

# Pupil Premium Funding 2025/26

Francis Baily Primary School



## Review

<b>Approved by</b>	Miss E Hobbs, Headteacher	<b>Date</b>	November 2025
<b>Last Review Date</b>	November 2025	<b>Next Review Date</b>	November 2026

## Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Francis Baily School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Lizzie Hobbs, Headteacher
Pupil premium lead	Becci Morley
Governor / Trustee Lead	Wendy Lawson

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,290
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£104,000</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Francis Baily Primary School, we aim to provide outstanding educational opportunities that develop happy, confident pupils, who have the skills to be successful lifelong learners and are able to fulfil their ambitions.

Our intention is that all pupils, regardless of their background, make good progress and attain well across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to fulfil their potential, including those who are already achieving well.

When making decisions about using Pupil Premium Funding, we feel it is important to consider the context of the school and the subsequent challenges faced; for example, those who are supported by external professionals such as a social worker or early help worker. We believe it is vital that we build strong and supportive relationships with families so that we can be in the best possible position to offer support.

The common challenges that our most disadvantaged children face include, less support at home, weak language and communication skills, lack of confidence and more frequent dysregulated behaviour, attendance and punctuality issues. To support our vulnerable pupils, we have clear priorities across the school for all children.

For all pupils across our school, we prioritise high-quality teaching. All our staff, receive regular, meaningful and timely professional development to ensure they are highly skilled in supporting and guiding pupils, including disadvantaged, and make the best possible progress. All staff have high expectations for all pupils both in terms of their academic performance but also in terms of developing pupils' independence and moral code.

Our key focus for children leaving our school is to be able to read. We work extremely hard to develop pupils reading skills, creating confident readers who love reading and sharing books. Reading enables children to access all areas of the curriculum so that they can develop a depth and range of knowledge to support lifelong learning. Our curriculum is underpinned by quality texts, carefully chosen to provide meaningful and purposeful links for children. Priority reading, 1:1 reading support and precision teaching linked to reading skills are key interventions we implement in order to support disadvantaged pupils.

As a school we have identified that disadvantaged children tend to require more support for their communication skills. Developing oracy skills is a key focus for our school, our professional development is focused around supporting children's communication skills. Through pupil progress meetings, learning walks and weekly pastoral meetings we quickly identify emerging needs and implement effective intervention where appropriate. Whilst intervention is used, at Francis Baily we know and understand that the biggest intervention is through quality teaching in the classroom. We aim to broaden children's vocabulary through a language-rich environment and curriculum. We have developed, streamlined and constructed the key vocabulary children should be taught to enhance knowledge across the curriculum.

## Challenges

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

Challenge Number	Detail of Challenge
1	Our assessments and observations show that disadvantaged children joining our school display a higher level of social and emotional need than non-disadvantaged children. Some of our disadvantaged children continue to need social and emotional support with their learning throughout their school experience.
2	Our analysis shows that our disadvantaged pupils have greater difficulty with their reading comprehension skills compared to their peers.
3	Our analysis shows that our disadvantaged children achieving EXS (expected standard) and GDS (greater depth standard) in writing is limited by their broader experiences, their vocabulary and amount of reading they partake outside of lessons.
4	The attendance of disadvantaged children is currently below the attendance of non-disadvantaged children. Parental engagement in ensuring attendance is a key area of challenge for the school.

## 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
<b>To develop pupil confidence and emotional regulation within the classroom. This will lead to an improved well-being.</b>	<ul style="list-style-type: none"> <li>For children within the school to be more emotionally regulated within the school environment.</li> <li>Children will show that they are ready to learn with key learning behaviours taught through a well-planned and sequenced curriculum.</li> <li>Observations and discussions will show that the children will be more confident in engaging in their learning and settling into the environment and learning well.</li> <li>To be monitored as per the review cycle with the well-being survey and observations made during the monitoring process.</li> </ul>
<b>To support children to develop and embed comprehension skills within reading to support their learning across the curriculum.</b>	<ul style="list-style-type: none"> <li>To have a detailed programme for transition from phonics lessons to reading lessons.</li> <li>Children will be secure in their phonetical skills before they move to the next stage of reading teaching.</li> <li>Staff will have a clear focus on developing comprehension skills and using these in the wider curriculum.</li> <li>Children will have well developed vocabulary and be able to use their knowledge of the world to support their understanding.</li> <li>Children achieving EXS and GDS in reading in Year 6 will increase, including disadvantaged children.</li> </ul>
<b>Improved reading, writing and maths outcomes at the end of Key Stage 2.</b>	<ul style="list-style-type: none"> <li>At least 50% of disadvantaged children achieve Age Related Expectations (ARE) in Key Stage 2 by year end in combined reading, writing and maths.</li> <li>Teaching and learning leads will closely monitor progress of disadvantaged children across the school to ensure that there are high expectations from all staff and children are being challenged throughout the curriculum.</li> <li>Senior leaders, alongside the pupil premium lead will analyse in year data and ensure that children are targeted with</li> </ul>

