

# Pupil premium strategy statement – The Mary Bassett Lower 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	383
Proportion (%) of pupil premium eligible pupils	16.8% (50 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Janet Woolsey
Pupil premium lead	Hilary Wheeldon
Governor / Trustee lead	Janet Woolsey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67775
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At The Mary Bassett Lower School, we have high aspirations for all children to reach their full potential. We recognise that our Pupil Premium (PP) children may require additional support to achieve this.

We aim to provide our PP children with a high-quality educational offer that is personalised to their needs. Our approach focuses on quality-first teaching alongside a tailored personal development programme designed to enhance the lived experiences and opportunities available to our children.

Our aim is for our PP children to reach at least age-related expectations by the time they leave our school. Where PP children have more complex SEND needs, we aim to provide a highly personalised educational offer that enables them to make meaningful progress.

Staff prioritise the support provided to our PP children in school, and senior leaders closely monitor the impact of the educational provision. All staff are committed to identifying and removing barriers so that every PP child can succeed both academically and emotionally.

Aims for our Pupil Premium children:

- Children will read fluently, understand what they read, and develop a love of reading.
- Narrow the attainment gap between PP children and their non-PP peers.
- Children will benefit from enhanced lived experiences through a bespoke personal development offer.
- Children will be able to access all trips and visits, with barriers to cost removed.
- Children will develop strong communication skills, both orally and in writing.
- Children will receive support for their emotional wellbeing so that this does not become a barrier to their success.

Achieving our aims

- Provide all teachers with ongoing high quality CPD to ensure that pupils access consistently effective quality first teaching
- Provide targeted intervention and support when required to address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom.
- Children prioritised during pupil progress meetings with a team around the child approach to establish the child's personalised offer.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance – analysis of the data shows that our PP attendance is improving but is significantly below that of the cohort as a whole.
2	Academic performance is still below that of non-disadvantaged children, this gap is closing and but there is still a need for accelerated progress to be made to reach age related expectations or higher.
3	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4	Ensuring positive mental wellbeing for our PP children, feeling happy to come into school and being in the right mental frame of mind to work to the best of their ability.
5	Participation in wider school life, opportunities within school and the ability to attend extra-curricular opportunities. Our tracking of PP children has shown us that historically PP children are underrepresented in these areas.
6	Some disadvantaged children have deficits in social and cultural capital.

## 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
Attendance for pupil premium children is in line with other groups and is at least the national expectation of 95%	Attendance for PP pupils is at least 95% and the gap between PP and non-PP attendance is reduced to less than 2%. Persistent absence for PP pupils reduces year on year.
Pupil premium children will have closed the attainment gap in comparison with their non pp peers by the time they leave our school, children with complex SEND will have made accelerated progress.	Internal and external data shows the attainment gap between PP and non-PP pupils has significantly reduced by the end of Year 4. PP pupils with SEND make measurable progress from their starting points, evidenced through progress data, EHCP targets and teacher assessments.
Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.	Assessments and teacher observations show improved vocabulary use, speaking confidence and comprehension. Pupils are able to articulate ideas clearly and confidently in lessons.
Children will have positive attitudes towards school and will also have effective strategies to use to support their mental health and wellbeing.	Pupil voice, behaviour records and wellbeing monitoring indicate positive attitudes towards learning. Reduction in behaviour incidents involving PP pupils and increased pupil confidence in using strategies to regulate emotions and manage wellbeing.

There will an increase in pupil premium children accessing extra-curricular activities.	Participation data shows a year-on-year increase in PP pupils attending clubs, trips and enrichment activities. The gap between PP and non-PP participation reduces significantly.
All PP children will have access to a personalised cultural capital offer, this will enhance their life experiences.	Records demonstrate that all PP pupils have participated in enrichment opportunities such as trips, visitors, experiences or projects that broaden cultural capital. Pupil voice shows increased awareness of opportunities beyond school and improved engagement with learning.

