

## BORROW WOOD PRIMARY SCHOOL – Pupil Premium Strategy 2024 - 2027

This statement details our school's use of pupil premium (and recovery 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	Borrow Wood Primary School
Number of pupils in school	276 incl. nursery and 16 pupils in the ERF 259 excl. nursery (as of 16.11.24)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 <b>2025/2026</b> 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Natalie Bartlett, Head teacher
Pupil premium lead	Sue Maher DHT
Governor / Trustee lead	Gerry Carr

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-2025	£112,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£112,110

## Part A: Pupil premium strategy plan

### Statement of Intent

#### Context

Borrow Wood Primary School is located on the outskirts of Derby. Over recent years, the percentage of children eligible for Pupil Premium has risen significantly. At the start of the September 2025, the percentage of children eligible for Pupil Premium was 31%. This is a rise of 7% since 2022-2023. This continues to be a changing demographic for the school. From September 2025, our newly opened ERF (Enhanced Resource Facility) has been operating to capacity and a significant proportion of pupils in the ERF are eligible for Pupil Premium.

#### Statement of intent

Our aim in 2025 – 2026 continues to be to ensure that all children irrespective of their background or the challenges they face, succeed and make good progress, achieving high attainment across all subjects.

Decision making about how to spend Pupil Premium is based on our own school context and the identified barriers to learning experienced by our disadvantaged children.

Our guiding principles are that we:

- Recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We will, therefore, also use our funding to support pupils with a range of otherwise identified needs (“hidden” vulnerabilities), regularly reviewing who is at risk.
- Track carefully pupils with persistent disadvantage (eligible for FSM in 80% of their school life) and pupils who have only short-term eligibility.
- Consider the challenges faced by pupils who have a social worker or who are young carers.
- Recognise that we need to provide all teachers and teaching support staff with high quality CPD to ensure that **all** pupils access effective high-quality teaching.
- Recognise the importance of identifying barriers to learning as early as possible and working closely with families to improve outcomes for pupils.
- Ensure that there is a focus on academically able pupils from disadvantaged backgrounds so that they are challenged to reach their potential.
- Work to ensure that every member of the teaching team has uniformly high expectations of all pupils including pupils from disadvantaged backgrounds.
- Continue to focus on research and evidence-led teaching strategies to inform our spending of Pupil Premium funding.
- Ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. This takes place alongside academic support.
- Have robust systems for monitoring and evaluation to ensure that the grant is having the widest possible benefit to our learners

### Challenges

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

Challenge number	Detail of challenge
1	<b>Language Skills and Vocabulary Gaps</b>

	<p>Assessments indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• The number of pupils in Reception, Year 1, Year 2 and Year 3 who require personalised support with speech and language and have bespoke speech and language plans has increased considerably.</li> <li>• Some of our EAL learners face challenges linked to the curriculum, including the principles of phonics, and basic, everyday vocabulary, rich transferable language and subject-specific vocabulary</li> <li>• Some of our disadvantaged learners have underdeveloped skills in articulating their ideas confidently, communicating effectively (formally and informally), using rich transferable language and subject-specific vocabulary. This impacts on progress across all subjects, including writing.</li> </ul>
2	<p><b>Social and Emotional needs and emotional regulation</b></p> <p>Some pupils have significant emotional and social needs and face multiple challenges. This affects their ability to regulate sometimes and affects them being in a position to be able to make progress and their readiness to learn.</p>
3	<p><b>Attainment gaps in core subjects in identified Year groups</b></p> <p>Internal assessment tracking shows that there are wider attainment gaps between disadvantaged pupils and non-disadvantaged pupils in some cohorts across school.</p>
4	<p><b>Attendance</b></p> <p>The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.</p> <p>In the last academic year (2024-2025), P.P. attendance in mainstream was 94.31% (v. National all 94.9%). P.P. Attendance in mainstream and ERF combined was 93.4% Persistent absenteeism was 19.48%. (National figures for all pupils persistent absenteeism in 2024-2025 = 14.3%).</p> <p>In the first half term of this year (Autumn 2025) overall P.P. attendance and persistent absenteeism is lower than non-disadvantaged pupils and initial analysis shows that the gap is widening further. We are aware that this figure can fluctuate so we will remain vigilant through our robust procedures and this will continue to be a focus in our strategy this year.</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
<p><b>Improved oral language skills and vocabulary among disadvantaged pupils</b></p>	<p>Children in the Foundation Stage are assessed and identified leading to targeted interventions e.g. Early Talk Boost/NELI Pre-school. Assessments show impact.</p> <p>Teachers have a clear understanding of the Oracy Framework and how strategies can be used across all subjects.</p> <p>Targeted work in lessons. Assessments indicate improved oral language amongst disadvantaged pupils. This is evident considering</p>

