Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the academic year 2026/2027 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	Breadsall CE Primary
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	7.14%
Academic year/years that our current pupil premium strategy plan covers	2026/7
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Governors
Pupil premium lead	Headteacher Katie Forster
Governor lead	Kathryn Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,780
Recovery premium funding allocation this academic year	£0
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	£17,780

Part A: Pupil premium strategy plan

Statement of intent

At Breadsall CE Primary school it is our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and have high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve well including pupils who are already high attainers. This statement also supports the needs of all pupils, 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. High-quality teaching 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. 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	Detail of challenge
1	Reading skills are less developed for PP pupils - phonic awareness and comprehension skills need sharpening
2	PP pupils find the using and applying of maths difficult and are slow at recalling number facts, including multiplication tables
3	PP pupils have less developed vocabulary than other pupils in school
4	PP pupils seem to retain less knowledge than other pupils
5	Handwriting is not at the required level for some PP pupils across school. Physical control is also not as good as it could be for some pupils.
6	PP pupils tend to have less confidence and resilience than other pupils in school. Motivation and overall well-being and mental health for learning to be developed for all children.

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
Staff are trained in the teaching of phonics and reading skills across school and have resources to support this. Pupils have good phonic knowledge and reading comprehension skills which are applied across the curriculum	All pupils meet the required standard in the phonics screening All pupils are working at age-related expectations or above for reading if not they have a programme of continued support in place.
Pupils are able to use and apply maths skills across the curriculum and recall facts quickly including multiplication tables. Mastery learning takes place in maths	The majority of pupils are working at age-related expectations or above in maths and have made at least expected progress in maths Pupils pass the times table screening in Year 4.
Pupils have a wide and varied vocabulary	PP pupils' speech and writing confidently reflects use of subject specific and general vocabulary.
Staff understand and apply the latest research on teaching and learning so that they maximise learning across school.	All pupils, including PP are learning more and transferring knowledge and skills into their long-term memory.
Staff are using the handwriting scheme effectively in school and providing extra support for pupils who find handwriting difficult. Physical Literacy skills are taught where needed particularly in KS1 and resources are available to support this.	All pupils, including PP pupils, reach the expected level of handwriting at KS1 and KS2 or if this is proving challenging there is a programme of continued support in place which is having an impact.
Pupil premium pupils have the confidence to take part in activities across school and contribute in lesson time. PP pupils have responsibility in school and are resilient.	Improved participation in school activities by all pupils but particularly pupil premium pupils (clubs, sports events, productions etc.). Pupils have an 'I can' attitude to work and activities.
Increased play opportunities are provided for all pupils across school to improve behaviour and attendance, particularly for some PP pupils.	Improved attendance PP pupils – to be in-line with other pupils in school.
Ensure all PP children make at least expected progress from their starting points	Increased achievement of Greater Depth standard in reading and maths, by Pupil Premium children in end of Key Stage assessments.

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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for all subject leaders on leading a subject well, making sure all subjects build explicit knowledge and skills across school and ensuring the curriculum is effective.	EEF states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	3,4
Share good practice in the teaching of reading skills across school – more whole class teaching. Purchase resources to support the teaching of reading skills in school Promote a love of reading across school through events and new reading material – newspapers / poetry / new non-fiction books. Open new library area following purchase of library cataloguing system.	Feedback from staff on what they feel would make an impact on standards / priority on school improvement plan. EEF shows teaching reading comprehension skills have a +6 months impact	1
Train new staff in the teaching of phonics and in the delivery of group and 1-to-1-interventions for phonics Purchase/ replace resources to support the teaching of phonics	Good phonics skills early on enable pupils to pass the phonics screening at the end of Year 1, Research shows that 89% pupils who achieve this standard go on to achieve at least the expected standard in reading at KS1 and it forms a solid base on which to develop comprehension skills. EEF gives Phonics teaching a +4 months impact	1
Regular using and applying maths sessions across school led by class teachers with modelling of how to approach investigations and ways to set out calculations	Good modelling of approaches to problem solving and investigations by teachers provides pupils with the strategies to approach their own problems and investigations in maths Mastery approach has +4 months impact EEF	2
Use of 'Number Club' across school each week to encourage pupils to learn x tables	Quick recall of x tables helps improve using and applying skills	2

Use of ICT to support the teaching of x tables – TT Rock Stars	This approach has worked for the last 2 years in school.	
Whole staff training on the teaching and learning of vocabulary Consistent approach to the teaching of vocabulary established	Researchers Law and Charlton from the University of Newcastle found that the wider and deeper one's vocabulary: The better one's reasoning and pragmatic skills become The better one's chances of academic success and economic well-being become The greater the likelihood of better mental health and well-being.	3
Staff training on teaching and learning in relation to long term memory Consistent approach across school to maximise pupil learning.	According to EEF metacognition and self-regulation has +7 months impact	4
Staff follow the new scheme of work for handwriting consistently / Pen licences awarded for good handwriting. Purchase resources to support the teaching of physical literacy. Disco dough used regularly and other strengthening activities included during the day.	Good handwriting has been proven to improve the flow of writing. Physical literacy improves motor skills and writing stamina Used these approaches successfully before	5

