Pupil premium strategy statement
This statement details our school's use of pupil premium (and recovery premium) funding for the academic year 2024-2025 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
School name	Bude Primary Academy Infants
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	30 (23%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Dec24 – Dec 27
Date this statement was published	December 25
Date on which it will be reviewed	Dec 26
Statement authorised by	Vanessa Holt
Pupil premium lead	Vaness Holt
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	**Amount**
Pupil premium funding allocation this academic year	£44,400
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	£45 450

Part A: Pupil premium strategy plan
Statement of intent

EEF research states that, ''The attainment gap is the most stubborn test facing English schools''. The impact of the pandemic also suggests that ''primary-aged pupils have significantly lower achievement in both reading and maths as a likely result of missed learning and in addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils''. Pupil Premium funding provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority in our system. For disadvantaged pupils at Bude Primary Academy infants, the ultimate aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which in turn will allow pupils to make good progress with their learning
. We know that the disruption to pupils' education has affected disadvantaged pupils significantly. There is an overriding need to ensure the curriculum is robust and well placed to enable disadvantaged pupils to achieve well. Our focus includes:
Ensuring that teaching and learning opportunities meet the needs of all pupils.
Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

Making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals are socially disadvantaged.
Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
Recognising that a key factor in children's success in schools are the relationships between both staff and children and the school and parents and carers
We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the Academy has legitimately identified as being socially disadvantaged or have additional vulnerabilities such as SEN / EAL and recognise that 48% of our disadvantaged children are identified as having SEN.
Our ultimate objectives for disadvantaged pupils reflect our objectives for all pupils – *That Learning is structured within a curriculum that is designed to be engaging, enjoyable and rich with experiences and meaningful contexts for learning. The development of Communication and Language skills, Reading and skills in English and Mathematics is at the core of the curriculum. The drive for progress is everything*
Our Pupil Premium Strategy is based on the EEF tiered approach to Pupil Premium spending and the objectives reflects the prioritisation of;
Quality first teaching,
High quality support for learning.
Wider strategies that benefit children holistically as well as academically
It prioritises the development of communication and language skills and Quality First Teaching of early reading skills as we recognise that being able read unlocks the rest of the curriculum for our children. We want our children to 'learn to read' in order to move into Key stage 2 with the skills to enable them to 'read to learn'
We use high quality and timely assessment to identify those children in need of targeted support in reading and phonics and maths and put appropriate and effective interventions in place.
We Investment in our pastoral support team (our TIS lead and Parent Support Advisor) to work closely with parents and carers and to provide additional support for children whose barriers to learning or attendance are social and emotional.

Challenges

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

Challenge number	Detail of challenge
1	**Communication and Language Development** Based on data children enter the setting working below age related expectations. Ensuring children are targeted through high-quality wave one teaching and targeted interventions. Furthermore, it is paramount that we ensure the early identification of communication and interaction needs, so that children receive the support that they need from external agencies
2	**Reading ,Writing and Maths attainment** Across the school, outcomes for disadvantaged children by the end of Year 2 in these areas have improved significantly over the past 3 years and in 2023 our year 2 disadvantaged children out performed our non-disadvantaged in all 3 areas however our percentage of children who are double disadvantaged by also having SEND has significantly risen from 2% in 2022 to 48% in 2024 and these children are a focus for the school
3	**Social and Emotional Well-being of pupils and families** 41% of our pupils come from the 30-40% most deprived areas in England. With this in mind, we are aware of the need in our area and of the support that our children and families need with their social and emotional well-being. Providing wellbeing support for our children and promoting effective relationships between home and school continues to be a priority to provide families with support
4	**Attendance and punctuality**

	There has been significant progress in the attendance of with our disadvantaged children and to continue this trend remains a focus for a PSA
5	**Cultural capital – breadth of experiences & low aspirations and expectations** Lack of experiences means that our disadvantaged children often do not have the foundations needed to build new learning on, Due to our geographical location also this challenge extends to a large percentage of children in the school

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
Children will develop rich language and communication skills to facilitate learning and progress across the curriculum.	The percentage of disadvantaged children in the Early years achieving their Early Learning Goals in communication and language continues to improve For those children identified with significant language delay, external support is in place and there is clear progress throughout the year with the Wellcomm speech and Language program, The percentage of children achieving EXP or above in reading and writing at the end of Key stage 1 continues to be above national average reflecting high quality wave one teaching that enables pupils to develop valuable language and communication skills Children identified with speech and language delay will make accelerated progress in maths as language barriers will be removed Outcomes for children across the wider curriculum will reflect high quality wave one teaching that enables pupils to develop valuable language and communication skills
Additional support for individual children and small groups, to ensure gaps in learning are addressed. Pupils who are double or triple disadvantaged (for example are also SEND and/or vulnerable) are also monitored and given additional support.	Progress is accelerated and the gap between Pupil Premium and non-Pupil Premium is reduced or closed in reading writing and maths
Emotional needs have been supported through whole school TIS approach, targeted interventions for individuals and group support	The number of behaviour incidents for individuals logged continues to be low and increased engagement in learning and accelerated academic progress for children identified as vulnerable continues
Attendance is consistent, regular and sustained.	Attendance at or above 96%
Raised aspirations and expectations or all stakeholders	Families feel well supported and invested in their child's education. Pupils feel a sense of achievement and have future aspirations

