Pupil premium strategy statement – Borrow Wood 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	262 incl. nursery and 18 pupils in the ERF 242 excl. nursery (as of 20.11.24)
Proportion (%) of pupil premium eligible pupils	32.2%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026/2027 2027/2028 2028/2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Natalie Bartlett, Head Teacher
Pupil premium lead	Sorcha Sheehan, Deputy Trust ERF Lead
Governor / Trustee lead	Gerry Carr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,999
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*	£123,999

Part A: Pupil premium strategy plan

Statement of intent

At Borrow Wood Primary School, we are committed to ensuring that all pupils, regardless of background or circumstance, achieve highly, attend regularly and fully participate in school life. We recognise that disadvantage can create additional barriers to educational success and that these barriers can vary between individual pupils and groups of pupils. We also 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.

Our strategy is informed by a careful analysis of school assessment information, attendance data, behaviour and wellbeing information, pupil voice, parental engagement and the professional knowledge of staff. Through this analysis, we have identified a number of common barriers which have the greatest influence on outcomes for disadvantaged pupils within our context. These barriers inform both our school improvement priorities and our pupil premium strategy.

We believe that high-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils. Therefore, the consistent implementation of Borrow Wood's teaching and learning approach sits at the heart of our strategy. Alongside this, we provide targeted academic support and wider pastoral strategies to ensure pupils attend, belong, succeed and thrive. This approach aligns with the Department for Education's pupil premium guidance and the Education Endowment Foundation's tiered approach to improving outcomes for disadvantaged learners.

Our strategy aims to:

- Improve the quality and consistency of teaching across the school.
- Raise attainment and progress in reading, writing and mathematics.
- Develop pupils' communication, language and vocabulary skills.
- Improve attendance and reduce persistent absence.
- Strengthen emotional wellbeing, belonging and engagement.
- Increase access to enrichment opportunities and cultural experiences.
- Ensure disadvantaged pupils, including those with SEND and those attending the Enhanced Resource Facility, achieve highly and participate fully in school life.
- Ensure that there is a focus on academically able pupils from disadvantaged backgrounds so that they are challenged to reach their potential.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	**Consistent Access to High-Quality Teaching and Learning** Our self-evaluation and ongoing monitoring have identified consistency of teaching and learning as a key priority for school improvement. Evidence from lesson visits, book scrutiny, pupil discussion and assessment outcomes indicates that disadvantaged pupils benefit most when teaching approaches are implemented consistently across the school. Disadvantaged pupils are more likely to be impacted by variation in classroom practice and therefore benefit from a highly consistent approach to curriculum delivery, modelling, questioning, formative assessment, participation and adaptive teaching. The continued implementation of Borrow Wood's "Super Seven" approach is intended to address this challenge
2	**Communication, Language and Attainment** Internal assessment information and statutory outcomes indicate that disadvantaged pupils continue to attain less well than their peers in reading, writing and mathematics. In 2025-26, disadvantaged pupils achieved 41% compared to 57% for non-disadvantaged pupils in KS2 combined outcomes Staff assessments and pupil progress information indicate that limited vocabulary, reduced language exposure and communication difficulties can restrict pupils' access to the curriculum. These barriers contribute to lower attainment in reading, writing and mathematics for some disadvantaged pupils. This challenge is particularly evident for a number of pupils with SEND and pupils attending the Enhanced Resource Facility, although it is not limited to these groups.
3	**Attendance, Persistent Absence and Readiness to Learn** School attendance information demonstrates that disadvantaged pupils are more likely to experience attendance difficulties and persistent absence than their peers. Recent school data also identifies a small number of pupils experiencing significant attendance barriers linked to anxiety and emotionally based school non-attendance (EBSNA). Reduced attendance limits access to high-quality teaching and wider school experiences, negatively affecting both academic progress and wellbeing.
4	**Emotional Wellbeing, Belonging and Access to Wider Opportunities** Pastoral records, pupil voice and staff observations indicate that some disadvantaged pupils require additional support with emotional regulation, resilience, confidence and self-esteem. Some disadvantaged pupils also have fewer opportunities to participate in enrichment activities, visits, clubs and wider cultural experiences outside school. Without targeted support, these factors can affect engagement, aspirations, attendance and readiness to learn. Ensuring all pupils feel a strong sense of belonging and have equitable access to enrichment opportunities remains a key priority 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
Disadvantaged pupils consistently experience high-quality teaching and learning across the school.	Quality assurance evidence demonstrates increasing consistency in the implementation of 'the Borrow Wood Super Seven'. Lesson visits, book scrutiny, pupil voice and assessment information show that disadvantaged pupils are highly engaged in learning and making strong progress from their starting points. Staff demonstrate confidence in the consistent use of formative assessment, modelling, adaptive teaching and high expectations.
Improved communication, language, vocabulary and academic outcomes for disadvantaged pupils.	Assessments demonstrate improved speech, language and communication skills for identified pupils. Disadvantaged pupils develop increasingly rich vocabulary and are able to articulate their thinking confidently across the curriculum. Attainment gaps in reading, writing and mathematics continue to reduce and disadvantaged pupils achieve outcomes that compare favourably with disadvantaged pupils nationally. School data shows that there is a consistent gap between disadvantaged and non-disadvantaged pupils across all year groups and all core subjects. Each cohort of children will achieve the national expected standard or narrow the gap. Year 6 will focus on closing the gap by 10%, particularly in maths and writing. Year 5 will focus on closing the gap by 10% in reading. The focus will then be on increasing the number of children working at greater depth in maths and writing. Year 4 will focus on increasing the number of children working at greater depth in reading, writing and maths. Year 3 will focus on closing the gap by 10% in reading, writing and maths. Year 2 will focus on closing the gap by 10% in reading and maths. The focus will then be on increasing the number of children working at greater depth in writing. Year 1 will focus on increasing the number of children working at greater depth.
Improved attendance and reduced persistent absence for disadvantaged pupils.	Attendance for disadvantaged pupils improves over the course of the strategy and the gap between disadvantaged and non-disadvantaged attendance reduces to become in line with national expectations. Persistent absence decreases, including for pupils experiencing EBSNA. Families receive timely support

