

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	411 (December 2025)
Proportion (%) of pupil premium eligible pupils	42% (December 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2025 Autumn 2026 Autumn 2027
Statement authorised by	Lucy Bannister, Headteacher Vikki Maxwell, Chair of Governors
Pupil premium lead	Imogen Mitchell
Governor lead	Ruth Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,555
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£248,555

Part A: Pupil premium strategy plan

Statement of intent

At Bassett Green Primary School, we strive for our school community to 'Be Brave, Be Brilliant, Be our Best' in everything that we do.

It is our vision that Bassett Green Primary School:

- Inspires a passion and thirst for memorable lifelong learning
- Provides our community with the best life chances to thrive and achieve
- Gives us the knowledge, skills and values to succeed
- Enables us to make a positive impact within the community and the wider world
- Ensures every child is successful at school and beyond

Our intention is that all children, irrespective of their background, challenges they face or prior attainment, make good progress from their starting points and achieve well across all subject areas. We aim to use the funding to close the attainment gap between disadvantaged children and their peers, raise attainment and achievement, secure good progress and ensure all children are supported and challenged in their learning and wider skills.

Research has shown that good practice in raising disadvantaged attainment includes:

- A whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Responding to evidence provided by school data
- Clear and responsive leadership

(Source: Supporting the attainment of disadvantaged pupils: articulating success and good practice – November 2015)

Following the guidance; '[EEF Guide to the Pupil Premium](#)', a tiered approach has been taken to Pupil Premium Spending :

- **Teaching:** Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and at the same time will benefit the non-disadvantaged children in our school.
- **Targeted Academic Support:** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.
- **Wider Strategies:** Strategies that relate to non-academic challenges, including attendance, behaviour, and social and emotional support, which may also negatively impact upon academic attainment

To ensure our intended outcomes are effective we will:

- Ensure that high quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support.
- Act early to intervene at the point need is identified.
- Encourage children to be more aspirational across the school
- Increase children's cultural capital opportunities to support them with future success.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

We strongly believe that the whole school community is responsible for raising the aspirations and attainment of disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication, language and understanding</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and a limited range of vocabulary among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Delayed language development affects pupils' ability to communicate and access the curriculum. To identify needs early, all pupils are screened using an evidence-based language assessment (Speech and Language Link: Infant Link Language). In the current Year R cohort (Autumn 2025), 18% (9 pupils) are disadvantaged, and 44% of these pupils did not attend pre-school. Among disadvantaged pupils in year R, 33% (3 pupils) show poor language development, with only one of these attending pre-school.</p> <p>For pupils across the school:</p> <ul style="list-style-type: none"> • 36% of children receiving NHS SALT support are disadvantaged- Autumn 2025. This has increased by 16% since this time last year. • 38% of disadvantaged children who were previously receiving SALT support have been discharged and provided with targets and strategies, Autumn 2025. These children can be re-referred to the SALT service for further interventions or if further concerns arise. • 45% of children receiving NHS SALSA support are disadvantaged- Autumn 2025. • 47% of disadvantaged SEND pupils have communication and interaction as their primary need. • 67% of disadvantaged children in Reception were below age 4-5 in listening, attention and understanding on entry to school - Autumn 2025 • 56% of disadvantaged children in Reception were below age 4-5 in speaking on entry to school- Autumn 2025
2	<p>Low levels of literacy and maths</p> <p>Internal and external assessments, observations, work scrutiny and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with literacy and maths than their peers.</p> <p>Low knowledge and skills in literacy and maths means that children do not have a depth of understanding and are not always able to apply their skills across curriculum areas.</p> <p>Disadvantaged pupils often start with limited language skills, which hinders their communication. Without a broad spoken vocabulary, they struggle to develop strong phonological awareness, making reading and writing more difficult.</p> <ul style="list-style-type: none"> • Disadvantaged children are significantly behind or behind school other children in reading, writing and maths attainment, July 2025. • Year 1 phonics screening outcomes for disadvantaged pupils (85%) were slightly above outcomes for non-disadvantaged pupils (84.6%),

