

# Pupil premium strategy statement

## Bill Quay Primary School

**2025-2026**

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	250
Proportion (%) of pupil premium eligible pupils	9.3% (27 pupils)
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> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs T Devine
Pupil Premium Lead	Mrs T Devine
Governor / Trustee lead	Mr Jon Ward

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£45,350

# Part A: Pupil premium strategy plan

## Statement of intent

At Bill Quay Primary School, our pupil premium strategy is founded on the following principles:

- Using a tiered approach to spending through improving teaching, providing targeted support and employing wider strategies.
- Ensuring effective implementation by focusing on a small number of priorities in areas that are likely to make the biggest difference.
- Choosing approaches that are founded on the basis of strong external evidence.

We aim to:

- Provide high quality teaching for all our pupils;
- Address the needs of individual pupils, enabling them to reach their potential;
- Deploy staff effectively;
- Provide strong social and emotional support to pupils and their families.

Our intent is to ensure that our pupils make good progress across all subjects in order for them to fulfil their potential and be ready for the next stage in their education. The focus of our pupil premium strategy, therefore, is to support our disadvantaged children to reach this goal by overcoming barriers to learning, including progress for those who are already high attainers.

Central to our approach is high-quality teaching. We know that this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils at Bill Quay. 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.

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children struggle to meet the phonics standard at the end of Reception and Year 1. This slows their progress in all areas that demand effective reading strategies.
2	Some disadvantaged children do not meet the Good Level of Development (GLD) at the end of Reception class.
3	Some children lack emotional resilience and suffer from low self-esteem. This affects their learning behaviours in class.
4	Children who are eligible for Pupil Premium Funding have poorer language skills and a limited vocabulary than those who are not eligible.
5	Some disadvantaged children struggle with their relationships with their peers. This is mostly evident at playtimes which spills into the classroom for staff to deal with, taking up teaching and learning time.
6	There is a declining trend in the percentage of disadvantaged children reaching expected standard in maths by the end of KS2.

## 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
Pupils eligible for Pupil Premium Funding in Reception class and Year 1 make rapid progress in their phonic acquisition.	School is at least in line with national standards in phonics by 2028 and also in line with Read Write Inc tracking expectations.
Pupils eligible for Pupil Premium Funding in EYFS make accelerated progress in all areas to meet National Curriculum expectations.	School achieves the target of 75% of children achieving a GLD by 2028.
Staff have a good understanding of how to better support children with SEMH.	Thrive online tool is used to track pupil progress and identify next steps in provision. There are two trained Thrive lead practitioners. Pupil needs are better identified and met.
To develop strategies for improving spoken language across the school.	There are rich, interactive play environments across EYFS with explicit teaching and modelling. Kagan structures are embedded in teaching and learning. All staff are trained in delivering this.
Improve the culture of play in school using the Opal programme, thus supporting children's overall wellbeing.	School is recognised as an Opal School. Lunchtime play is more structured. Children form good relationships with each other and there are less incidents of poor behaviour.

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to buy into the Read, Write Inc SLA to support staff development and update resources as necessary.</i>	EEF research shows that: 'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress'.	1, 2
<i>CPD for staff in EYFS focusing on strategies that improve language development. :</i> <ul style="list-style-type: none"> <li>• <i>Plan, Do Review;</i></li> <li>• <i>Sustained shared thinking</i></li> </ul>	'Early language acquisition impacts on all aspects of young children's non-physical development. It contributes to their ability to manage emotions and communicate feelings, to establish and maintain relationships, to think symbolically, and to learn to read and write' Gov.UK	1, 2, 4
<i>Increase the number of staff across EYFS to reduce pupil-adult ratios.</i>	According to the Education Policy Institute, there is strong evidence that lower child-to-staff ratios lead to better outcomes for children because they allow for more individual attention and improve staff and child behaviour. The OECD also highlights that child-to-staff ratios are a significant indicator of the resources and quality of early childhood education and care, impacting staff working conditions and contributing to overall service quality	1,2
Kagan training for support staff.	'the primary benefits of cooperative learning include enhanced academic performance, better social skills, improved thinking abilities, fewer discipline issues, and increased self-esteem. Cooperative learning can also help bridge the achievement gap between high and low-performing students'	4, 6
Maths CPD for key staff using Great North Maths Hub (ECT and nursery staff)	"With effective professional development can come great maths teaching. With great maths teaching can come confident, knowledgeable, motivated	6

	young mathematicians." Research Schools Network	
Provide high quality scaffolding such as sentence stems and concrete manipulatives as well as explicit instruction for pupils struggling in maths:	... 'scaffolding should be used to provide temporary support, such as using concrete manipulatives that are removed once independence is achieved.' EEF	6

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide structured interventions for pupils experiencing SEMH difficulties. CPD for key staff delivering these.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	3
Use RWI assessments to identify children making insufficient progress. Target for 1:1 support.	Short, regular sessions over a set period of time appear to result in optimum impact. EEF Evidence Store	1

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop Opal play and resource our play areas. Develop the school field wherever possible..	'It was evident in all participating schools that the interventions made by OPAL to both the physical and human environment enhanced and, in some cases, transformed opportunities for playing.' Play England	5
<i>Develop links with Bill Quay Farm to support children's behaviour outside of school.</i>	'This relational approach to promoting discipline rather than invoking punishment is one of the many factors that has improved behaviour and engagement' Thrive	3

**Total budgeted cost: £ 43,000**

## Part B: Review of the previous academic year (2024)

### Outcomes for disadvantaged pupils

#### Phonics

*Using the Read, Write, Inc adviser to monitor and support the teaching of phonics in school has enabled us to address any gaps in teaching and quickly train new staff. Results in the phonics screening test have remained above national averages for the past two years.*

#### Good Level of Development

*The number of children meeting the GLD at the end of Reception class remained above national averages between 2022-2024. Last year (2025), there were only 21 children in the Reception cohort, increasing to 23 towards the end of the year. Having a smaller cohort, and two children joining very late in the year, impacted on the percentage achieving GLD, resulting in this cohort performing slightly below national averages.*

#### Language Development

All teachers have received training in delivering Kagan structures. Although early days, staff report that there has been an increase in pupil engagement within class, especially amongst those children reluctant to talk.

#### Opal

Opal play is now a part of our school day. Children can access it anywhere on the school site and as a result of this programme, they have developed their relationships across year groups. There is less disruptive behaviour on the yard at lunchtime because children are engaged in their play.

### 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
Opal Play	Opal