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)
£ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Discovery Room To provide a bespoke, transitionary environment for 16 Year 1 pupils who did not achieve GLD (Good Level of Development) in EYFS, ensuring they bridge the gap to Year 2. • **The Provision** • **High-Quality Staffing:** A 1:8 ratio (1 UPS Teacher & 1 HLTA) for core Literacy and Maths. • **Curriculum Delivery:** KS1 Science and Foundation subjects taught through an EYFS-informed, play-based pedagogy that adapts as children show readiness for formal learning. • **Specialised Core Learning:** Uses a bespoke writing programme and a "concrete-first" White Rose Maths approach to secure foundational skills.	**Evidence of Impact: Strategic Year 1 Grouping** "Now in its third year, this approach is supported by internal data showing that Year 1 pupils consistently transition to Year 2 with literacy, numeracy, and independent learning behaviours aligned with their peers. **Key Evidence:** • **Sustained Progress:** Other than 1 EHCP child who continues to need a bespoke curriculum sll pupils in this cohort over the last two years successfully accessed the Year 2 curriculum at either 'Working Towards' or 'Working At' standards. • **Behavioral Stability:** Evaluation of school-wide conduct data reflects a direct correlation between this developmentally appropriate pedagogy and improved learning attitudes. • **Inclusion Success:** Case study evidence confirms the model's efficacy for high-needs pupils, including three mid-year arrivals previously at risk of	**1, 2 3 4 5**

	exclusion who integrated successfully as productive learners with zero behavioural incidents."	
Regular Continuous Professional Development for all staff **Desired outcome**	**Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from EE** EEF blog: 'Five-a-day' to improve SEND outcomes | EEF 1. High-quality teaching | EEF	**1, 2 3 4 5**
Use of Wellcomm **Desired outcome** **to ensure use of language and communication support is sustained through the year, with focus on developing vocabulary**	EEF, OfSTED and Sir John Dunmore have all identified this as a high impact low cost strategy. EEF noted that those starting school recently needed more support with communication and language development. Communication and language approaches typically have a very high impact and increase young children's learning by seven months Oral language interventions | EEF Communication and language approaches | EEF	**1 2**
Teaching of phonics through a systematic phonics program: Read Write Inc Desired Outcome: To maintain high outcomes in phonics, improving the phonic skills of all pupils to help them access all areas of the curriculum. For % of children to pass the phonics screening check at the end of year one to be above national average . High-quality delivery of RWI sessions will support pupils reading allowing for all pupils, including disadvantaged to read frequently. Pupil assessment will take place half-termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support . Pupils falling below the expected level for their age will be targeted through 1:1 daily phonics tutoring intervention. The program is overseen by an ambitious leader who continuously supports staff to deliver high-quality phonics teaching. Regular phonic assessment enables targeted support for pupils	EEF – phonics has high impact for very low cost, based on very extensive evidence - +5 months Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning Phonics | EEF Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction - Reading comprehension strategies | EEF	**1 2**

. Regular CPD is delivered with updates to the teaching and delivery of the program . Read Write Inc online resources are used for additional CPD. Staff (including new staff) will receive full Read Write Inc training to be able to teach effectively. The teaching and learning in Read Write Inc will continue to be monitored rigorou**s**		
Teaching of reading, developing children's reading fluency and comprehension Desired Outcome: To improve children's reading fluency and comprehension, following on from good outcomes in the phonics screen check. **One to one interventions withing the RWI scheme to develop fluency** Ongoing Training for Tas delivering one to one fluency interventions **Delivery of Bude Infants Beyond RWI learning journey'** Where the school has written their own scheme of work in alignment with the DFE reading framework 2023 where children read a wide range of high-quality books rather than the extracts offered in of the shelf. Release time for English lead for continues development and refinement of scheme Training for teachers and TA's in delivering this scheme **Implementation of daily RWI talk through stories for EYFS and prior low attainers in Y1** Ongoing CPD and support for teachers and Tas delivering this Purchase of all books in the scheme **Implementation of Grammarsaurus comprehension activities** specifically to support the development of fluency for pupil wit nonfiction texts	EEF/ Tim Shanahan (2019) – Reading Fluency is vital to ensure academic success – 80% of curriculum is based on reading EEF blog: Shining a spotlight on reading fluency | EEF Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction - Reading comprehension strategies | EEF	**1 2**

