

Badgemore Pupil Premium Strategy

2025 – 26



Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Badgemore Primary School
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024-25 to 2026 -2027
Date this statement was published	November 2025
Date on which it will be next reviewed	May 2026
Statement authorised by	Tim Hoskins Headteacher
Pupil premium lead	Tim Hoskins Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45600
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	£45600

Part A: Pupil premium strategy plan

Statement of intent

Children at Badgemore Primary School (disadvantaged and not) will be in receipt of high-quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn.

Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

We will consider the challenges faced by vulnerable pupils, such as those known to Children's Services worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We fully recognise that when we get it right for the most disadvantaged and vulnerable, we get it right for everyone.

We acknowledge the positive correlation between our Pupil Premium children and those children with SEND needs. At Badgemore, 62% of children who are pupil premium (up from 50% in September 2024) are also SEND (63% of the remaining pupils are on the monitoring register). Teachers work very closely with SENCo to ensure a holistic approach to meeting their needs.

We want to enhance oral language skills, support and address children with SEMH concerns through nurture sessions, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high quality adult support through targeted intervention (therapy) programmes.

We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. We will provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at Badgemore. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We want all our pupils, and especially our disadvantaged children to thrive, achieve, and have a strong sense of belonging at Badgemore Primary School.

Commented [KW1]: Are these the objectives for PP children or all children at Badgemore?

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 evident from Reception through to KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2.1% lower than for non-disadvantaged pupils (This has increased in 2025-26 to 3.36%)</p> <p>In 2024-25, 38% (34% in 2025-26) of those pupils who have been 'persistently absent' are disadvantaged pupils compared to 62% of their non-disadvantaged peers during that period.</p> <p>Previously, our assessments and observations indicate that absenteeism negatively impact disadvantaged pupils' progress.</p>
4	<p>Our assessments (including parent and pupil surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils (including low self-esteem), and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have remained high. 18 pupils (50% of whom are disadvantaged) currently require additional support with social and emotional needs, with 100% of disadvantaged pupils receiving small group interventions.</p>
5	Our observations and discussions with carers of disadvantaged pupils indicate that carers, in general, struggle to support their children educational needs at home. This can include appropriate IT resources or up-to-date knowledge of educational practices.

6	National studies show that the disadvantage (attainment) gap index has increased from to 3.14 in 2025. This has continued to increase since 2021. between 2011-2018, the disadvantage gap index had begun the reduce
7	<p>The research from ParentKind reveals that 2.8 million children in the UK live in households where their parents are struggling to afford the cost of sending them to school with half of all parents citing uniforms (50%) and school trips (44%) as the biggest financial challenges.</p> <p>The figures are much worse for parents with children entitled to free school meals, with almost two thirds (61%) concerned about the cost of uniforms and over half (52%) worrying about paying for school trips.</p>

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	Current Outcome
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	<p>Observations of Maths Mastery Lessons highlight an improvement in technical language and contributions. September '25</p> <p>85% have been received organised support with language development. Of these 93% have made expected progress.</p> <p>Staff in EYFS have been trained on the ShREC oracy package which promotes high quality interactions. Initiatives from the package have been incorporated into EYFS teaching and to targeted individuals throughout the school.</p>
2. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils (non-SEND) met the expected standard.	<p>100% of PP children in Year 6 gained expected in SATs in 2025.</p> <p>100% of Year 1 PP pupils passed the 2025 Phonics Assessment compared to 40% in 2024</p> <p>New Accelerated Reader Scheme introduced to develop a 'love of reading'. 100% of PP parents attended the AR workshop or viewed it online following personal invitations.</p>