	<p>July 2025. Additionally, Year 1 disadvantaged phonics screening outcomes were above national other (83.7%).</p> <ul style="list-style-type: none"> • 100% of disadvantaged children in Reception were below age 4-5 in word reading on entry to school- Autumn 2025 • 89% of disadvantaged children in Reception were below age 4-5 in maths on entry to school- Autumn 2025 • 78% of disadvantaged children in Reception were below age 4-5 in fine motor skills on entry to school- Autumn 2025
3	<p>SEND</p> <p>Children that have a learning difficulty or disability, require special educational provision, which may include additional support to develop key skills, learner attitudes and behaviours and to become independent learners. Both Looked After Children (LAC) pupils on roll are SEND and disadvantaged.</p> <ul style="list-style-type: none"> • 26% of disadvantaged children are also registered as SEND learners- Autumn 2025 • This has remained the same since 2024-2025
4	<p>EAL</p> <p>A learner of English as an additional language (EAL) is a child whose first language is other than English. First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community.</p> <ul style="list-style-type: none"> • 53% of disadvantaged children are registered as EAL learners- Autumn 2025. This has increased by 4% since 2024-2025.
5	<p>Pastoral - social and emotional needs</p> <p>These include managing feelings and behaviour (self-regulation), self-esteem and social skills. For some children, behaviour for learning, focus and learner attitudes impact on children's outcomes and achievement.</p> <ul style="list-style-type: none"> • 66% of children receiving ELSA support are disadvantaged- Cycle 1 Autumn 2025. This is an increase of 5% since this time last year. • 99 disadvantaged children (18%) received ELSA support across the year of 2024-2025. This is an increase of 7% since 2023-2024.
6.	<p>Attendance and punctuality</p> <p>Low attendance causes gaps to develop within pupil subject knowledge, therefore impacting progress. Disadvantaged pupils have higher rates of absence than other pupils, although this gap is diminishing.</p> <ul style="list-style-type: none"> • Average disadvantaged attendance for autumn term 1 2025 is 90.7%. This is 4.7% below school other children (95.4%). • 37 disadvantaged children have been identified as having persistent absence in autumn term 1 2025. This is above school other children (21 children) and equates to 64% of the total persistent absence (58 children). <p>Lateness can cause children to miss key learning and provides a disruptive beginning to the school day for themselves and others. Therefore, children may not be prepared for learning. More disadvantaged children are late to school than non-disadvantaged.</p>
7.	<p>Parental engagement and aspirations</p> <p>Parents of disadvantaged children are often underrepresented at parental events e.g. parents' evening was attended by fewer disadvantaged parents than non-disadvantaged parents for Autumn 2024, Spring 2025 and Autumn 2025, see below:</p>

	<ul style="list-style-type: none"> • Autumn 2024, 77% of disadvantaged parents attended parents evening in comparison to 86% of non-disadvantaged parents (9% gap). • Spring 2025, 72% of disadvantaged parents attended parents evening in comparison to 86% of non-disadvantaged parents (14% gap). • Autumn 2025, 81% of disadvantaged parents attended parents evening in comparison to 86% of non-disadvantaged parents (5% gap). This gap has decreased by 4% since autumn 2024. <p>Some parents are unable to support their children with home learning. Some low aspirations and limited understanding leads to some children not receiving additional support at home with homework, key skill practice or other projects.</p>
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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
Disadvantaged pupils achieve exceptionally well as a result of consistently high-quality teaching.	<ul style="list-style-type: none"> • Pupils develop detailed knowledge and skills. • Pupils produce high quality outcomes. • Pupils remember more and are able to apply their knowledge to their learning. • Pupils are well prepared for the next steps of their education. • Pupils are able to demonstrate the impact of the well planned and sequenced curriculum through their strong knowledge and understanding, in their working books and through discussions. <p>The progress that disadvantaged pupils make is <u>at least</u> in line with that of other pupils nationally.</p>
Improved oral language skills and vocabulary amongst disadvantaged children	<p>Pupil assessments and observations indicate significantly improved oral language amongst disadvantaged children.</p> <p>Children are able to use language to fully engage in the curriculum.</p> <p>Children learn a number of words from across tier 2 and tier 3 vocabulary and apply these into their independent work.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Reception children working at expected within the EYFS area of learning for speaking at the end of 2027 is at least 75% (national other July 2024 74%).</p> <p>2025 and 2026 will show an increase towards the targets above.</p>
Improved reading attainment amongst disadvantaged children including phonics	<p>Our aim is for our disadvantaged children to achieve as well as others nationally in the national assessments.</p> <ul style="list-style-type: none"> • All pupils will successfully pass the Year 1 phonics screening check in 2027, with the exception of those pupils with complex SEND • KS2 reading outcomes in 2027 show that at least 79% of disadvantaged children meet age related expectations (National other 2024 79%).

