Pupil Premium Strategy Statement – Backworth Park Primary School

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	341 (with Nursery)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	01.11.26
Date on which it will be reviewed	03.12.27
Statement authorised by	Leigh ElSaghier
Pupil premium lead	Emma Duckworth
Governor / Trustee lead	Ashleigh Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£127,150

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our pupil premium funding determines the achievements of our pupils from disadvantaged backgrounds and ensures pupil premium is a school priority. We strive to close the attainment gap between disadvantaged pupils and those pupils who are non-disadvantaged, improve attendance, and enhance cultural capital. We offer outstanding provision so that disadvantaged pupils attain well, make excellent progress, have wide and varied experiences and equip them with knowledge and skills in order to achieve their long-term goals. We recognise all pupils as individuals, including our pupil premium pupils. We ensure that pupils are not categorised or labelled as disadvantaged, but treat all children equally, recognising everyone as having the potential to succeed and attain highly. Our strategy is underpinned by three main elements: high quality teaching, targeted support and wider strategies for wellbeing and inclusion. Pupil premium is at the heart of the school and is a whole school focus. All staff understand the strategy and their role within it. Staff embrace research and training to identify the most effective interventions and support, ensuring pupils thrive and learning gaps are targeted and overcome.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment & Progress:** On average, pupil premium and disadvantaged children have lower attainment and slower progress rates. Overall, pupil premium and disadvantaged children have knowledge gaps. Progress gaps for disadvantaged pupils have been identified in EYFS and KS2, particularly in those pupils achieving Greater Depth.
2	**Pupil Wellbeing:** Social and emotional experiences and home life can impact pupils' learning. Families can often find it difficult to support their children with their learning at home. Some children have external, multi-agency involvement. This can be due to experiences of Domestic Abuse or prevalent Mental Health issues, which have an impact on our children and their families.
3	**Cultural Capital:** Children can lack experiences and wider opportunities, which develops vocabulary and understanding. Such vocabulary is required for the current curriculum expectations. This is evident in some of our pupils on entry in the EYFS, where speech and language referrals are necessary as speech and language is lower than expected.
4	**Attendance:** Attendance is a barrier to learning for some pupil premium pupils, especially where multi-agencies are involved. Persistently absent children are usually pupil premium.
5	**Metacognition & Resilience:** Pupils can lack metacognitive approaches and can have poor long term memory skills. This impacts pupil progress and attainment as knowledge is not transferred into long-term memory. Pupils can struggle to recognise their strengths, weaknesses, how to motivate themselves and meet challenges, and associate learning with future ambition.

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
Attainment & Progress: Improve attainment and progress, reducing the gap in Reading, Writing and Maths between disadvantaged and non-disadvantaged pupils by the end of Key Stage Two and between key stages.	Tracking and monitoring, through half termly data captures, show progress of disadvantaged pupils. This will be determined through the following: ✓ RWI ✓ Lightening Squad ✓ PM Benchmarking ✓ NTS Assessments ✓ Big Maths
Metacognition & Resilience: Improving the quality of teaching and learning through the development and training of metacognition and long-term memory recall.	Evidence of use of approaches to develop metacognition and sustained memory recall through lesson observations, drop ins, pupil interviews, book monitoring.
Attainment & Progress: In EYFS, increase FSM GLD to be in line with non-FSM pupils and establish intensive intervention for those identified pupils entering school with poor oracy skills and impoverished vocabulary	Tracking and monitoring progress against the Reception Baseline Assessment on half termly basis. 1:1 and group interventions 3x per week. SENCO involvement to ensure SALT referrals are completed in a timely manner.
Cultural Capital: To reduce the impact of social and emotional experiences in home life on attainment and wellbeing of the children through wider enrichment opportunities, ensuring 100% PP uptake for trips, clubs and enrichment activities.	All children (100%) to access out of school activity clubs through the access coaching programmes, after school enrichment activities and visits and trips. Out of school trips and activities inclusive and made accessible for all.
Pupil Wellbeing: Pastoral support to be personalised and targeted for individual pupils to support their emotional wellbeing, resilience and individual needs to ensure that they feel safe, secure and happy at school in order to make best possible progress.	SENCO/ DSL/ DDSLS Pastoral Officer and wider staff to identify children with SEMH and work with necessary multi-agencies as well as delivering Emotional Resilience programmes such as Thrive and interventions from identified resources.
Attendance: To ensure pupil premium children attend school and that there is no gap between disadvantaged and non-disadvantaged, reducing persistent absence amongst pupil premium pupils.	Attendance to be above national average, including for pupil premium children. Increase the pupil premium attendance from previous years and ensure that it is above 95%. Support given to individual families to remove barriers.

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: £40,771

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality of Teaching and Learning to be consistently at a strong standard, with most being exceptional.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1,2,3,5
Quality CPD for all staff through The National College of Teaching, LA CPD, in-house training and specialist companies.	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers.	1,2,3,5
RWI lead employed to ensure robust leadership of early reading, training and mentoring staff to monitor and model.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,2,3,5
Training and execution of metacognition and cognitive load theories to improve long term memory recall.	It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching.	1,2,3,4, 5
Employment of teaching assistants in both Key stage One and Two to deliver high quality interventions and support progress in RWI, maths and the pastoral.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	1,2,3,5
Deployment of DHT to Adaptive Teaching Training course to deliver high-quality CPD on adaptive teaching, developing teachers' expertise to adapt teaching to a diverse range of pupil needs and ultimately improve learning for all.	Evidence on adaptive teaching has shown positive effects on both academic achievement and non-academic outcomes. Studies have found benefits across multiple subject areas, including literacy, mathematics, science, and social studies. One study found that teachers' adaptive teaching competency influenced student achievement through improved quality of instruction.	1,2,3,4,5

