

Pupil premium strategy statement – Bournville Village Primary School

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	652
Proportion (%) of pupil premium eligible pupils	17.1%
	2024 - 27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2026
Statement authorised by	Amy Cooper
Pupil premium lead	Amy Cooper
Governor / Trustee lead	Anne Cull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,504
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£185,504

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas but particularly in Reading, Writing and Maths. In order to be successful in the next phase of their education, we aim for all our children (but especially our disadvantaged children) to achieve a combined ‘working at’ or greater standard by the time they complete KS2. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our tiered approach begins with ensuring our teaching is as effective as possible. By investing in and focusing on the practice of all teachers in classrooms, we can aim for all children to have effective and highly effective teachers in front of them. Pedagogical strategies that focus on giving our disadvantaged children the most support first, are included in the wider strategies contained in this statement.

In order to ensure our children achieve good outcomes in across the curriculum, but especially in Reading, Writing and Maths, we identify and work with children as soon as they fall out of the ‘combined expected outcomes’ window. This way we are focusing on the outcomes of individual children, not the performance of all children across a subject area. If we see that children are not making expected progress, we use evidence-based interventions to allow children to quickly catch up. This targeted support forms the second tier of our strategy.

We know that nationally and within our own school community, children are requiring a greater level of enhanced and specific support particularly around their social, emotional and mental health needs. As a school we already provide a good level of pastoral support but this needs to increase if we are to meet the needs of this cohort of children and their families (which include a significant and growing number of children entitled to pupil premium). We know the impact of COVID pandemic and the lock-downs had particular impact on the children within our school for the duration of this strategy.

We know that a significant group of our disadvantaged children present with a range of behavioural challenges which have previously led to them receiving a high number of suspensions. We have a small group of children (less than 2%) who have very high needs and require a high number of adults to support them. In order to keep these children safe and in school, whilst also ensuring the safety and wellbeing of all pupils and staff, we need to give all round and full-time additional support. Pastoral support that responds to needs arising from children’s challenges in their earliest years before they started school, as well as developing needs during their time at BVP, are included in the third tier of our strategy.

The activities we have outlined in this statement are intended to support all children’s needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	Our number of days lost to suspensions has risen over the last year and the majority of children who are excluded are entitled to Pupil Premium. We know that suspensions have a negative impact on children, and we need to work on how we use early identification and more robust engagement with families to reduce the chance of suspension. We have a growing number of children with SEMH needs and these can also be a factor in whether a child is at risk of suspension or exclusion. We need to develop our support and provision for these children, so that needs are met early, preventing an escalation of behaviours that may lead to suspension or exclusion.
2	Academic Achievement- by the end of KS2 our disadvantaged pupils in Summer 2024 made less progress and did not achieve as well as disadvantaged children nationally, nor as well as all pupils in our school. This applies to Reading, Writing and Maths. Our disadvantaged pupils did not achieve as well in Phonics (Year 1) as all pupils in our school or in the Multiplication Times Tables Check in Y4. Some children are doubly disadvantaged in that they have SEND as well as an entitlement to pupil premium. We want all of our children to achieve and make progress as well as all other children, regardless of background or need.
3	Attendance – We know from the analysis of our attendance data that children entitled to pupil premium have higher rates of persistent absence and lateness. We want all of our children to be in school regularly and on time so that they every opportunity to achieve and make progress.
4	Some parents of children entitled to PP are harder to reach which means that they are less involved in school life and less up to date with their children's curricular activity, including progress, strategies for support, support from other families or other internal and external networks and agencies, (e.g., parent networks, workshops in school, parents’ evenings, etc.)