	<ul style="list-style-type: none"> • Pupils read with increasing confidence and fluency • Pupils read more widely across a range of genres <p>2025 and 2026 will show an increase towards the targets above.</p>
Improved writing attainment amongst disadvantaged children	<p>Our aim is for our disadvantaged children to achieve as well as others nationally in the national assessments.</p> <ul style="list-style-type: none"> • KS2 writing outcomes in 2027 show that at least 77% of disadvantaged children meet age related expectations (National other 2024 77%). • Pupils write coherently and for different purposes across the curriculum <p>2025 and 2026 will show an increase towards the targets above.</p>
Improved maths attainment amongst disadvantaged children	<p>Our aim is for our disadvantaged children to achieve as well as others nationally in the national assessments.</p> <ul style="list-style-type: none"> • KS2 maths outcomes in 2024 show that more than 79% of disadvantaged children meet age related expectations (National other 2024 79%). • Pupils apply their number knowledge fluently to help them solve problems <p>2025 and 2026 will show an increase towards the targets above.</p>
Consistently good behaviour is displayed across the school, including during unstructured times.	<ul style="list-style-type: none"> • There is a reduction of behaviour incidents during break and lunchtimes. • Fixed term suspensions for disadvantaged pupils are below national suspension rates. • Evidence from several sources show that pupils have consistently positive attitudes and show high levels of commitment to their education. • Pupils demonstrate high levels of respect towards others • Pupils demonstrate improvements in their behaviour where additional intervention is required • There is an improvement in behaviour of those children who receive extra support due to their additional needs • Reduction in fixed term suspensions year on year from 15 fixed term suspensions issued in 2023-2024. • Exclusions and fixed term suspensions in 2025-2027 are below national exclusion and suspension rates. This reduction results in children's improved learning.
To achieve and sustain improved wellbeing, care and support for all children in the school, particularly our disadvantaged children	<ul style="list-style-type: none"> • The number of children achieving ELSA SMART targets increases year on year. • Pupils are able to self-regulate and apply the strategies they have been taught • The percentage of disadvantaged children attending clubs is similar to the proportion for non-disadvantaged children. Year on year there will be an increase in club attendance, therefore improving cultural capital opportunities.
Parental engagement for disadvantaged children's parents/carers increases and has a positive impact on	<ul style="list-style-type: none"> • The number of disadvantaged parents/carers attending parents evening and family learning events increases. By 2025 the difference between disadvantaged and non-disadvantaged will be sustained and further increased • The completion rates of home learning projects are similar for disadvantaged and other pupils.

pupil's experiences at school	
To achieve and sustain improved attendance and punctuality for all children, particularly our disadvantaged children	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • The average attendance for disadvantaged children is at target 95% • The attendance rates for disadvantaged children are similar to others in school and at least in line with national averages. • Improved attendance for pupils who require additional support

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: £220,289.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for senior leader who leads on Pupil Premium</p> <p>Phase leaders to further develop leadership and accountability for pupil premium.</p> <p>Systematic monitoring and evaluation</p>	<p>The EEF Guide to Pupil Premium suggests that schools need to consider who is primarily responsible for their Pupil Premium spend to ensure it is someone best placed to lead whole school improvements to teaching and learning.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Research about impact of middle leaders: Teddie and Reynolds 1999 highlights the crucial role of middle leaders in school improvements.</p>	1/2/3/4/5/6/7
<p>Coaching for teachers from senior leaders in class and at the planning and assessment stages, with a particular focus on ensuring that pupils are developing secure knowledge and understanding and are able to apply this more independently.</p> <p>Phase leaders provide coaching to phases alongside senior leaders.</p>	<p>Research suggests that when teachers' learning is based on their genuine assessment and understanding of children's learning they can start to make adaptations to their practice which can lead to real differences in outcomes.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</p> <p>Other evidence suggests that coaching Improves learning in the classroom as it raises self-awareness, deepens self-reflection, and delivers the most effective progress and results.</p> <p>https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/</p> <p>Steplab is an educational platform using instructional coaching (IC) to improve teaching through step-by-</p>	1/2/3/4/5/7