Using Number sense -EYFS **Fluency Bee -Y1 Y2** Desired Outcome: To raise attainment of all pupils, including disadvantaged and SEND, closing the gap between these groups and their non-disadvantaged peers by improving their number fluency . Delivery of maths CPD, whole school CPD will be led by maths lead to ensure consistency in maths lesson structure. Outcomes for maths will be monitored and targeted support will be put into place therefore increasing % of disadvantaged children reaching EXS+. Children working below EXS will be targeted Metacognition strategies and an "I do, we do, you do" approach will allow all pupils to practice and apply appropriate strategies and skills to problem solve. Pre-block and end of block assessment will ensure that teaching meets the needs of all pupils, providing tailored resources for children working below EXS whilst providing additional challenge for pupils working at GDS . **Resourcing and training for development of the delivery of maths through the White Rose maths scheme** **Use of Number Sense Maths /Fluency Bee programme daily for all children.** Supporting children's development of key visual pathways and learn important number relationships. This leads to a deep understanding of number and number relationships, and to fluency in addition and subtraction facts	EEF tier 1 quality first teaching benefits all pupils including vulnerable pupils Number Sense Maths programme is informed by research into the mathematical development of young children, by 10 years of classroom teaching, and by maths lesson observations in Shanghai. 7 key research principles underpin the programme. The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. (EEF 2021) These case studies show that when primary schools and early years setting have a whole approach to maths, children's outcomes are better and in many cases above expectation. The gap in maths performance at age 11 between children from economically disadvantaged families and their more advantaged peers needs to close in all schools in all areas across England. A strong whole approach to maths in the early years and primary school can change a child's life trajectory. (Fair Education Alliance:2017)	2

High-quality teaching of writing *Including – breaking down the barriers to fluency, including transcription and sentence construction* *Desired Outcome*: Effective teaching of writing will improve outcomes for children, closing the gap between disadvantaged and non-disadvantaged pupils **Implementation of Grammarsaurus across Y1 and Y2 after trialling the scheme in Y1** Regular Grammarsaurus CPD for teachers Regular book scrutiny, learning walks and planning surgeries with SENDco and writing lead to ensure the programme is appropriately scaffolded to meet the needs of prior low attainers and those children with SEND Regular dictation exercises to enable to focus on transcription skills without overloading working memory Explicit daily teaching of handwriting Introduction of daily Morrells handwriting for Y1 and Y2	A child's writing and their language development mutually benefit when they are invited to craft writing amongst their teacher and peers every single day. Indeed, engaging in daily and meaningful talk and writing is one of the best ways to develop children's language (Mercer et al. 1999; RojasDrummond et al. 2008; Green et al. 2008; Parr et al. 2009; Fisher et al. 2010; Dix 2016; Reedy & Bearne 2021). To develop proficiency in writing, pupils need accuracy and automaticity in transcription (spelling and handwriting) and composition skills which include knowledge of the topic they are writing about. Explicit teaching of foundational skills, including spelling and handwriting, sentence construction, control of grammar and use of vocabulary, allows all pupils to write effectively Telling the story: the English education subject report - GOV.UK	
Using the SCARF curriculum as a whole-school approach to promote positive behaviour, mental health, wellbeing, resilience and achievement –	EEF guidance report on Improving social and emotional learning in primary schools states that; There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income	3 4 5
SENCO To research, deliver training and ongoing support to class teachers in the 5 strategies outlines as being most effective in high quality teaching for SEND SENCO to ongoing monitoring of the provision for SEN/PP children across the school .	The EEF evidence review underpinning this guidance report found strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will already be in the repertoire of every mainstream teacher, or can be relatively easily added to it The five strategies outlined here were identified as having relatively strong evidence for their	1 2 3

	effectiveness in supporting pupils with SEND: Scaffolding Explicit Instruction Cognitive and metacognitive strategies Flexible grouping Use technology	

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £10, 00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training of staff and deployment of staff to deliver regular One to One RWI Phonics Tutoring	EEF evidence-based research shows that well targeted, time bound interventions with well trained staff can enable children to make better than expected progress	1 2
Funding of school based tutor for small group and 1:1 interventions including targeting those children with the potential to achieve GD in *Maths, Handwriting, spelling, punctuation and including adding an additional RWI group*	EEF evidence-based research shows that well targeted, time bound interventions with well trained staff can enable children to make better than expected progress	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing) £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue as a school to use the TIS approach to meet the emotional needs of children. Support high levels of engagement with learning and positive outcomes. Provide tailored nurture groups to support emotional wellbeing and develop social and interaction skills.	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health	3,4,5