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

Budgeted cost: £27,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group intervention programmes as well as targeted in class support with identified pupils.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2,3,5
Strategic deployment of Teaching Assistants to meet the needs of vulnerable learners, with a focus on phonics, English and Maths skills.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.	1,2,3,5
Launchpad for Literacy intervention sessions to target identified children.	Improved outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the 'bottom-up'.	1,2,3,5
PM Benchmarking to be used to target reading comprehension strategies.	Students develop the three components needed to become effective and confident readers: decoding, fluency and phrasing and comprehension.	1,2,3,5
School's reading spine to be used to deliver the reading curriculum and the use of Boom Reader to track reading engagement and involve parents and carers in the children's learning journey.	EEF Teaching and Learning Toolkit states that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. Reading for pleasure encourages a love of independent reading.	1,2,3,5
Big Maths teaching and learning programme to be used across school.	EEF Teaching and Learning Toolkit states that individualised instruction offers moderate impact for very low cost, based on moderate evidence. Providing on average an additional 3 months progress.	1,2,3,5

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

Budgeted cost: £58,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive to be used as a whole-school approach and intervention sessions delivered to identified vulnerable learners.	Inspectors have commented on the use of Thrive to help manage behaviour more effectively, in particular when used for early intervention, helping students to become more open to learning. The DfE is focused on supporting schools to build whole school environments and develop approaches within which all students can achieve their full potential.	2,3,4,5
Inclusion of all children in planned trips, including residential trips, to develop vocabulary and widen experiences.	The approach to developing vocabulary can be split into two groups: (1) explicit teaching of new vocabulary and (2) exposure to a rich language environment with opportunities to hear and confidently experiment with new words.	2,3,4,5
A Pastoral Team in place to lead on SEND provision, attendance, Safeguarding, vulnerable children and family support.	The average impact of successful Social and Emotional Learning interventions is an additional 4 months' progress over the course of a year. Alongside academic outcomes, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	2,3,4,5
Attendance monitoring to be robust and targeted, ensuring that pupil premium children attend school well.	Pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve than pupils who missed above 15% of sessions.	1,2,3,4,5
CPOMS to be used to record, monitor and identify patterns and safeguard children.	CPOMS improves management of safeguarding concerns reducing staff time, paperwork and administration. It is an intuitive system, enabling the school to track referrals to external agencies.	1,2,3,4,5
Rocksteady music teaching engaged across school with identified children benefiting from an allocated bursary place.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.	2,3,4,5
Breakfast Club provision allocated free of charge to identified children.	Running free of charge Breakfast Club delivered an average of 2 months' additional progress for children in KS1 due to preparation for learning.	2,3,4,5
Employment of a specialist Spanish teacher to enrich the curriculum.	Findings stated that oral languages support showed on average 6 months additional progress. This also supports our Cultural Capital offer.	2,3,4,5
Purchase of MarvellousMe to reward and incentivise children as well as engage positively with parents and carers, sharing successes.	EEF research shows that Parent involvement plays a key role in children's academic attainment. The evidence suggesting that it holds regardless of socio-economic status and across grade levels.	2,5

Total budgeted cost: £127,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

One to one and small group tuition

Increased time spent reading 1:1 to an adult for targeted children, running a range of evidence-based intervention programmes are maintaining progress. Class teachers now assess children in PM Benchmark to gain a deeper insight into progress and gaps to better support individual children. Most children in KS1 and KS2 are reading at ARE. For those not at ARE, gaps have been identified and targeted intervention in place. Most children have progressed by at least one CLIC per term or three per year.

Intervention Programmes

EYFS GLD was strong (73%). 93% of children passed the PSC in 2026, a 4% increase on the previous year. Data shows that children in KS1 are on track to maintain or surpass 2026 PSC pass rates. KS1 children's progress data was positive and above previous years' progress data. KS2 attainment data was below previous years however data evidences that this is not a trend and was cohort specific

Wider Curriculum

School have enabled 100% of pupils to access extra and wider curriculum opportunities, extending children's knowledge, understanding, skills and vocabulary. Pupil Premium funding has been used to fund paid places for several disadvantaged pupils to attend High Borrans residential trip. Visits out of school have been well-structured and carefully considered across the year broad and enabled every year group to access these.

Working with Families

By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, impact is evident in children's reading and phonics ability. Planned homework opportunities have ensured parental engagement and enabled pupils to consolidate learning at home. In order to promote reading for pleasure, Reading Challenges have been created with incentives for children to win a book from the vending machine. So far, this has been very successful. Curriculum sessions and workshops have been well attended by parents and carers, supporting learning of pupils.

Attendance and SEMH

Attendance data was very high and above national average last year. School delivered the Thrive programme and invested in out sourcing a School Nurse. Mental Health and Mental Health First Aid intervention programmes and whole school approaches were used so that children were happy, safe and well supported in school. School worked effectively with multi-agencies such as CMHT. Safeguarding was robust and effective on a continuous basis and CPOMS was used well to track safeguarding related incidents and ensure that emerging patterns were identified, supported to overcome and escalated if necessary.

Externally provided programmes

Programme	Provider
Read, Write Inc.	Ruth Miskin
Big Maths	Andrell Education
PM Benchmarking	Scholastic
Launchpad for Literacy	Kirstie Page
Boom Reader	Squirrel Learning Ltd.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Reading programmes such as RWI and PM Benchmarking, as well as the maths programme, Big Maths. All service children can benefit from a free Breakfast Club place.
The impact of that spending on service pupil premium eligible pupils

63% of service pupils reached ARE by the end of the academic year 2025/2026.
5 out of 8 children were expected across the board at the end of last year.