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
For our disadvantaged children to achieve broadly in line with national data (for individual subjects as well as combined outcomes) and also in line with our school cohort; for our disadvantaged children to make progress in line with all children against internal school measures.	Our disadvantaged children's outcome data for attainment for Year 1 Phonics, Year 4 MTC and Year 6 end of KS assessments is broadly in line all children's outcomes. Our disadvantaged children's combined outcomes (Reading, Writing and Maths) are in line with the combined outcomes of all children. Our disadvantaged children's outcome data for progress for Years 2,3 and 5 in Reading, Writing and Maths is broadly in line all children's outcomes.
To provide more effective and targeted support to our disadvantaged children which reduces the risk of suspension or exclusion – meaning our disadvantaged children are not more likely to be excluded in comparison to our non-disadvantaged children.	The rate of exclusion for our disadvantaged children is no more than the rate for all children. Boxall profile measurements indicate improvements for those children receiving targeted support.
For the attendance/persistent absence, and punctuality rates of our disadvantaged children to be in line or above with all children.	Attendance/persistent absence and punctuality for our disadvantaged children improves and is in line or above all children nationally.
For our parents of children entitled to Pupil Premium to be more involved with school life.	Parents of disadvantaged children are more engaged with school life and are accessing more workshops, networks and other parent events.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
MITA Design and implement a programme of CPD, focused on the practice of Teaching Assistants to ensure the needs of all pupils are met, especially those who are disadvantaged. A key element of the CPD will be to understand and apply the scaffolding approach.	Research from the EEF tell us that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Designing CPD EEF The EEF tells us that leaders should ensure TAs are prepared to engage in scaffolding practices that support pupils' learning and ability to learn independently. Supporting pupil independence should be a key consideration of TA deployment. Deployment of Teaching Assistants EEF	2
WalkThrus Introduce a set of new WalkThrus that are specifically chosen to strengthen outcomes for our pupil premium children. Through focussed training, coaching and consistent implementation, we will ensure these strategies have a direct impact on classroom practice and enable our PP children to make stronger progress.	Research from the EEF highlights that explicit instruction, guided practice and structured classroom routines help close the gaps and improve retention. Using targeted WalkThrus ensures teachers apply these consistently. Maximising Learning - EEF	2

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching Continue to train current and new staff in the pedagogical approach and delivery of Precision Teaching as an intervention. SLT to monitor the progress PP children are making in their interventions and ensure it is at least 'expected' in terms of the expectations of the impact of the additional support.	<p>Precision Teaching Intervention is a focused, data-driven, and deeply child-centric approach that allows you to 'pinpoint' specific skills that each child needs to master. It consists of short, highly-focused sessions to memorise key learning facts several times a day. https://www.edpsyched.co.uk/blog/precision-teaching-first-steps-guide-and-faq</p> <p>The EEF tells us that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general classroom deployment. Targeted Interventions EEF</p>	2

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

Budgeted cost: £70,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extend/ embed Nurture Provision for children at risk of suspension Identify children at risk of suspension and deploy the Pastoral team, teachers and associated agencies to analyse specific issues/ unsolved problems. Work with children and families to create detailed plans that systematically address the specific issues identified.	<p>https://livesinthebalance.org</p> <p>Brown-Chidsey, Rachel. <i>Assessment for Intervention :A problem–Solving Approach</i>. New York: Gilford press, 2005</p> <p>Danforth, Scot, and terry Jo Smith. <i>Engaging Troubling Students: A Constructivist Approach</i>. Thousand Oaks, Cal.: Corwin press, 2005</p> <p>Kohn, Alfie. <i>Beyond Discipline: From Compliance to Community</i>. Alexandria, Va,: Association for Supervision and Curriculum Development, 1996</p> <p>Lawrence-Lightfoot, Sarah. <i>The Essential Conversation: What Parents and Teachers can Learn from Each Other</i>. New York: Random House, 2003</p> <p>Stutzman Amstutz, Lorraine, and Judy Mellett. <i>Restorative Discipline for Schools: Teaching Responsibility; Creating Caring Climates</i>. Intercourse, Pa.: Good Books, 2005</p> <p>Evidence of the effectiveness of the Nurture Group approach can be found through the Nurture Networks: https://www.nurtureuk.org/</p> <p>Improvements will be shown in individual Boxall Profile assessment/scores and reduction in the number of children who are suspended and repeated suspensions.</p>	1
Case Studies To carry out case-study shadowing selected disadvantaged pupils to gain a deeper understanding of their day-to-day experience in school. By observing lessons, transitions and social times, we will identify the barriers these pupils face, the strategies that support them most effectively, and the opportunities to further strengthen their learning and wellbeing.	<p>The November 2025 Ofsted Inspection Toolkit tells us that collecting first-hand evidence of how the school typically operates, through observations helps leaders to understand the impact of systems and processes.</p>	
We are introducing a wider range and frequency of Parent Voice groups and engagement opportunities, across a variety of school-based activities and subject matter. We are doing this to focus on engagement and interaction of all parents and families but want to	<p>Evidence presented through Parent Kind suggests that; the effect of parental engagement over a student's school career is equivalent to adding two or three years to that student's education. These positive effects include:</p> <ul style="list-style-type: none"> • Better behaviour • More confidence and greater self-esteem • Higher attendance rates • A lower risk of exclusion 	4