	<p>engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Children achieve their personalised targets in their Speech and Language Plans. They apply new skills across the curriculum in lessons.</p>
<p><b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and pupils with emotional and social needs.</b></p>	<p>Children access high quality support from appropriately trained adults, including 'CAMHS', 'Build Sound Minds', 'Compass Changing Lives', 'Young Carers Service, Derby'.</p> <p>Children access Nurture activities at lunch time and throughout the day when needed.</p> <p>Children access interventions led by our ELSA</p> <p>Sustained, improved levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice</li> <li>• Teacher observations</li> <li>• Data from the <b>Boxall Profile</b>. (An assessment tool for social emotional and behavioural difficulties for children and young people)</li> </ul>
<p><b>Disadvantaged pupils in Year 1 make good progress in phonics</b></p>	<p>'Catch up' sessions and half termly assessments in place.</p> <p>Additional 1:1 sessions for identified pupils take place 3x weekly.</p> <p>Y1 phonics screening shows good progress of all PP pupils, including children who are in receipt of PP funding <b>and</b> who are also SEN.</p>
<p><b>Improved Reading outcomes for disadvantaged pupils with a focus on Years 4 and 6</b></p>	<p>In the academic year 2024-25 at the end of KS2, 71% of PP pupils achieved the expected standard or above in Reading. (v. National PP 63%).</p> <p>Internal data shows that a lower % of PP pupils in Years 4 and 6 are currently on track for EXS. Our aim is that outcomes for PP pupils continue to be above PP national outcomes and that the gap between PP and all pupils (national data) continues to narrow.</p> <p>Note:</p> <p>In addition: Disadvantaged pupils in the ERF to show increased engagement and enjoyment of books in reading and some (as appropriate) make good progress with word recognition from their starting points.</p>
<p><b>Improved Writing outcomes for disadvantaged pupils with a focus on Years 4, 5 and 6</b></p>	<p>In the academic year 2024-2025 at the end of KS2 64% of PP pupils achieved the expected standard or above in Writing. (v. National PP 59%)</p> <p>Internal data shows that a lower % of PP pupils in Years 4, 5 and 6 are currently on track for EXS. Our aim is that outcomes for PP pupils continue to be above PP national outcomes and that the gap between PP and all pupils (national data) narrows.</p>
<p><b>Improved Maths outcomes for disadvantaged pupils</b></p>	<p>In the academic year 2023-24 at the end of KS2 64% of PP pupils achieved the expected standard or above in Maths. (v. National PP 61%)</p>

<p><b>with a focus on Years 5 and 6</b></p>	<p>Internal data shows that a lower % of PP pupils in Years 5 and 6 are currently on track for EXS and no pupils currently on track for the higher standard. Our aim is that outcomes for PP pupils continue to be above PP national outcomes and that the gap between PP and all pupils (national data) narrows.</p>
<p><b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b></p>	<p>Robust monitoring procedures continue to be in place across mainstream school as well as being embedded across the ERF.</p> <p>Additional capacity in school built in, in light of changes in the School Attendance Service in Derby.</p> <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for pupils to match or exceed national averages for non-disadvantaged and disadvantaged pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</li> <li>• a decrease in persistent absenteeism</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 and retention)

**Budgeted cost: £25,300**

Activity	Cost
Non-contact time for Curriculum Leads to: Work with the Director of Education, revise curriculum plans, plan and lead CPD throughout the year, and work alongside staff providing coaching and embedding new approaches	£12,840
Purchase of external CPD programmes, including 'Adaptive Teaching: Train the Trainer', Oracy training and resources	£4,500
Herts for Learning Education Essential Writing planning	£1160
Purchase books for class sets for Reading and books linked to the Writing Curriculum	£6,000
Purchase reading resources linked to enhancing the reading development of learners with ASD in the ERF	£800
<b>TOTAL</b>	<b>£25,300</b>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for Deputy Head/SENCo on 'Train the Trainer – Adaptive Teaching.' Following the CPD, there will be training for staff led by our DH/SENCo on the repertoire of strategies which can be used flexibly in response to the needs of pupils (adaptive teaching strategies). Follow-up support/CPD led by the SENCo and SLT.	Evidence shows that when teachers consider emphasising recommended strategies for pupils with SEND, the best outcomes are secured for pupils. <a href="#">Special Educational Needs in Mainstream Schools - EEF</a>  <a href="#">The shift to adaptive teaching - A research-informed guide</a>	3
Further refinement of our maths curriculum and implementation in line with research around cognitive load and the effectiveness of teaching for memory strategies (including varied representations, retrieval teaching, and use of concrete, pictorial, abstract approach)	There is a strong evidence base that suggests that using spaced or distributed practice retrieval practice and elaboration supports children in knowing more, remembering more and applying more.  <a href="#">Cognitive Science Approaches in the Classroom: A Review of the Evidence</a>  There is a strong evidence base that suggests that the 'Concrete, Pictorial, Abstract' approach, leads to greater confidence and long-term retention.	3