<p>Introduction of Steplab to reduce variability within the school to ensure that all children have access to high quality teaching.</p>	<p>step, evidence-based content, videos, and a flexible framework for teachers and coaches, focusing on deliberate practice, observation, feedback, and action planning to achieve incremental growth in teacher effectiveness and student outcomes, making professional development systematic and data-driven. https://steplab.co/resources/the-evidence-and-rationale-behind-steplab/66d9c87f0982810001156bd9</p>	
<p>Continued CPD for embedding the principles of highly effective teaching and learning. Particular priorities for 2025-2026:</p> <ul style="list-style-type: none"> • Ark Curriculum Plus Mathematics Mastery • Behaviour for regulation • Reducing Cognitive load • Improving the teaching and learning cycle so there is assessment, over learning and teacher is responsive. • Checking for understanding • Routines • Securing attention • Stronger foundations 	<p>The EEF Guide to the Pupil Premium – September 2025, identifies that spending the funding on developing high quality teaching may include investment in professional development and training. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</p> <p>Teachers need to be clear on the competencies that lead to highly effective teaching and learning and developing a culture that fosters these essential principles. https://www.suttontrust.com/our-research/great-teaching/</p> <p>Rosenshine's Principles in Actions – Tom Sherrington 2019</p> <p>The Ark Curriculum approach has been shown, by the Education Endowment Foundation (EEF), to give pupils on average two months' additional progress after one year on the programme – read the EEF report. A study supported by the Fischer Family Trust reported in July 2025 that pupils in schools using Mathematics Mastery Primary for four years or more are making, on average, an additional 3 months' progress – rising to 7 months' progress for disadvantaged pupils – compared to pupils in non-participating, similar schools. https://arkonline.org/news-item/research-shows-impact-of-mathematics-mastery/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary</p> <p>Improving behaviour in schools has a positive impact on outcomes of all pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Reducing cognitive load can lead to high success by keeping children motivated and engaged. https://educationendowmentfoundation.org.uk/news/ef-blog-cognitive-clutter-and-better-understanding-barriers-to-learning</p> <p>Steplab is an educational platform using instructional coaching (IC) to improve teaching through step-by-</p>	<p>1/2/3/4/5</p>

	<p>step, evidence-based content, videos, and a flexible framework for teachers and coaches, focusing on deliberate practice, observation, feedback, and action planning to achieve incremental growth in teacher effectiveness and student outcomes, making professional development systematic and data-driven. https://steplab.co/resources/the-evidence-and-rationale-behind-steplab/66d9c87f0982810001156bd9</p> <p>Stronger foundations in the first years of school gives children the best chance of educational success. https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p>	
<p>SLT and phase leaders to monitor the impact of the wide range of educational learning experiences to support their in-class learning, wellbeing, team building skills and increase their cultural capital, as seen through outcomes.</p> <p><u>2025-2026</u></p> <p>Fundraising for further learning experiences e.g. Year 4 and 6 residential</p> <p>Increased opportunities for educational experiences for Year 5 (e.g. Cantell science opportunities)</p> <p>Now, Press, Play- an immersive audio learning resource.</p> <p><u>From Summer 2026</u></p> <p>My Happy Mind programme</p>	<p>Educational experiences benefit primary school children in many ways, and can be inspiring, positive experiences that not only enhance learning and understanding, but also children's social and personal development. https://www.early-education.org.uk/cultural-capital</p> <p>Stokes et al. (2015) identified a flexible and inclusive curriculum as one of the key ingredients in schools' strategies for raising the attainment outcomes of pupils from disadvantaged groups. Hostinar (2020) found that engagement in extra-curricular activities was positively associated with executive functioning. A qualitative study by Baars et al. (2018) indicated that practices associated with more positive outcomes for disadvantaged pupils included making the most of extra-curricular activities for philosophy, oracy and debating. https://assets.publishing.service.gov.uk/media/66e2cd5a61763848f429d58f/Factors_influencing_primary_school_pupils_educational_outcomes.pdf</p> <p>Now, Press, Play supports the development of vocabulary, writing and retention. The programme enables inclusive access for SEND, EAL and disadvantaged pupils and promotes high engagement and positive behaviour backed by independent pedagogical ratings and teacher evidence https://www.nowpressplay.co.uk/files/ugd/540141_8723181802ad41678c8cf4410d715a4a.pdf</p> <p>The 'My Happy Mind' programme is a mental wellbeing programme for schools that teach children resilience, self-esteem and emotional regulation through simple habits, significantly improving pupil mental health, reducing specialist referrals and boosting staff wellbeing, with proven positive impacts on children's ability to cope with stress and participate in school, making it an NHS- supported preventative tool. https://myhappymind.org/</p>	1/2/3/4/5/6/7
Teacher/Phase leader to attend training from Maths	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	2/3/4