increase engagement of families of children who are disadvantaged.	<ul style="list-style-type: none"> • More enthusiasm about learning • Better results 	
We are focusing on improving the attendance of our pupil premium children through our Attendance Ambassador and targeted support and activities within school.	<p>Evidence sourced through the EEF shows that the below strategies have had successes in improving attendance:</p> <ul style="list-style-type: none"> • Responsive interventions Interventions that address the specific needs of pupils and barriers to attendance can be effective. For example, one program used a team to monitor attendance, parental communication, and motivation systems. • School-pupil relationships Effective relationships that prioritize caring and friendliness can help schools understand individual motivators and barriers to attendance. 	3

Total budgeted cost: £185,504

Part B: Review of the previous academic year (24-25)

Pupil premium strategy outcomes

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

MITA	
	Evaluation 24-25
<i>We will engage in the EEF MITA programme to develop and increase the effectiveness and impact of our Teaching Assistants in the classroom.</i>	This year we have continued our programme of MITA training for our teachers and teaching assistants. This has included how to maximise weekly liaison time: to ensure that all TAs understand the teaching that will take place and the additional support that may be required for our children entitled to PP. MITA CPD has also developed staff knowledge and understanding of the scaffolding framework: ensuring that our children are given the least amount of support first, thus promoting and building independence for all our children. The impact of this approach has been evident in lesson visits where we can see that our PP children are being checked on more regularly, they are being supported by adults whilst still maintaining a good level of independence and in some cases, pupil engagement has increased. Our challenge for 25-26 is to increase the engagement and participation of all our PP children as we know that not all of this cohort of pupils are as engaged as they need to be.
WalkThrus	
	Evaluation 24-25
<i>We will engage in WalkThru training to develop a consistent core of teaching strategies in line with our Teaching and Learning Policy. This will improve and develop the impact of teaching on learning in the classroom, leading to improved outcomes for children.</i>	<p>This year, we have continued to embed our Core 10 WalkThrus to ensure a consistent and evidence-informed approach to teaching across the school. These core strategies form the foundation of our practice and support teachers in delivering high-quality teaching for all pupils.</p> <p>Alongside this, we have delivered additional, targeted training sessions on specific WalkThrus that align with areas of teaching and learning we identified as priorities for further improvement. These sessions have been designed to strengthen the precision and impact of classroom practice, with a clear focus on improving outcomes for all children.</p> <p>By consolidating our Core 10 while also developing staff expertise in selected high-leverage strategies, we have enhanced the consistency, quality and effectiveness of teaching across the school.</p>
Precision Teaching	
	Evaluation 24-25
<i>We will deliver Precision Teaching training to all class-based staff from Pupil and School Support.</i>	All teachers and teaching assistants have received full Precision Teaching Training and a follow-up session. Progress within the sessions is 'as expected' for maths and spelling, however the progress for reading precision

	<p>teaching is below expected. Some of this is due to ambiguous starting points/ baselines and end points. Feedback has been given to staff to ensure all staff use Salford Reading Assessments as a baseline before interventions take place, and again at the end of the 12-week block. More training will be delivered in 25-26 to ensure that staff are consistently delivering this method of intervention. We need to ensure that all children who are receiving precision teaching intervention are making expected progress (for the intervention) which is over and above the progress expected if a child was not receiving the intervention.</p>
Pastoral Support	
	Evaluation 24-25
<p><i>To introduce a more enhanced programme of support through our Pastoral Team for our disadvantaged children – including nurture sessions, group activities and revised curriculum offer.</i></p>	<p>This year, we have introduced an enhanced programme of pastoral support to better meet the needs of our disadvantaged children. Through our Pastoral Team, we have developed a more structured offer that includes nurture sessions, small-group activities and a revised curriculum designed to build pupils' confidence, resilience and readiness to learn.</p> <p>A key element of this provision has been the expansion of our nurture groups. These sessions have had a significant impact on the children who attend, providing a calm, predictable environment where they can develop emotional regulation, social skills and positive relationships with trusted adults. As a result, many pupils have shown improved engagement in class, greater confidence in interacting with others and a noticeable reduction in behaviour-related barriers to learning. We have also seen an improvement in children's Boxall Profile Assessments.</p> <p>By strengthening this nurture-based approach and aligning it with wider pastoral and curricular support, we have created a more responsive, holistic offer that enables our disadvantaged pupils to feel secure, valued and ready to achieve.</p>
Parent Voice	
	Evaluation 24-25
<p><i>We are introducing a wider range and frequency of Parent Voice groups and engagement opportunities, across a variety of school-based activities and subject matter. We are doing this to focus on engagement and interaction of all parents and families but want to increase engagement of families of children who are disadvantaged.</i></p>	<p>We have given open invitations to all parents to attend the half-termly meetings. These have been generally well attended; however, it tends to be the same parents who attend and generally these parents do not have children entitled to Pupil Premium. A challenge for us in 25-26 is to ensure that the families of our most vulnerable children are as engaged in school life, as possible. We need to open up the right kind of opportunities for these families, so they are more likely to attend, without targeting them in such a way that is off-putting or overt.</p>
Attendance	
	Evaluation 24-25