	<a href="#">Improving Maths in the Early Years and Key Stage 1</a>	
<p>Writing CPD throughout the year to support implementation of writing programme, including a focus on effective feedback and teaching editing and revising skills.</p> <p>CPD will also be focused on the teaching of spelling.</p>	<p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p><a href="#">EEF Feedback</a></p> <p>Revisiting knowledge systematically and having regular opportunities to apply knowledge of spelling conventions leads to greater fluency.</p>	3
<p>Provide non-contact time for 3 members of staff so that they can receive support from the Trust Director of Education.</p> <p>Provide non-contact time for curriculum leads so that they can drive improvements in Oracy, Phonics, Reading and Maths throughout the year by e.g:</p> <ul style="list-style-type: none"> <li>• revising aspects of the curriculum plans</li> <li>• modelling good practice</li> <li>• working alongside teachers (e.g. paired planning and teaching opportunities), as well as coaching and supporting T.A.s leading interventions</li> </ul>	<p>High quality staff CPD is essential to follow EEF principles.</p>	3

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

**Budgeted cost: £41,880**

Activity	Cost
Bespoke T.A - led interventions in F.S. focusing on early communication and language and Maths skills	£15,860
T.A. led Phonics Interventions in Year 1	£12,160
T.A. led speech and language interventions in F.S. KS1 and lower KS2	£7800
T. A. led Reading/Writing/Maths Interventions in KS2	£2660
Purchase of interventions (e.g. NELI Preschool) and accompanying resources	£1,800
Purchase of specialist assessments	£1,600
<b>TOTAL</b>	<b>£41,880</b>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions in FS1 and FS2 linked to areas of concern (including 'Early Talk Boost'/NELI Preschool)	<p>Individualised programmes focusing on very specific gaps in learning lead to children mastering key concepts.</p> <p>Communication and language approaches, including speech and language plans and interventions have a high positive impact on pupil outcomes. The EEF highlights that strong oral language skills are fundamental to literacy development and future academic success. The evidence suggests these approaches are particularly beneficial for children from socio-economically disadvantaged backgrounds, helping to narrow the attainment gap.</p>	1, 3
Additional phonics sessions/interventions (T.A. led) targeted at disadvantaged pupils who require further phonics support in Year 1	<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="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
Interventions focused on language skills (individualised speech and language plans for disadvantaged pupils)	<p>Communication and language approaches, including speech and language plans and interventions have a high positive impact on pupil outcomes.</p>	2, 3
Teaching assistants to be deployed effectively across KS2 to support disadvantaged pupils in small groups to ensure they make good or better progress from their starting points- (Reading, Writing, Maths Interventions)	<p>Individualised programmes/support focusing on very specific gaps in learning lead to children mastering key concepts.</p> <p><a href="#">Teaching and Learning Toolkit</a></p>	3
Purchase specialist assessments as required for disadvantaged pupils with SEND, for example an educational Psychology Assessment, Dyslexia Assessment	<p>Collaboration with specialist services will ensure that needs are carefully identified and strategies are agreed to support pupils</p>	1,2,3

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

**Budgeted cost: £41,468**

Activity	Cost
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Inclusion support worker – Attendance and family support through EHA process Nurture Provision Coaching and mentoring – support for T.A. Interventions focused on mental health and wellbeing Additional T.A. support to run Nurture Provision	£28,150
Training and supervision for an ELSA T.A. (and supply cover)	£1303
Interventions focused on Mental Health and Wellbeing (led by ELSA)	£3040
Forest School Training (and supply costs)	£3075
Wider opportunities, including: <ul style="list-style-type: none"> <li>• Sports Clubs</li> <li>• Music tuition</li> <li>• Subsidised trips</li> </ul>	£4,500
Wraparound provision cost	£1,400
<b>TOTAL</b>	<b>£41,468</b>