<p>Hub (Problem Solving) in order to raise attainment in maths outcomes.</p>	<p>https://www.ncetm.org.uk/media/2ljdu4kh/ncetm_primary_teachingformastery_report_july2019.pdf</p> <p>https://www.ncetm.org.uk/maths-hubs/</p> <p>Maths achievement in July 2024 for disadvantaged children across the school indicated the need for this.</p>	
<p>Teacher CPD around implementing the new writing framework</p>	<p>Writing achievement in July 2024 for disadvantaged children across the school indicated the need for this.</p> <p>Gap widened slightly for writing in July 2025 for disadvantaged pupils.</p> <p>The writing framework- July 2025 https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</p>	2/3/4
<p>To review the approach the guided reading sessions.</p> <p>Guided reading sessions are in place for KS1 and LKS2, with texts matching the reading ability of the pupils. Sessions focus on focus skills e.g. retrieval and pupils complete tasks linked to the text they are reading that week.</p> <p>Monitor the use of the library.</p> <p>Implementation of effective use of bookcases/book areas in line with the reading framework</p>	<p>Reading achievement in July 2024 for disadvantaged children across the school indicates the need for this.</p> <p>Oral reading fluency is correlated with KS2 reading comprehension outcomes. https://ffteducationdatalab.org.uk/2024/11/measuring-reading-fluency-during-primary-education/</p> <p>Reading fluency introduced in Year 6 during 2024-2025 during lessons, enabling the majority of pupils to complete the Reading SATs paper. As a result, 62% of disadvantaged pupils met the expected standard and 19% achieved greater depth in reading, July 2025.</p> <p>Reading fluency was introduced to Year 5 during the summer term of 2024-2025. Year 6 teachers report an improvement in reading stamina of pupils when completing practice SATs, Autumn 2025.</p> <p>https://researchschool.org.uk/london-south/news/teaching-fluency-to-bridge-the-gap</p> <p>The Reading Framework- July 2023 https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p>	1/2/3/4
<p>Senior leaders' engagement within the trust peer review.</p> <p>Involvement of Phase Leaders 2025-2026</p>	<p>To support leaders with their skills in monitoring and evaluation.</p>	1/2/3/4/5/6/7
<p>Aspire Trust Writing Teacher Research Group</p>	<p>https://www.gov.uk/government/publications/curriculum-research-review-series-english</p>	2/3/4

attended by Key Stage 1 Phase leader.	KS1 and KS2 writing attainment and progress in July 2023 for disadvantaged children indicates the need for this.	
Letter Join to support the teaching of handwriting.	Writing achievement in July 2024 for disadvantaged children across the school indicates the need for this. https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing https://www.letterjoin.co.uk/	2/3/4
Developing application of tiered vocabulary through staff CPD Phase leaders embed the use of tiered vocabulary across the curriculum in their phases.	By explicitly teaching a mere few hundred words well in the classroom, children grow their vocabulary exponentially by learning the related word families and having more tools to read independently with success. Children can go on to learn around 3,000 to 4,000 words annually Closing the Vocabulary Gap by Alex Quigley	1/2/3/4
CGP books purchased for Year 6 children home learning CGP books have been made available for all pupils across KS1 and KS2.	By issuing home learning books for Year 6, the children's independence is developed ready for secondary school and improved home learning submissions in order to consolidate key skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2/3/4
Speech and Language Link software (Infant Language Link) has been purchased to screen and provide early intervention at a universal level	Good communication skills are linked to achievement and life chances. They are fundamental to every aspect of our lives affecting attainment, learning, literacy, social relationships, behaviour, mental health and ultimately employment and social mobility. By screening pupils early in their education using an evidence-based language assessment, language needs are identified earlier and interventions put in place to support good language development. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches https://speechandlanguage.link/slcn-in-school/	1/2/3/4/5
Widget software for all staff Training on scaffolds linked to widget	Widget is a software that supports symbols-based communication. This supports pupils with expressing themselves independently through symbols, aided comprehension and understanding across any environment. Widget supports pupils with communication difficulties of all ages, including autistic pupils and pupils with speech impairments. Symbols promote an inclusive learning environment for all, prompting meaningful interactions.	