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phase 1 sounds and Phase 2 support groups Read, Write Inc. 1 to 1 phonics sessions	1 to 1 tuition has +5 months impact / Small group tuition has +4 months impact according to the EEF Worked last year	1
Targeted physical literacy exercises and sessions for small groups of pupils in EYFS and KS1 to develop fine motor skills	Small group tuition has +4 months impact according to the EEF Fine motor skill exercises/ activities strengthen muscles in the hand which impacts on pencil control	5
Extra group or 1 to 1 support outside the maths lesson of applying maths skills being taught in class	1 to 1 tuition has +5 months impact according to the EEF	2

	Small group tuition has +4 months impact according to the EEF	
Multiplication tables booster groups Use of x tables Apps to boost knowledge and improve rapid recall.	Quick recall of x tables helps improve using and applying skills Pupils able to practise further skills when they know their x tables rather than spending time calculating the sum	2
Maths consultant school improvement visits: Model the use of mathematical vocabulary in lessons and on displays	Allows pupils to continually rehearse use of new vocabulary and consolidate old vocabulary. Seeing vocabulary written down and practising using this in their written work allows them to fully embed and demonstrate their understanding.	
Early Readers and low ability readers read at least 2x a week to staff/volunteers and practise reading comprehension skills	1 to 1 tuition has +5 months impact / Reading comprehension skills +7 months	1
Extra group or 1 to 1 sessions to support the development of handwriting	Worked in the past. Writing flows better. Work is legible	5

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

Budgeted cost: £4480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Lego to promote resilience, co-operation and well-being in pupils across school through clubs, intervention and resources available.	Extensive research that Lego Therapy has a positive impact on social interaction amongst pupils which is needed after the impact of the pandemic.	4
To provide a range of extra-curricular activities and encourage pupils to take part in sport, art and learning clubs after school and at lunchtime.	EEF research shows that arts participation has a positive benefit of 2+ months EEF research shows that extending school time has a positive benefit of 2+ months	6
To subsidise trips and activities for PP pupils	This ensures all pupils access all the opportunities available to them. School outcomes show that this increases pupil confidence.	6
To provide mental health support for PP pupils through the deployment of 'Bridge the Gap' to support communication and well-being.	Research makes a link between good attendance and achievement. Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are	6

1:1 support, small group therapy and compassionate crafts will be offered in school.	associated with greater health and wellbeing, and better achievement.	
OPAL scheme across school.	As play can make up to 20% of a child's school year, the school is developing the new school grounds to support children's play and develop physical & cognitive skills, emotional well-being, risk taking and challenge, resilience and challenge.	6

Total budgeted cost: £17,780

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 2025 to 2026 academic year.

Action/Activity	Impact
Whole school phonics training and continuous professional development ensures there was consistency in the teaching of phonics across school. Regular, monitored phonics interventions took place to close gaps in learning.	100% of Year 1 pupils who sat the phonics screening test met the standard of the phonics screening check. One pupil with SEND was disallowed from the Year 2 pupils phonics screening check.
Shared good practice in the teaching of reading skills. Reading skills taught to the whole class. Promoted a love of reading through new books, online reading and book events. Early readers and low ability readers targeted for extra 1 to 1 support to improve reading skills. Emphasis on fluency in reading across school has impacted on reading ability.	100% of pupils were at least in-line with national expectations in reading at the end of KS2 (compared to 74% nationally) 100% of pupil premium pupils met the expected standard. 94% of pupils were at least in-line with national expectations in reading at the end of KS1 compared to a national average of 67% 82% of pupils achieved the early learning goal for Reading at the end of Reception.
Same day maths interventions took place across school to help pupils keep up with their peers in lessons. KS2 - after school Year 6 booster sessions and after school small maths groups interventions helped close gaps in learning. Use of Number Club each week helped pupils learn their times tables.	88% of pupils were at least in-line with national expectations in mathematics at the end of KS2. 100% pupil premium pupils were at least in-line with national expectations in mathematics at the end of KS2. 82% of pupils were at least in-line with national expectations in mathematics at the end of KS1 (compared to a national average of 68%) There were no pupil premium pupils in Year 2.

	82% of pupils achieved the early learning goal for Mathematics at the end of Reception
Staff training on retention and recall strategies is helping pupils to remember more.	This is very successful in the core subjects. School now needs to build on this in the foundation subjects (Ofsted Nov 2022) Headteacher and senior leader attended a one-day training course on assessment in the foundation subjects.
School has offered a wide range of after school activities for pupils. Lego group work and clubs have offered pupils opportunities to socialise and interact in a wider range of situations. Bridge the Gap have worked with individuals, groups and parents. Visitors and school trips have taken place to enrich the curriculum.	Pupils are becoming more settled and their resilience is built up over time. Bridge the Gap have provided both onsite and off- site support for parents and pupils. All parents and staff have access to the Bridge the Gap resource library online. Mental Health newsletter signposts parents and carers to resources and organisations. Pupils have a wider cultural experience

Externally provided programmes

School only used internal tutors to deliver support as these people are known to the pupils and the tutors know the pupils well so time is maximised for learning.