

# Pupil premium strategy statement – Bingham Primary School

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	137
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	C.I.T Community Inclusive Trust
Pupil premium lead	Sara Pask Headteacher
Governor / Trustee lead	Thomas Gidman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Approx £40,905
Recovery premium funding allocation this academic year	£0
<b>Total budget for this academic year</b> <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>	£40,905

## Part A: Pupil premium strategy plan

### Statement of intent

At Bingham Primary School, it is our intention that all our pupils irrespective of their background or any challenges they may face will make good progress and achieve their full potential across every subject. We will endeavour to ensure that our provision enables the children to secure their learning with opportunities to meet all pupils needs.

We will support our children and endeavour to narrow the gap of attainment for pupils who are not on track to achieve age-related expectations but also to support disadvantaged pupils who are already high attainers.

As a school we are passionate about providing an ambitious curriculum that is enriched by quality first hand educational experiences, led by staff who are confident to teach their subjects. We provide targeted interventions with a focus on areas in which disadvantage pupils require the most. This has been proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the most disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about impact of disadvantage. the approaches we have adopted complement each other to help pupils excel. To ensure that they are effective we will:

- Provide an ambitious curriculum that ensures disadvantaged pupils are challenged in their learning.
- Ensure that assessment is accurate and allow us to intervene at an early point as soon as need is identified.
- Adopt a whole school approach for taking responsibility for disadvantaged pupils' outcomes with high expectations for achievements.
- Ensure that the gap between PP and non PP attendance closes.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident EYFS through to key stage one. In general this is more prevalent among our disadvantage pupils rather than their peers. Our baseline in EYFS showed that a large proportion of our disadvantaged pupils were not on track for their communication and language.
2	Data shows that our disadvantage pupils generally have greater difficulty with phonics than their peers. This negatively impacts on their development as readers. Last year 72% of Y1 passed their phonic screening check, compared with 80% nationally.
3	Assessments, observations, and discussions with pupils suggest our disadvantage pupils have lower levels of numeracy than the non-disadvantage pupils.
4	Our attendance data since opening indicates that attendance among disadvantaged pupils is usually lower than that for non-disadvantaged pupils. Consistent absenteeism negatively impacts disadvantage pupils progress
5	Through observations and discussions with pupils and families we have identified issues for many pupils which have had a detrimental effect on their social and emotional well-being, self-esteem, and confidence. These challenges are particularly impactful on disadvantaged pupils and their attainment.

## 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
Improve oral language skills and vocabulary among our disadvantaged pupils.	Significantly improved oral language among disadvantaged pupils evident through engagement in lessons, book scrutiny and formative assessment of base receptive and expressive language.
Improve phonics attainment among disadvantaged pupils.	Achieving the national average progress schools in reading at KS2 (80%) Year 1 phonics screening to achieve 80% pass rate.
Improve mass attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more disadvantaged met the expected standard.

Achieve and sustain improved attendance for disadvantaged pupils.	Attendance to be in line with national average figures.
Achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Demonstrated by qualitative data from student voice and both student and parent surveys.

## 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: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of further standardised diagnostic assessments for pupils in Key Stage 1 and 2 – Renaissance STAR reading/maths</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress  </a></p> <p><a href="#">Education Endowment Foundation   EEF</a></p> <p>EEF resources, including the Teaching and Learning Toolkit, the growing number of independent evaluations of projects and Guidance Reports, put a heavy emphasis on the value of identifying pupils in need of additional support. This requires good diagnostic assessment, and the effective monitoring of pupil progress.</p> <p>Measuring Up and helping Teachers Assess better: <a href="#">EEF Blog: Measuring up - helping teachers to assess better   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2, 3

Purchase of Accelerated Reader scheme, including equipment to ensure that this can be deployed effectively e.g. tablets.	Children from Years 2- 6 have books which are matched to their reading ability and their reading habits and comprehension can be monitored effectively to support with intervention. More books needed as the school population has grown. Good reading habits and a love of reading can also be effectively developed effectively. <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Purchase of high quality texts to support reading spines from EYFS-Y6 and classroom texts for diversity.	Books with rich vocabulary and chosen authors help to create a love for reading. <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Purchase Little Wandle phonics books	Books for pupils to blend and rehearse the skills of fluency.	1
Renewal of (Numbots/Times Table Rockstars) for whole school	The EEF guidance is based on a range of the best available evidence: <a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	3
Monitor attendance . Purchase of Bromcom MIS and associated training to monitor and track absence.	CPD to have a better understanding of Nottinghamshire attendance and absence procedures and strategies to improve engagement and attendance.  The <a href="#">DfE guidance</a> “Improving School Attendance” has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Continued training for SEL approaches will be embedded into routine educational practices and supported by funding an Emotional Learning Support Assistant (ELSA) and Intervention support SMT.</p>	<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):</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	5
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions delivered by TA and phonics subject lead teacher targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	2
Academic gaps in learning will be supported by the Intervention Lead TA in the afternoons.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3