	<p>47% of disadvantaged SEND pupils have communication and interaction as their primary need, Autumn 2025.</p> <p>https://www.widgit.com/</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/news/sc-affolding-more-than-just-a-worksheet</p>	
<p>EYFS staff are working with a Southampton Gold SLA and EYFS consultant to develop their curriculum, implement strong foundations and promote high quality interactions with play based learning.</p>	<p>High quality early education establishes the foundations for later success, including academic achievement, good health and wellbeing. While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed.</p> <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p> <p>Improving the quality of early education matters: it's positive for every child, and especially important for socio-economically disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions</p>	

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

Budgeted cost: £93,258.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional interventions for children who require further support in key skills in order to close gaps in learning. Includes precision teaching.</p> <p>Ready to progress interventions</p>	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Ready to Progress interventions enable teaching assistants and other non-teaching staff to deliver high-quality intervention sessions in 1:1 and small group settings, with minimal preparation time. Ready to Progress interventions are aligned with the EEF best practice principles and the DfE Ready to Progress criteria.</p>	1/2/3/4/5

	<p>Interventions empower TAs to effectively intervene and enhance learning opportunities and close attainment gaps while freeing up teacher time.</p> <p>https://www.arkcurriculumplus.org.uk/programmes/primary-programmes/mathematics-mastery/ready-to-progress/</p>	
<p>Additional phonics/MTC sessions targeted at disadvantaged children who require further phonics support from EY, KS1 and KS2</p>	<p>Phonics has a positive impact overall with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Saints Foundation: Premier League Primary Stars uses the appeal of football, fitness and Saints FC to support learning for children in primary schools across the city.</p> <p>https://www.southamptonfc.com/en/saints-foundation-what-we-do</p>	1/2/3/4
<p>Oral language interventions to improve listening, narrative and vocabulary skills for disadvantaged children who have relatively low spoken language skills. Includes staff training and resources.</p> <p>Develop intervention into Year 1 and Year 2 (SALSA and S&L TA).</p>	<p>Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>BLAST (Boosting Language Auditory Skills and Talking). The key message of both BLAST programmes is "EVERY CHILD SUCCEEDS WITH EVERY ACTIVITY".</p> <p>https://www.blastprogramme.co.uk/</p> <p>Listening and attention bucket</p> <p>https://autismspectrumteacher.com/attention-bucket/</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	1/2
<p>Pupil Premium Intervention Teacher to carry out interventions for disadvantaged children for reading, writing and maths.</p> <p>PP teacher to lead ready to progress interventions for maths.</p> <p>Strengthening writing foundations across the school</p>	<p>Intensive support- either one to one or as part of a small group- can support pupil learning if provided in addition to, and explicitly linked with, normal lessons.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>Ready to Progress interventions enable teaching assistants and other non-teaching staff to deliver high-quality intervention sessions in 1:1 and small group settings, with minimal preparation time. Ready to Progress interventions are aligned with the EEF best practice principles and the DfE Ready to Progress criteria.</p> <p>Interventions empower TAs to effectively intervene and enhance learning opportunities and close attainment gaps while freeing up teacher time.</p> <p>https://www.arkcurriculumplus.org.uk/programmes/primary-programmes/mathematics-mastery/ready-to-progress/</p>	2/3/4

	<p>To ensure that the use of the additional pupil premium funding is having the desired impact on teaching and learning for disadvantaged pupils- SIP Priority 2 and 3 2025-2026.</p> <p>Pupil Premium attainment is lower than non-pupil premium in ALL subjects and ALL year groups (except Year 6 writing GDS and Year 1 phonics screening)- Data report 2024-2025.</p> <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p>	
To support the attainment, progress, achievements and wellbeing of LAC.	<p>Through setting high expectations and target setting we can ensure that looked after children and post looked after children can excel academically, socially and emotionally. Personalised resources may be needed to support the children in reaching their full potential.</p> <p>https://dera.ioe.ac.uk/8180/1/Looked-1.pdf</p> <p>https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/testimonials/</p>	1/2/3/4/5

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

Budgeted cost: £35,040.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide personalised social and emotional support based on needs and in response to referrals made by teachers. 1:1 and group sessions.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Effective social emotional literacy (SEL) can lead to learning gains of up to 4 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1/4/5
Continued support and engagement with our vulnerable families to support attendance, welfare and partnership with the school.	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	5/7
Embedding principles of good practice set out in the DfE's Improving	We recognise attendance as an important area of school improvement. The DfE guidance has been informed by engagement with schools that have	6

