, through Little Wandle. To purchase high quality texts for English and Guided Reading sessions that are centred around each topic and linked to the two-year rolling curriculum. To embed topic based curriculum to ensure all children progress in their learning. To develop and embed effective assessment systems, including diagnostic assessment tools		1, 3, 4

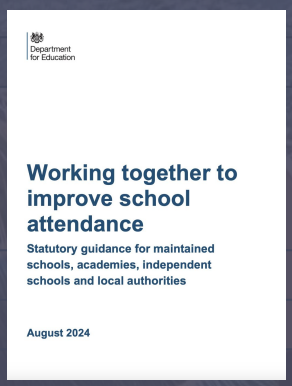
Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted Cost: £965.33

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To develop the package of interventions offered across the school, including the development of specialist Teaching Assistants. Interventions to include the following: • Daily one to one reading for identified children • 1:1 Lexplore Reading Interventions for all children working below or towards the expected standard • Small group, targeted writing intervention sessions. • Small group and 1:1 reading comprehension interventions/fluency • Identified and targeted Teacher Led Interventions		1, 3
To develop mathematical understanding and fluency, including the development of targeted interventions identified through regular review of assessment • Daily times tables engagement activities • Daily arithmetic sessions that build on identified areas for development • Small group/1:1 interventions to address gaps in knowledge		2, 3

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

Budgeted Cost: £7509.41

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide subsidised school visits (50% cost) for all Pupil Premium children.		3, 4
To provide support for parents through identified time within the Safeguarding practitioners timetable.	 	
To provide reading rewards for children engaging in reading and wider learning		1, 3
To provide breakfast and after school club for identified Pupil Premium children to support with morning routines and school attendance.	 	3, 4
To monitor school wide attendance systems to ensure the continued high levels of attendance across all pupil groups.		3
To introduce Boxall Profiling tool to identify areas of support required to support SEMH needs of pupils		3

Total Budgeted Cost: [insert sum of 3 amounts stated above]

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 2023 to 2024 academic year.

1. **Internal assessments indicate that attainment in reading, writing and maths among disadvantaged pupils across the school is below that of non-disadvantaged pupils for children reaching age-related expectations and greater depth.**

2. Predictions for External assessments (SATs) 2024/5 indicate that attainment in Reading, Writing and Mathematics among disadvantaged pupils in key stage 2 will be below national expectations and will be lower than non pupil premium children.

41% non-disadvantaged pupils achieved RWM expected standard. 0% of disadvantaged pupils achieved this. However, this was a small cohort with 50% of this group were SEND and impacted by mobility. Therefore, the data set is too small to provide statistically robust conclusions. Interventions set out in the plan have been consistently implemented and supported learning for disadvantaged pupils. These systems have been reviewed and revised to provide even more individualised support for key pupils during the 2025/26 academic year.

3.**Reduced access to enrichment activities due to the school's coastal rural location.**

100% of disadvantaged pupils were able to access enrichment activities and trips within the school day. Disadvantaged pupils also accessed residential trips through the 50% funding offer

4. The engagement behaviour of children where social, emotional and economic barriers exist, and safeguarding related issues are present, prevent the accelerated progress needed to close the attainment gap.

71% disadvantaged pupils were able to access additional support through the role of the safeguarding practitioner who either worked directly with the families or engaged external professionals to support them.

5. Attendance data indicates that disadvantaged pupils do not attend school as regularly as non-disadvantaged. Persistent Absence data is higher for children in receipt of Pupil Premium:

The school systematically monitors attendance and works closely with families to address any issues. Targeted engagement with the safeguarding practitioner has seen a rise in attendance from pupils where data identified children were missing education due to lower attendance at school

Were able

External Provided Programmes

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.

Programme	Provider

Service Pupil Premium Funding (Optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (Optional)

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