

Pupil premium strategy statement – Bibury C of E Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	22
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-27
Date this statement was published	30 th November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Chair of Governors (Anthony Godwin)
Pupil premium lead	Sally Spring
Governor / Trustee lead	Fiona Fyfe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13,585

Part A: Pupil premium strategy plan

Statement of intent

At Bibury C of E Primary School we ensure that teaching and learning meet the needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.

Pupil premium spending focuses supporting children to achieve their potential, aiming for all children to achieve at least age related expectations.

The use of the pupil premium funding aims to secure effective engagement from all pupils. This may require support in the basic physical needs, educational and emotional support and extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils may not be achieving at an age related level and have conceptual gaps or misconceptions.
2	In some cases, learning skills may need developing, eg metacognition, organisation and resilience.
3	In some cases, access to resources, such as books, libraries and life experiences
4	In some cases, a lack of outside support including reading, homework and spelling etc
5	For some children, historic attendance issues have led to gaps in children's learning. PP attendance for some children is below non PP children

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Strengthen the quality of Teaching and Learning across the school	<ul style="list-style-type: none">• Majority of PP pupils without additional SEND needs reaching ARE• Provide targeted support for PP children with additional SEND needs to make good progress (Currently 50% of chn at ARE)• Support staff will support learning effectively.• Maintain PP results to match those of non PP children

	<ul style="list-style-type: none"> Additional intervention sessions will take place, based on gaps/need.
1:1 Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations or not making expected progress.	<ul style="list-style-type: none"> More children reach AREs for reading, writing and Maths. Pupils read regularly outside of normal class reading. Pupils will be given support and opportunity to complete homework tasks in school where necessary.
1:1 support for disadvantaged pupils: Creating teaching and learning opportunities that foster improved learning behaviour	Train new staff (ACE's Emotion Coaching Targeted counselling (Cotswold Counselling, Play Therapy)
1:1 and group sessions to support children who are not heard read at home or do not have the opportunity to do their homework.	<ul style="list-style-type: none"> Targeted PP children are prioritised as regular readers Homework opportunities are built into school week for those that need it
Pupils will be proactive, organised and enthusiastic learners.	<ul style="list-style-type: none"> Nurture provision provided as required, both in class and through adult support Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day
Attendance: attendance issues means some children have gaps in their learning. Attendance is still monitored closely.	<ul style="list-style-type: none"> Attendance for all PP children 87% Phone call made on first day by admin. Teachers follow up all subsequent absences with a phone call Improve attendance to national percentage Work with LA inclusion lead, Early Help, DGAT attendance training HERO Initiative

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Responsive teaching and adaption to need, formative assessment Training	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	2
Catch up intervention for Essential Letters and Sounds	<p>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. 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.</p>	1, 4
<i>Accelerated reader</i>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p>	1, 3, 4
<i>Additional teacher to make 3 classes</i>	<p>Reducing class size has a small positive impact of +2 month, on average. The majority of studies examine reductions of 10 pupils.</p> <p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality</p>	1, 2, 4, 5

	and quantity of feedback the pupils receive	

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

Budgeted cost: £ 4,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA Support</i>	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1, 2, 4, 5
<i>Counselling</i>	The average impact of successful Social and Emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.(EEF)	2
<i>Intervention sessions</i>	One to one or small group targeted interventions shows a positive benefit of between four and six additional months on average	1, 2, 4, 5

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

Budgeted cost: £ 7352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Trips	Mahoney, Cairns & Farmer (2003)'s 8-year longitudinal study in the USA context found that extra-curricular activities had a significant positive effect on educational outcomes (including achievement and attendance) and a reciprocal positive	3

	association with educational aspirations across adolescence.	
<i>Targeted Reading Support</i>	"The research report, Book ownership and reading outcomes , found that children who own a book are 15 times more likely to read above the level expected for their age and are four times less likely to read below the expected level." (National Literacy Trust)	1, 3, 4
<i>Clubs</i>	Understanding Society report, "...there is evidence that extra-curricular activities play a prominent role in narrowing the inequality gap between advantaged and disadvantaged young people." (An Unequal Playing Field Report, Understanding Society 2016)	3
<i>Attendance</i>	<p>Targeted support from Move More in order to support improved attendance Work with LA inclusion lead, Early Help, DGAT attendance training HERO Initiative Well being school based activities</p> <p>The average impact of successful Social and Emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</p>	5

Total budgeted cost: £ 13,585

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

	Pupil Premium chn	Non Pupil Premium chn
Y1 Phonics Screen (2025)	0 %	100%
EYFS % achieving GLD	N/A	25%
KS2 achieving EXS or higher in Maths	N/A	50%
KS2 achieving EXS or higher in Reading	N/A	50%
KS2 achieving EXS or higher in Writing	N/A	25%

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The whole school data demonstrated that all disadvantaged children without additional SEND needs are achieving ARE (100%)

Of all our disadvantaged children, 50% are achieving ARE or higher

80% of our PP children have SEND needs, some of whom have EHCP's.

Disadvantaged children with SEND are all making progress from their starting points (30% are achieving ARE or higher)

High mobility - 60% of our disadvantaged children with SEND came to us from other schools with large gaps in their learning which we are working to fill.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that behaviour and well-being has been well supported through our counselling programme, signposting of support for parents through Early Help and staff training around ACE's and emotional regulation has resulted in children being better regulated in class and attendance levels improving for disadvantaged children whose previous attendance levels were poor.

Based on all the information above, the performance of our disadvantaged pupils did meet expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that having the capacity to reduce class sizes with an additional third teacher and teachers adapting learning to needs has been particularly effective for our children in supporting them to make good progress.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

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**

The impact of that spending on service pupil premium eligible pupils

Reduction in class size with an additional third teacher allowing for greater teacher time with this child

Targeted support for spelling strategies

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.