<p><i>We are focusing on improving the attendance of our pupil premium children through our Attendance Ambassador and targeted support and activities within school.</i></p>	<p>This year we have continued to prioritise improving the attendance of our pupil premium children through the work of our Attendance Ambassador and a programme of targeted support and activities within school.</p> <p>In line with this evidence, we have implemented responsive interventions that address the specific needs and barriers faced by individual pupils. This has included closer monitoring of patterns of absence, timely communication with parents and carers, and tailored support designed to motivate pupils and remove obstacles to regular attendance.</p> <p>Alongside this, we have strengthened school–pupil relationships, ensuring that interactions are built on care, consistency and genuine connection. Through the Attendance Ambassador role, pupils experience positive encouragement, personalised check-ins and a clear sense that their presence in school matters. This relationship-focused approach has helped us better understand pupils’ motivators, build trust with families, and provide early support when attendance begins to dip.</p> <p>This has had a positive impact on the attendance of our disadvantaged pupils with their attendance recording as 94.85%.</p>
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	BVP all	BVP PP	National	BVP to National	BVP PP to national
GLD (EYFS)	76.1%	25%	68.3%	+7.8%	-40.3%
GLD (Good Level of Development): <ul style="list-style-type: none"> BVP overall: 76.1% (↑7.8% above national 68.3%) PP: 25% (↓40.3% below national) Headlines: <ul style="list-style-type: none"> <i>Strong overall EYFS performance, but significant gap for disadvantaged pupils.</i> <i>Priority: Early intervention strategies for PP to close the 40% gap.</i> 					
	BVP all	BVP PP	National	BVP to National	BVP PP to national
Phonics	88.8%	75%	79.8%	+9%	-4.8%
BVP overall: 88.8% (↑9% above national 79.8%) PP: 75% (↓4.8% below national) Headlines: <ul style="list-style-type: none"> <i>Phonics outcomes exceed national average; PP slightly underperforms.</i> <i>Focus: Targeted support for PP learners to match whole-school success.</i> 					
	BVP all	BVP PP	National	BVP to National	BVP PP to national
Y4 MTC (achieved full marks)	40.6%	10.7%	37%	+3.6%	-26.3%
Full marks: BVP overall 40.6% (↑3.6% above national 37%) PP: 10.7% (↓26.3% below national) Headlines: <ul style="list-style-type: none"> <i>Above national for all pupils; large PP attainment gap persists.</i> <i>Action: Embed multiplication fluency interventions earlier for PP cohort.</i> 					
	BVP all	BVP PP	National	BVP to National	BVP PP to national
KS2 Maths	87.5%	66.7%	74.1%	+13.4%	-7.4%
KS2 Reading	89.6%	80%	75.1%	+14.5%	+4.9%
KS2 Writing	85.3%	60%	72%	+13.3%	-12%

KS2 RWM	80%	46.7%	62.2%	+17.8%	-15.5%
KS2 GPS	85.4%	66.7%	73%	-6.3%	-6.3%
<p> Maths: 87.5% (↑13.4% above national); PP 66.7% (↓7.4%) Reading: 89.6% (↑14.5% above national); PP 80% (↑4.9%) Writing: 85.3% (↑13.3% above national); PP 60% (↓12%) RWM Combined: 80% (↑17.8% above national); PP 46.7% (↓15.5%) GPS: 85.4% (↑12.4% above national); PP 66.7% (↓6.3%) Headlines: <ul style="list-style-type: none"> • <i>KS2 attainment significantly above national in all subjects.</i> • <i>PP gap most pronounced in Writing and RWM combined—requires targeted literacy support.</i> </p>					