<p>3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers. 	<p>November 2025</p> <p>PP Attendance – 91.20% (down from 93.11%)</p> <p>Non-PP Attendance – 94.56%</p> <p>The gap between PP and non-PP has increased to 3.36% (down from 1.7%)</p> <p>This is at a concerning level with both the overall attendance and gap between advantaged and disadvantaged being unsatisfactory.</p>
<p>4. To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupils voice and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	<p>2024-25</p> <p>100% have received free access to school trips</p> <p>23% have received free access to sporting and creative clubs in</p> <p>23% have accessed free Breakfast and After School Club.</p> <p>66% accessed homework (open for years 2-6) which enabled pupils to complete online homework at school</p> <p>83% of pupils working with the Therapy Dog on a weekly basis are PP</p>
<p>5. Improve Writing attainment among disadvantaged pupils.</p>	<p>KS2 writing outcomes in 2025/26 show that more than 65% of disadvantaged pupils met the expected standard</p>	<p>38% of pp pupils are currently meeting expected in Writing.</p> <p>100% of PP children in Year 6 gained expected in Writing SATs and 25% gained GDS.</p>
<p>6. Parents/ Carers are equipped to support their children, particularly parents of disadvantaged pupils.</p>	<p>Families engage in school activities including parents' evenings, educational workshops and home learning tasks</p>	<p>Parent Lunches:</p> <p>2024-25 (not reintroduced yet in 2025-26)</p> <p>38% of PP parents (up from 34%) compared to 24% of non-PP parents have attended so far. Hard to reach PP parents have been specifically invited in for lunch to boost social interaction and health needs.</p> <p>In-school Curriculum Activities</p>

		<p>88% of pp parents have attended at least two in-class events which include: Phonics and Reading Workshops, Termly Reading Cafes, Class Celebrations & World Number Day.</p> <p>23% of PP parents are actively involved with the PTA (FOBs)</p> <p>100% of PP parents have attended a PTA event in school and received free access for the family.</p> <p>100% of PP parents attended the Accelerated Reader Workshop or viewed it afterwards.</p> <p>50% of pp parents attended the Science Week show for parents.</p> <p>56% of pp parents attended the 'stay and read (with your child)' session as part of World Book Day.</p> <p>Parents of pp children received personalised invitations to attend in school events.</p> <p>100% of pp had fancy dress costumes for World Book Day with support in place to organise/ share outfits.</p>
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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: £ 3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on: C&I. Literacy Gold, Little Wandle, Social Skills	One to one tuition EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 4 & 5

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

Budgeted cost: £29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics (and catch-up) interventions small group	<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.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2 & 5
Social Skills Group	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
Reading Support including literacy Gold and Arch Readers	<p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2 & 5
Maths tutoring	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	4 & 5

	Small group tuition EEF (educationendowmentfoundation.org.uk)	
G&T Reading support	Reading comprehension strategies are high impact on average (+6 months). Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2 & 5
Writing conferences	One to one tuition EEF (educationendowmentfoundation.org.uk)	1 & 5
Spelling Support	Phonics EEF (educationendowmentfoundation.org.uk)	4 & 5
Fine Motor and Handwriting skills	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	5
Classroom Teaching Assistant support	Teaching assistants can provide a large positive impact on learner outcomes. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4 & 5

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

Budgeted cost: £12,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Breakfast and Lunch	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Play Therapy 1:1 sessions	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Uniform	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. School uniform EEF (educationendowmentfoundation.org.uk)	3, 4 & 7
Breakfast and After School Club	It is important for pupils to start the day with a nutritious breakfast. Evidence shows that	1, 3, 4, 7

	<p>providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>National school breakfast club programme - GOV.UK (www.gov.uk)</p>	
Homework Club	<p>Programmes that extend school time have a positive impact on average but are expensive and may not be cost-effective for schools to implement.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	5, 6 & 7
Extra-Curricular Physical Activities	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	3, 4 & 6
Extra-Curricular Musical Activities	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4 & 7
Financial support for breakfast and afterschool clubs	<p>There is evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	6 & 7
Financial support for residential adventure trips	<p>The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	1, 4, 6 & 7
Pets As Therapy	<p>A review study Trusted Source notes that animal therapy appears to provide general benefits for both physical and psychological health. Evidence for animal assisted therapy appears strongest for markers of anxiety and depression in the widest range of people.</p> <p>Animal therapy: How it works, benefits, and more (medicalnewstoday.com)</p>	4 & 6

Total budgeted cost: £45,600

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 2024 to 2025 academic year.

Evaluation of impact of pupil premium strategy 2024-25:

Improved attainment in English and Maths among disadvantaged pupils.

In 2025, 100% of Year 1 pupils passed the phonics assessment; 80% passed the Multiplication Timetables Check (100% of these were on the SEND register); and 100% of year 6 pupils gained at least expected in all their SATs. Whilst this data has shown tremendous progress across the school, we acknowledge that there is still a disparity in attainment between disadvantaged and non-disadvantaged pupils.