<p>School Attendance advice. This will involve the attendance officer, DSL and senior leaders.</p> <p>Fortnightly vulnerable meetings with HT, DSLs, SENCo, attendance officer and SBM.</p> <p>Introduction of individual plans for pupils who have persistent absence allowing a personalized approach to improving attendance.</p>	<p>significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school to include house point system and behavior intervention and support officer.</p> <p>Staff will implement a trauma informed; child centered approached based on evidence to support all pupils.</p> <p>Staff will understand behaviour as a communication (SIP priority 1).</p> <p>Every Need Limited outreach support for two-year groups with high SEMH need.</p>	<p>Both targeted interventions and universal approaches to behaviour can have positive overall effects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p> <p>https://assets.publishing.service.gov.uk/media/642af3a77de82b000c31350d/Changing_Futures_Evaluation_-_Trauma_informed_approaches_REA.pdf</p> <p>https://www.everyneedltd.com/</p>	1/2/3/4/5
<p>Review current parental engagement practice and action plan to increase this e.g. family learning, workshops, training, home learning support</p> <p>Continue to target parental engagement of families of disadvantaged children.</p> <p>Parent surgeries for year groups (every fortnight).</p> <p>Parent surveys fed into whole school priorities</p>	<p>EEF guidance suggests the importance of both schools and families working together effectively to improve young people's outcomes. Parental engagement has a positive impact on progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/news/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf</p>	2/3/7

<p>Provide a wide range of extra-curricular activities for children across the school.</p> <p>Promote attendance at clubs (school led) for disadvantaged children</p>	<p>Homework clubs can help to overcome barriers by offering children the resources and support needed to undertake homework or revision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>There is intrinsic value in teaching children creative and performance skills and ensuring disadvantaged children access a rich and stimulating arts education https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>1/2/3/4/5/6/7</p>
<p>Continue to develop the whole child: overcoming low self-esteem and self-confidence, raising resilience, supporting well-being through:</p> <ul style="list-style-type: none"> - Developing pupil voice in the pupil leadership team - Uniform to support a sense of belonging - Youth Options – outdoor learning - Delivering Lego therapy interventions - Additional music sessions - Soco Music Project (Spring 2) <p><u>Summer 2026</u></p> <ul style="list-style-type: none"> - My Happy Mind Programme 	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>https://www.education-ni.gov.uk/articles/school-councils-and-pupil-participation</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot</p> <p>Youth options believe that every child and young person should have the opportunity to realise their potential whatever their life circumstances. There is a growing body of evidence that suggests that positive engagement with nature and the natural environment can lead to a reduction in stress, anxiety and depression which are all factors that affect mental and physical well-being, and educational attendance and attainment. https://youthoptions.org.uk/what-we-do/outdoor-learning https://youthoptions.org.uk/what-we-do/case-studies</p> <p>Soco Music Project delivers sessions to help pupils to explore emotions, reduce anxieties and strengthen their focus and social skills. Using music technology, song writing, performance, and creative workshops, they create safe, supportive spaces where pupils can express themselves, build confidence and develop important skills. This supports pupils, such as</p>	<p>1/2/3/4/5/6/7</p>

	disadvantaged pupils to have additional access to music. https://socomusicproject.org.uk/ https://www.gov.uk/government/groups/curriculum-and-assessment-review https://www.teachfirst.org.uk/blog/music-disadvantage-gap	
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Total budgeted cost: £348,588.61

Awaiting Governor Approval

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 2024 to 2025 academic year.

- Children's outcomes are improving and closing the gaps with national.
- There is a rising 3-year trend that the school are in line with national average. In 2024-2025, the gaps closed in reading and maths. The gap widened in writing.
- Disadvantaged pupils achieve strong outcomes in phonics (85%, 2025) that are slightly above other pupils (84.6%) and above national other (83.7%).
- Disadvantaged pupils benefit from stability in staffing and increasing teacher knowledge and expertise. External reviews consistently identify improvements in the consistency of teaching and subject knowledge: *'Teachers demonstrate strong subject knowledge across all phases. Where teaching was strongest, teachers used this expertise to deepen pupils' understanding through high-quality questioning and precise modelling'*. Aspire Trust Review, November 2025.
- External reviews identify leaders' knowledge of pupils' barriers to learning: *'Leaders demonstrate impressive knowledge of pupils' individual barriers to learning and ensure that provision is tailored through collaboration between SEN, pastoral, and safeguarding teams. Documentation is robust, clearly outlining needs and strategies, and communication with parents and carers is strong'*, Aspire Trust Review, November 2025.
- There is an embedded coaching culture within the school that has led to improvements in the quality of teaching, as evidenced in internal and external reviews: *"Coaching is embedded and well-received, described by teachers as being done with, not to them. As a result of an open and receptive coaching culture, the coaching appeared seamless and was readily adopted. Pupils were unfazed by the coach's presence, indicating it was a regular occurrence'*, Aspire Trust Review June 2025.
- The proportions of reception children working at expected standard for C&L have remained close to the national average, despite an increasing complexity of needs linked to difficulties with C&L in EYFS.