	support and effective interventions to ensure progress is made to achieving ARE at the end of Key Stage 2.
<b>Improved attendance for disadvantaged children across the school.</b>	<ul style="list-style-type: none"> <li>Attendance data will improve and be recorded as in line with whole school attendance.</li> <li>Staff will be more aware of those disadvantaged children who are persistently absent and work with the attendance champion to encourage and support children to attend school.</li> <li>Attendance of all children, and particularly disadvantaged children is closely monitored and non-attendance is questioned and all members of staff in school.</li> </ul>

### 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 & retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Master Readers embedded throughout the school</b>	<p><b>EEF (+6)</b></p> <p>Reading comprehension strategies are high impact and 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.</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p>	<b>2 &amp; 3</b>
<b>Read Write Inc. - Expectation that 100% of Year 1 pass phonics screening and 100% of Year 2 pass phonics screening</b>	<p><b>EEF (+5)</b></p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	<b>2 &amp; 3</b>
<b>Review and refine writing teaching including oral language development</b>	<p><b>EEF (+6)</b></p> <p>The teaching of writing using explicit oral language development strategies enriches children's ability to write creatively and enjoy the writing process.</p> <p>Children who have strong transcriptional skills are confident to draft their writing and are more capable to edit and refine their writing.</p>	<b>3</b>
<b>Providing targeted support for teaching and learning from curriculum leaders and lead teachers across the school.</b>	<p><b>EEF (+5)</b></p> <p>Leaders will model and support through team teaching or coaching within the classroom to ensure all teachers are providing children with high quality teaching and learning across the curriculum.</p>	<b>3 &amp; 4</b>

**Targeted Academic Support** (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing and embedding successful targeted interventions across the school	<b>EEF (+4)</b> Teaching assistants are trained to deliver interventions that are known to have impact to small groups or individuals. Teaching assistants will have regular professional development opportunities to ensure that the structured interventions are improving learner outcomes.	1, 2, 3 & 4
Pastoral Support Assistant to work with vulnerable families and improve parental engagement (coffee mornings, parenting groups)	<b>EEF (+3)</b> We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> <li>• Approaches and programmes which aim to develop parental skills such as literacy or IT skills</li> <li>• Parental approaches which encourage parents to support their children with, for example homework</li> <li>• The involvement of parents in their children's learning activities; and</li> <li>• More intensive programmes for families in crisis.</li> </ul>	4
Online learning platforms to support children who are EAL, find access to the classroom challenging or have poor attendance (to support transition back to school)	<b>EEF (+6)</b> The use of online platforms to support reintegration to school or provide additional support for core subjects means we can support more children across the school and track their progress and knowledge acquisition.	4

**Wider Strategies** (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support with educational visits, music tuition, activities and residential	<b>EEF (0)</b> Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses.  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.  Pupils in Key Stage 2 have the opportunity to build independence and resilience through an overnight residential.	4
Providing uniform for children and families who need additional clothing.	<b>EEF (0)</b> Pupils from lower socio-economic households are less likely to be able to afford the cost of school uniforms. Wearing uniform is not, on its own, likely to improve learning, but can	1 & 4

	be successfully incorporated into a broader school improvement process which includes the development of a school ethos and improvement of behaviour.	
<b>Attendance of disadvantaged children is improved to be in line with national average and in line with those who are not disadvantaged in our school.</b>	<p><b>EEF (+4)</b></p> <p>Disadvantaged pupils who struggle to attend school are invited to breakfast clubs or extra-curricular clubs that peaks their interest to engage them in school and ensure regular attendance.</p> <p>Persistent absence is swiftly and effectively addressed with parents, a collaborative approach is taken with staff across the school offering support and ensuring relationships are strong so that parents are supported in ensuring their children attend school.</p>	<b>4</b>

**Total Budgeted Cost: £104,000**