Targeted School based interventions was (and continues to be) put in place for all disadvantaged pupils using the EEF tiered approach. Staff carried out small group sessions for these identified pupils. Little Wandle Letters and Sounds Revised SSP was introduced within EYFS and KS1, as well as additional phonics support for those children in KS2 who did not pass the PSC in KS1. Accelerated Reader was introduced for KS2 to promote comprehension and to develop a love of reading

Attendance

High Absenteeism has an immediate impact on pupil's progress and therefore improving the attendance in the disadvantaged group has been essential. In 2024-25, the overall attendance difference between disadvantaged pupils and non-disadvantaged pupils was 1.98% (93.42% compared to 95.4%) up from 1.3% in 2023-24. This data improved through the year following individual interventions with families to promote attendance. However, disadvantaged pupils were disproportioned represented when it came to persistent absentees with 35% making up this group (5/14)

Opportunities are created for everyone, particularly our disadvantaged pupils, to shine and feel valued

All pupils were offered the opportunity to engage in enrichment activities. Pupils participated in a variety of extra-curricular activities ranging from music and drama to sport. Our disadvantaged pupils took part in the following clubs: - Multi-Sports, Football, Tennis, Netball, Dancing and Cricket. We are proud to be an inclusive school for competitions. Our pupils were selected for various matches and events including Football, Rugby, Cricket and Cross Country.

All year 4-6 pupils participated in swimming lessons at a local pool as part of our curriculum. The School supports disadvantaged pupils with this activity to ensure they are fully included.

Disadvantaged pupils had support for all trips. Excursions took place to The Living Rainforest, Henley Rowing Club, River and Rowing Museum, the Pantomime, The O2 for Young Voices and Train Ride Experience. Children participated in several workshops including Henley Literary Festival, Henley Youth Festival including Young Shakespeare, The Film Festival and Olympian visitors.

Pupils had the opportunity to take part in the school choir and represented Badgemore at Young Voices at The O2 in London, The Kenton Theatre and other local performances. Disadvantaged pupils are supported to play a musical instrument and through Henley Music School.

SMSC/ British Values

We continued to ensure that there were daily times for reflection, through prepared assemblies, picture news and have reinforced that they are an important part of our school day, giving space to reflect on wider themes and the part we play in our global community. Celebration sharing assemblies continued to take place on a Friday morning. We believe that the British values are important to a strong society. We need to help children to understand how things work and how to challenge and change for the better. Events and celebrations that took place during the school year and included all pupils were as follows: - Harvest, Remembrance Day, Chinese New Year, Children's Mental Health Week, Black History Month, Safer Internet Day, Shrove Tuesday, Easter, Ramadan, Eid-Al-Fitr, Mothers' and Fathers' Day, Walk to School Week, Sport's Day, and Father's Day.

Nurture Support offered to everyone, particularly disadvantaged pupils, to ensure all feel emotionally secure

The school runs several Nurture Sessions throughout the day offered to ensure that pupils are emotionally ready to learn. Nurture Breakfast follows on from the regular breakfast club and provides a calm place for children to settle and start their day emotionally regulated. Nurture Lunch provides children a quiet place to settle following a busy morning of learning. This is followed by the Nurture Play where children can choose to play away from the main playground and with significantly more space. More than 40% of disadvantaged pupils attended at least 5 of these sessions throughout the year. More than 90% of those who attended stated that they were calmer and ready to learn after the sessions.

An Inclusive approach that ensured that all parents felt part of the school community:

23% of our parents of disadvantaged pupils are actively involved with our PTA. This compares to 15% of parents of non-disadvantaged pupils. This trend continued with our Parent Lunches

and Parents in Class with 38% and 88% respectively of parents of disadvantaged pupils attending compared to 24% and 65%. Parent in Class events have included Phonics and Reading sessions, Termly Reading Cafes, Class Celebrations and World Book and Number Days.

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
PrimaryWise	PIXL
Spelling Shed	Ed Shed
Phonics Scheme	Little Wandle
Handwriting Scheme	Nelson

Further information

At Badgemore, our whole-school strategy has been to improve the teaching and learning provided to our pupils. As part of this strategy, we have recruited highly skilled, senior teachers to support the whole-school development of the teaching of Maths and English. As part of this, we work with the Maths Hub BBO to support the subject leaders and improve first-wave teaching.

Joining the Circle Trust in May 2024 has had a significant impact on expectations and subsequently standards across the school. This has raised outcomes across the school including disadvantaged groups.

In light of the increased awareness of mental health we continue to prioritise well-being across the curriculum. We provide Forest School to all pupils on a fortnightly basis to promote social skills and supports emotional development.