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Head Teacher, Deputy Head teacher (Mental Health Lead, SENCo), and Inclusion Support T.A. make up our strategic team to support children and families where there are complex needs.	Early identification of family needs can result in good outcomes in terms of behaviour, attendance and attainment and improved access to additional support from local and national services. <a href="#">Parental Engagement - EEF</a>	2,4
The Head Teacher and Inclusion Support T.A. (dedicated role) continue to closely track attendance. The Inclusion Support T.A. liaises with the Head Teacher to respond to absences in a timely way, monitoring reasons for absence and patterns, identifying underlying causes, taking appropriate action, holding meetings with families, providing support and signposting for family support.	Research shows that the most effective schools recognise the importance of developing good patterns of attendance from the outset. It is an integral part of the school's ethos and culture. <a href="#">Working together to improve school attendance - Sept. 2022 - DfE</a>	2,4
Inclusion Support T.A. delivers Nurture Provision at lunch time (and when required throughout the school day) leading a team of T.A.s, to ensure that our disadvantaged pupils are supported effectively. (The role also includes coaching and mentoring T.A.s.)	Evidence of impact for individual children is shown using a range of assessment data, including the Boxall Profile.	2
Individualised interventions throughout the year led by an ELSA (Emotional Literacy Support Assistant) focusing on mental health and wellbeing to provide high quality support for some of our	Our pre and post assessment evidence shows that interventions have a positive impact, with children showing e.g. increased confidence in managing feelings, improved emotional regulation, and better social skills.	2

disadvantaged pupils with significant emotional and social needs.	<a href="#">ELSA Network</a>	
Financial support for attendance at Wraparound provision	Allocation of financial support for attendance at wraparound provision is impacting positively on pupils' attendance at school.	4
A member of staff to undertake Forest School Training to build greater capacity in school to target support for disadvantaged pupils to develop their language and communication, social skills, confidence and wellbeing	<a href="#">Forest Research</a> This provision will benefit identified groups of children across school who are disadvantaged – children in the ERF and children in mainstream.	1, 2
Ensure disadvantaged pupils have access to and are encouraged to engage with extra-curricular clubs, trips and residential visits. On offer is, for example: <ul style="list-style-type: none"> <li>• Wider Opportunities Music Tuition</li> <li>• Subsidised trips/residentials</li> <li>• Sports Clubs</li> </ul>	Pupils have access to a wide range of activities within and beyond the school day to enhance their current knowledge, experiences and breadth of language and impact on their wellbeing.	2, 3, 4

**Total budgeted cost: £108,648**

**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.

**KEY AREAS OF IMPACT:**

**ATTENDANCE – BORROW WOOD MAINSTREAM**

<b>Attendance 2024-2025</b>	
Whole school <b>including PP Y1-Y6</b>	<b>95.31</b>
Whole school <b>excluding PP Y1-Y6</b>	<b>95.7</b>
SEND	<b>94.16</b>
Disadvantage	<b>94.31</b>

<b>Persistent Absence 2024-2025</b>	
Whole school <b>including PP</b>	<b>11.5</b>
SEND	<b>13.95</b>
Disadvantage	<b>19.48</b>

Persistent Absenteeism for disadvantaged pupils for 2022-23 was 17.81%. In 2023-2024 this had been reduced by 6.5%. However, we are aware that this figure can fluctuate, and it rose in 2024-2025 so we will continue to remain vigilant through our robust procedures.

**EARLY HELP AND SIGNPOSTING**

Early identification of family needs continued throughout the year and resulted in families accessing additional support from local services, including through the Early Help process and signposting.

**TARGETED SUPPORT (PUPIL PREMIUM)**

- 2/5 PP pupils reached a good level of development.
- 94% of our PP pupils (16 PP pupils) passed the Phonics Screening in Year 1.
- End of Key Stage 1 (5 PP pupils out of 27 in the cohort)
  - 60% EXS+ Reading
  - 60% EXS+ Writing
  - 80% EXS+ Maths
- End of Key Stage 2 (14 PP pupils out of 53 in the cohort)
  - 71% EXS+ Reading (National = 63%)
  - 64% EXS+ Writing (National = 59%)
  - 64% EXS+ Maths (National = 61%)

**ELSA INTERVENTIONS (ELSA TRAINED MEMBER OF STAFF)**

Following ELSA (Emotional Literacy Support Assistant) training and supervision for one member of staff, bespoke programmes of support were planned and implemented with positive impact on pupils e.g. increased self-esteem, self-awareness and independence in managing emotions and self-regulation.

**ADDITIONAL INTERVENTIONS FOCUSING ON SOCIAL SKILLS AND MANAGING EMOTIONS**

Zones of Regulation programmes also resulted in improved self-regulation skills, increased emotional vocabulary, and a better understanding of how the children’s feelings influence their behaviour.

‘Talkabout’ interventions focused on social skills and friendship skills. Children in these interventions made good progress with conversational skills and in their knowledge of how to form new friendships and resolve conflicts.

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
NESSY Reading programme	Developed by the Bristol Dyslexia Centre
Early Talk Boost	Speech and Language UK
Wider Opportunities Music Tuition	Derby and Derbyshire Music Tuition

