Pupil premium strategy statement 2026 - 2027

School overview

Detail	Data
School name	Bodsham CEP School
Pupils in school	68
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£9,300
Academic year or years covered by statement	2026 - 27
Publish date	September 2026
Review date	April 2027
Statement authorised by	Mrs M Stephen
Pupil premium lead	Mrs M Stephen
Governor lead	Prof. B Hill

Disadvantaged pupil progress scores for last academic year

Area of Learning	Attainment
Reading	71% on track or higher
Writing	57% on track or higher
Maths	71% on track or higher

Statement of Intent for disadvantaged pupils

At Bodsham Church of England Primary School, we aim for all pupils, regardless of background or challenges, to make strong progress and achieve high attainment across all subjects. Guided by our vision, “To provide a community that cherishes each child equally,” we ensure every child is welcomed, valued, and supported to reach their full potential. Our pupil premium strategy focuses on enabling disadvantaged pupils to achieve their best, while also benefiting all pupils through quality-first teaching targeted to areas of greatest need.

We are committed to:

- Challenging disadvantaged pupils with high-quality, appropriately pitched work.
- Acting early to provide interventions as soon as needs are identified.
- Adopting a whole-school approach, where all staff share responsibility for raising expectations and outcomes for disadvantaged pupils.

Our approach is responsive, evidence-based, and rooted in robust assessment, ensuring progress for disadvantaged pupils while sustaining and improving attainment for all.

Challenges

1	Assessments and observations suggest that disadvantaged pupils generally have greater difficulties with reading and writing than their peers.
2	Children from disadvantaged backgrounds have frequently suffered Adverse Children Experiences and require a safe, predictable environment, emotional support, and understanding adults who can help them develop resilience and reach their potential.
3	Pupils with SEND who are also on Free School Meals need targeted, personalised support that addresses both their learning difficulties and the additional challenges of disadvantage, ensuring they can access the curriculum, engage fully, and achieve their potential.
4	Poor attendance due to working families on low income and household instability can make arriving at school on time and consistently more difficult. Attendance for pupil premium children 2025-2026 91.78% overall 5.59% authorised 2.63% unauthorised – including late

Intended outcomes for disadvantaged pupils

Priority	Outcome
Challenge 1 Attainment	To ensure that disadvantaged children at risk or below in reading and writing make similar or better than expected progress than their peers by the end of term 6.
Challenge 2 Pastoral	To ensure that the individual pastoral needs of disadvantaged children are accommodated to ensure they can access the curriculum fully.
Challenge 3 SEND	To support SEND by providing in-class support and interventions to ensure progress is made.
Challenge 4 Attendance	To address barriers to attendance/lateness with families in order to improve attendance.
Barriers to learning these priorities address	1. Lower starting point than peers. 2. SEMH concerns and ACE 3. SEND 4. Poor Attendance and Home Circumstances

Teaching priorities (e.g. CPD, recruitment and retention)

Cost: £690 for Trauma Informed Schools Training

Activity	Evidence that supports this approach	Challenge (s) addressed

CPD for Adverse Childhood Experiences	ACE CPD ensures staff can identify needs early, respond appropriately, and create a safe, supportive environment, improving outcomes for vulnerable pupils. Using The Togetherness training, staff will know and understand ways to support children.	2,4

Targeted academic support for current academic year

Cost: £4154.50

Activity	Evidence that supports this approach	Challenge (s) addressed
Reading and spelling support through using Literacy Gold – online subscription	Literacy Gold supports disadvantaged pupils who struggle with reading fluency, comprehension, and spelling. The programme provides a structured, evidence-based approach that targets the underlying barriers to reading while offering measurable progress through regular assessment. Pupils gain confidence, accelerate their reading and spelling development, and close the attainment gap.	1, 3
Target-led learning for writing focusing on specific areas for individuals	Regular tracking and monitoring of writing for disadvantaged children, along with provision mapping interventions and pupil progress meetings to ensure target-led learning is effective.	1, 3
Speech and Language Support	Speech and language support to help pupils in both KS1 and KS2 overcome barriers in communication, vocabulary, and understanding that directly affects learning. This includes whole class modelling as well as 1:1 support. Evidence from the EEF Improving Literacy Guidance show that targeted support improves attainment, especially in early years and KS1. Strong oral language skills boost confidence, participation, and long-term academic outcomes.	1, 3

Wider strategies for current academic year

Cost: £4455.50

Activity	Evidence that supports this approach	Challenge (s) addressed

Access to Mental Health Lead TA for SEMH	Mental Health Awareness training for TAs provides targeted emotional support through interventions including Drawing and Talking, which helps children process feelings safely. They run Friendship Circles to build social skills, resilience, and peer relationships. Regular check-ins ensure pupils feel heard, reducing barriers to learning and improving wellbeing. Discussions with parents to ensure support strategies for home are provided.	2, 3, 4
Attendance Support – Free breakfast club offer	Breakfast club provides a nutritious start to the day, which improves concentration and readiness to learn. It helps families where parents are working, ensuring children arrive at school on time and consistently. This contributes to better attendance, punctuality, and overall engagement in learning. Structured Attendance support ensures high engagement.	2, 4
Attendance Support and well-being – Funded Music Tuition	Funded music tuition through Rocksteady helps remove financial barriers, enabling more children to access regular, engaging music sessions and giving them a positive reason to attend school. Taking part in music-making builds confidence, self-esteem and a sense of belonging, supporting children's emotional wellbeing and helping them feel connected to their peers. The opportunity to learn, perform and achieve together can also improve motivation, resilience and engagement with school life.	2, 4

Review: last year's aims and outcomes

We have analysed the performance of our disadvantaged pupils during the previous academic year using internal summative and formative assessments. In reading, writing, and maths, disadvantaged pupils made above expected progress from their starting points, and the attainment gap is closing. However, many pupils are still working towards the expected standard in reading and writing, with writing identified as a particular focus in our School Development Plan. Our evaluation of last year's approaches showed that strategies to improve writing were less effective, so we have reviewed our plan and adjusted how we will allocate the budget for the 2026 to 2027 academic year to include Literacy Gold and in-class intensive support through target-led teaching.