Continue to provide our families with access to our Parent Support Advisor. She works with the school its pupils and families to resolve issues of poor attendance. She works to overcome barriers to learning to help parents support their children's learning.	EEF - You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid19. EEF are publishing guidance in February to answer the main question School continues to see high levels of success in parents' confidence and willingness to work with the school. PSA is quick to identify and support families with poor attendance. Parents see the school and PSA as a support line for a range of issues including, parenting , financial, housing and mental health and wellbeing support.	3 4,5
To enhance pupils' cultural capital by providing a breadth of experiences School contributes to costs of clubs and trips paid for Children in receipt of PP.	EEF - evidences the positive impact on well-being on outdoor and enrichment activities.	3 4 5

Total budgeted cost: £ 44000

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 2020 to 2021 academic year.

EYFS 2024- 2025 Disadvantaged not achieving GLD

Group	Detail	Notes / Impact
Total PP children in EYFS	10	—
Did not achieve GLD	6	60% of PP cohort
Reasons for not achieving GLD	- 3 were SEND - 1 experienced significant family trauma - In all cases, the unmet ELG was writing	Shows key barriers: SEND needs, external factors, and specific weakness in writing
Current provision	All but 1 are in the Discovery Room this year	Targeted support
Current progress	3 of these children have now met their ELG in writing and are accessing Year 1 maths and literacy with the rest of Y1s	2 of these 3 are SEND
Remaining children	3 continue with significant needs (SEND/trauma)	Require ongoing targeted support

Phonics screening Year 1

Group	Detail	Notes / Impact
Total PP children in Y1	8	—
Passed phonics screening	3	37.5% of PP cohort
Did not pass phonics screening	5	62.5% of PP cohort
Reasons for not passing	- 4 children currently in process of EHCP applications	Highlights high level of SEND and social needs among this group; one child just below threshold
	- 1 child was on SEND alert but made strong progress in Discovery Room; scored 28 (pass mark 32)	
Current provision	Several children in Discovery Room, targeted interventions including 1:1 phonics support	Provision in place to address specific barriers
Current progress	One child narrowly missed pass mark, showing strong improvement; others making progress through interventions and EHCP applications underway	Indicates positive trajectory despite significant barriers

Phonics Screening Check By end of Year 2
98% of all children

92% (13/14) children in receipt of pupil premium passed their PSC by end of Year 2

External evaluation of phonics provision by RWI team indicated strong practice at whole school level including existing intervention. Group progress was tracked accurately, and progress was good. Intervention for those requiring it had been effective4
In the school's section 5 Ofsted report in September 22 the schools success in delivering phonics effectively was acknowledged and reading was highlighted as a strength of the school.

The PSA provided a vital lifeline to many of our vulnerable families including those specifically made vulnerable by current cost of living crisis including sourcing food vouchers, organising food deliveries and simply being someone for them to talk to when they needed it.

The PSA continues to provide an invaluable link between parents and school the outcome of which is improvements in supports children's academic development, wellbeing and attendance however attendance of all children still remains an issue

In the School's 5 Ofsted inspection in September 2022 children's Personal, Social and Emotional Development and Behaviour and Attitudes was rated Good. There have been no fixed term or permanent exclusions.
Behaviour continues to be good and children with SEMH needs all classroom learning with only light touch TIS interventions.

An effective behaviour policy using a TIS approach combined with high expectations and scaffolded support for tchildren that need it is embedded across all classrooms and teachers and teaching assistants are meeting the needs of children who have difficulties with social, emotional and mental health, in class. The school no longer needs to employ a full time TIS lead

Our PSA work on attendance in conjunction with the local EWO is rigorous. Our whole school attendance is just above national average and whereas in the past our pupils in receipt of Pupil Premium would have the highest rates of persistent absence now this is around 12% (3 children) and robust work continues to be done to support these families

We have been able to fund trips for all children in receipt of PP.
Due to a drop in 100% funding for trips and some clubs is this is no longer automatic but done on a case-by-case basis where the PSA works closely to with those families in need of financial support and where necessary free transport has been arranged to allow children to attend after school clubs

All children in receipt of PP are full funded to access breakfast club if they choose to attend

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
RWI PHONICS	Ruth Miskin

Service pupil premium funding (optional)

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

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

Further information (optional)

School has their own reading scheme for children who have finished RWI. The focus here is for children to read high quality engaging text in full and activities planned around recent DFE findings around reading which increased the percentage of children in receipt of children in receipt of pupil premium achieving GLD at end of Y2

A teacher with whole school responsibility for Personal Development across the school with a priority of evaluating and widening all children's experiences beyond the national curriculum

Whole school priority on developing language and vocabulary and therefor increasing all children's cultural capital