Precision Teaching intervention	Effectiveness of Precision Teaching on word reading skills: <a href="#">UCL Doctorate in Educational Psychology and Child Psychology (DECPsy)</a> Improving Literacy in Key Stage 2:	2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidise school trips and wider experiences for children to ensure that these are affordable for parents and are therefore able to take place regularly as part of curriculum enrichment.</p> <p>Subsidise instrumental tuition for pupils within school.</p> <p>Subsidise school uniform for pupils within school.</p>	<p>Research and evidence demonstrate that disadvantaged pupils lack many of the opportunities available to those who are not disadvantaged. This can be due to both financial and environmental factors. The school looks to 'level the playing field' within this respect and provide all pupils with a wide range of experiences that they can draw upon in learning and develop a deeper understanding of the world around them.</p> <p><a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4,5
<p>Provide a greater range of after school/ extra-curricular activities/ clubs for children in KS1/ KS2.</p>	<p>Percentage of cost of staffing funded through PP and up-take of clubs by disadvantaged pupils will be monitored to provide evidence and impact. Research shows that disadvantaged pupils have limited opportunities in comparison to their peers and will therefore be given priority access to some clubs where spaces are limited.</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4,5

Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Whole trust training on Inclusion.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance</a> - GOV.UK ( <a href="https://www.gov.uk">www.gov.uk</a> ) advice. This will involve training and release time for staff to develop and implement new procedures. This will involve liaising with NCC to support PP persistence absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Funding of Educational Psychologist and Cognitive Behavioural Therapy	Cognitive Behavioural Therapy for Anxiety Disorders in Children: <a href="https://www.cochrane.org/2015/01/20/cognitive-behavioural-therapy-for-anxiety-disorders-in-children-and-adolescents">Cognitive behavioural therapy for anxiety disorders in children and adolescents - James, AC - 2015   Cochrane Library</a> Trauma focused Cognitive Behavioural Therapy: <a href="https://pubmed.ncbi.nlm.nih.gov/25888888/">Trauma-Focused Cognitive Behavioural Therapy for Children and Parents - PubMed (nih.gov)</a>	5

**Total budgeted cost: £40,905**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2023 to 2024 academic year and explain how their performance has been assessed.*

The school has continued to strengthen the curriculum. Through monitoring across different subjects, the gap between PP and Non-PP is closing. However, for some year groups, there is still work to be done to ensure academic potential is fully maximised and the retention and retrieval of knowledge is enhanced. Although language acquisition and levels of oracy remain below that expected on entry to early years, the development of vocabulary rich learning environments had a positive impact on closing the attainment gap. The gap between those children who are PP it is still a high priority for the school. The Little Wandle Phonics Scheme has been embedded across EYFS and Key Stage One and this has developed the children's ability to decode words at a faster pace and improve fluency. There continues to be a number of pupils presenting with increased emotional needs that are impacting upon their readiness to learn across school. ELSA sessions continued to provide PP children with the support they require on managing emotional difficulties and talking about their emotions. Regular ELSA sessions were implemented by a trained member of staff to provided support to children and develop their readiness to learn. Attendance figures from the last academic year show that some pupils in receipt of pupil premium funding did not attend school regularly enough, however this figure improved at some points over the year. Finally, continued support towards educational visits took place during the last academic year and subsidising of trips was more prevalent. Targeted support with our PP continued to show a positive increase in academic achievement in Reading, Writing, Maths at the end of KS2. There was a combined that was above the NA.

### Externally provided programmes

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

Programme	Provider
School Led Programme	Internal Trainers

Star Assessment	Renaissance
Accelerated Reader	Renaissance
Times Tables Rockstars	Maths Circle Ltd.
Little Wandle	Letters and Sounds
Counselling	CASY Counselling and Futures in Mind