Outcomes for Disadvantaged Pupils

Reading

- Actual 2024 Year 1 phonics results: 64% (national disadvantaged 68%, other 83%)
- Actual 2025 Year 1 phonics results: 85% (national disadvantaged 67%, other 84%)
- Actual KS2 2024 results: 44% (national disadvantaged 63%, national other 80%)
- Actual KS2 2025 results: 61% (national disadvantaged 64%, national other 81%)

Writing TA

- Actual KS2 2024 results: 74% (national disadvantaged 59%, national other 78%)
- Actual KS2 2025 results: 61% (national disadvantaged 60%, national other 79%)

- Decline in writing from 2023-2024 to 2024-2025 due to a high number of disadvantaged pupils working at the pre-key stage standard for writing in 2024-2025 and number of factors contributed towards this.

GPS

- Actual KS2 2024 results: 64.7% (national disadvantaged 59%, national other 78%)
- Actual KS2 2025 results: 56% (national disadvantaged 60%, national other 79%)

Maths

- Actual KS2 2024 results: 56% (national disadvantaged 59%, national other 80%)
- Actual KS2 2025 results: 58.3% (national disadvantaged 61%, national other 81%)

- Behaviour tracking data shows year on year improvements in behaviour across the school. Despite this, pupil premium children cause a disproportionate number of behaviour incidents.
- In 2024-2025 there were 22 suspensions (4.9%). This is above the national average (2.4%). 17 of these incidents were for physical assault against a pupil and/or adult.
- The suspensions were a small number of pupils with complex needs.

Well being

- Children receive high quality ELSA sessions that are appropriate to the current needs of the pupil.
- The ELSA works alongside staff to ensure that ELSA strategies are then implemented into daily class provision.

Clubs

- Pupil voice consistently reports that children feel well supported and acknowledge high levels of care within the school.
- Generally, pupil premium pupils engage with the school's offer in clubs. 347 of PP pupils engaged with a club during 2024-2025. 14% of PP pupils attended a fixture or sporting club. There are some variations across terms, year groups and activities.
- 68% of pupils who attended breakfast club in 2024-2025 were disadvantaged.

Parental engagement

- Parental engagement has increased since spring 2025 where 72% of PP parents attended their child's parents evening. In autumn 2025, 77% of PP parents attended.

Attendance

- The attendance of PP pupils in 2024-2025 (92.44%) was in line with attendance from 2023-2024 (92.58%).
- Non PP pupil's attendance for 2024-2025 was 94.84% (gap of 2.4%). The gap in attendance between PP and non PP pupils reduced by 2.4% in 2024-2025.

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
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

<i>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</i>
Received £350 for one child <ul style="list-style-type: none">• Quality of teaching• ELSA support• This child became LAC from April 2025
The impact of that spending on service pupil premium eligible pupils
Quality of teaching supported the child to make progress from their starting point.

Further information (optional)

Contextual Information

Bassett Green Primary School is a large 2 form entry primary school. We are a richly diverse inclusive school community. We believe that children deserve the best possible chances in life and that they learn best when there are strong links between home and school. We work in partnership with parents/carers and the wider community to ensure the success of our children.

We are a friendly, caring school with high expectations for all our children. Our children are encouraged to explore, discover and question through a range of memorable and exciting learning opportunities both within and outside the classroom. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued.

Our four values are: Respect, Teamwork, Resilience and Challenge.

Our three school rules are: Ready, Respectful, Safe.

These underpin everything we do.

Ofsted Rating: Good (July 2021)

December 2025:

- Number on roll: 411
- Male: 204 (49.6%)
- Female: 210 (50.4%)
- FSM: 173 (42%)
- EAL: 222 (54%)
- Pupil Premium: 173 (42%)
- Looked after/post looked after children: 2 (0.49%)
- Service children: 0 (0%)
- SEND: 75 (18.2%)