## 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: £ 33,887.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continual professional development opportunities for all staff</p> <p>Including</p> <p>AHT employed to lead on teaching and learning and training and coaching all teaching staff</p> <p>Fully supported team around the child approach in 2 x year pupil progress meetings all teachers</p> <p>Fully supported Curriculum Evaluation Meetings x 6 per year all teachers</p>	<p>EEF – Effective PD Recommendations – 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</p> <p>All teaching staff will receive professional development which will effectively build knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	1,2,3,4,6
Phonics programme including training for	<p>EEF Phonics</p> <p>Phonics approaches have a strong evidence base indicating a positive</p>	2,3,4

colleagues to implement programme effectively.	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:	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,656.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments Ongoing training for teachers to ensure that assessments are administered and analysed correctly and are purposeful.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment   EEF	1,2,6
Purchase Wellcomm Speech and Language Programme – a diagnostic tool and targeted interventions	EEF – Deployment of Teaching Assistants states evidence shows that TAs can support pupils effectively through structured interventions.	2,3,4

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

Budgeted cost: £18,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a part time Family Support worker to support PP families with attendance and Early Help and signposting for support when required	Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	1,2,3,4  13279
Employ a part time Pastoral Teaching Assistant	Targeted teaching of social and emotional skills (SEL) individual or group-based support for children with	1,2,3,4

	greater needs. The skills will be taught explicitly in line with EEF guidance	
Access to extra-curricular opportunities and enrichment opportunities within the school curriculum	Arts Participation - EEF - Arts participation approaches can have a positive impact on the academic outcomes in other areas of the curriculum. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.	1,2,3,4,5,6

**Total budgeted cost: £ 67,775**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

***If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.***

<b>Strategy 2022-2025</b>	<b>Impact</b>
Poor language and comprehension skills on entry to school, particularly in relation to vocabulary, impacting on pupil achievement in speaking, listening and reading.	EYFS received an Ofsted outstanding rating May 2024 ‘The provision in the early year’s is exceptionally well prepared. Staff’s strong knowledge of the children ensures that they choose learning activities carefully to build highly effectively on what children already know and can do. Staff have high expectations, and the children strive to achieve them, with much enjoyment along the way. Children know and follow routines exceptionally well, which helps them to develop their independence and confidence. Children leave Reception very well prepared for learning in Year 1.  GLD was above national expectations in 2023/2024/2025
To improve progress in phonics and writing	Ofsted Report May 2024 ‘Children start to learn letter sounds in Nursery. This prepares children well for learning phonics in Reception. Staff teach phonics effectively. Pupils read books that are well matched to their phonics knowledge. This helps them practise the sounds that they have been learning.’ PPG children are closing the gap with their Non-PPG peers and closing the gap to national expectations
To improve progress in reading	PPG children are closing the gap with their Non-PPG peers and closing the gap to national expectations Evidence through monitoring of teaching and learning being at least good across the school.
To address gaps in learning of maths.	PPG children are closing the gap with their Non-PPG peers and closing the gap to national expectations Evidence through monitoring of teaching and learning being at least good across the school.

Complex family needs, behaviour and well-being needs impact on children's behaviour and readiness for learning, this has a significant impact of children in receipt of PP	<p>Process for allocation of appropriate intervention for individual children.</p> <p>Evidence of timely referrals for children requiring non based school support</p> <p>Evidence that children are supported with behaviour issues.</p> <p>Academic attainment is maintained or improved for those children supported through interventions.</p> <p>Evidence of family support and referrals when necessary</p>
Attendance in children eligible for pupil premium is significantly lower than that of their peers who are not eligible for pupil premium	<ul style="list-style-type: none"> <li>• Attendance for PP children is still a concern as it is significantly lower than non-PP peers.</li> <li>• Review of attendance policy in line with DFE redocumentations</li> <li>• Attendance publicised more around school and within newsletters and texts to parents/carers</li> <li>• Evidence of incentives for children</li> </ul>
Some disadvantaged children have deficits in social and cultural capital	<ul style="list-style-type: none"> <li>• Parents signposted to in school support</li> <li>• All educational trips and residentials paid for by PPG funds</li> <li>• Every PPG child access to one free after school club each term</li> <li>• Access to additional instrument specific music lessons</li> <li>• Support for purchasing uniform</li> </ul>

## 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
Monster Phonics	Monster Phonics
Power Maths	Pearson UK
Charanga Music Scheme	Charanga
Language Angels - French	Language Angels
Real PE	Real PE
Teach Computing	Teach Computing
Access Art	Access Art
Wellcomm – Speech & Language	GL Assessment
PSHE	PSHE Association

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