	and pupils attend school regularly enough to access the full curriculum and wider school experiences.
Improved wellbeing, self-regulation and participation in wider opportunities for disadvantaged pupils.	Pupil voice, pastoral records and wellbeing measures demonstrate improved confidence, resilience and emotional wellbeing. Pupils successfully access targeted support where required. Disadvantaged pupils participate fully in clubs, visits, residentials, OPAL experiences, Forest School provision and wider enrichment opportunities and can talk positively about their experiences, readiness for their next stages in education and aspirations for the future.

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

Budgeted cost: £ 68,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed and **sustain** the Borrow Wood Super Seven approach through a programme of **high-quality professional development**, coaching, monitoring and evaluation. This will include instructional coaching, collaborative professional dialogue, lesson visits and curriculum development opportunities to **secure consistency** in teaching	The Using pupil premium_ guidance for school leaders - GOV.UK identifies high-quality teaching as the most important lever schools have to improve outcomes for disadvantaged pupils. Research from the Education Endowment Foundation (EEF) demonstrates that effective professional development can improve teacher practice and pupil outcomes. School self-evaluation has identified consistency of teaching and learning as a key priority and disadvantaged pupils are particularly affected by variation in classroom practice. The implementation of the Super Seven framework will promote consistently high expectations, effective modelling, purposeful participation, high-quality questioning and responsive teaching across the school.	1

and learning across the school.		
Develop teachers' **expertise** in **adaptive teaching**, scaffolding and inclusive classroom practice to ensure all pupils, including disadvantaged pupils with SEND and those attending the ERF, can successfully access **ambitious** learning.	The EEF's *Special Educational Needs in Mainstream Schools* guidance highlights the importance of high-quality teaching, carefully targeted scaffolding and responsive adaptation. Evidence suggests that disadvantaged pupils and pupils with SEND benefit from teaching that maintains high expectations whilst adapting how learning is accessed. This aligns with the school's commitment to inclusion and ensuring that all pupils can access the full curriculum offer.	1, 2
Strengthen teachers' knowledge of language development, vocabulary instruction and communication-friendly practice through **targeted CPD** and **curriculum development**.	The EEF's *Improving Literacy in Key Stage 1* and *Improving Literacy in Key Stage 2* guidance highlights the importance of explicit vocabulary instruction and oral language approaches. Assessment information and school self-evaluation identify speech, language and communication as key barriers for a number of disadvantaged pupils. Developing staff expertise in this area will support improved access to the curriculum and stronger outcomes across all subjects.	1, 2
Continue to develop **high-quality early reading**, phonics and reading fluency provision through **ongoing** professional development, coaching and quality assurance.	Reading is fundamental to success across the curriculum. The EEF Teaching and Learning Toolkit identifies phonics as having a strong evidence base, particularly for younger learners and those requiring additional support. Developing reading fluency is also recognised as an essential component of reading comprehension and wider academic success.	1, 2
Develop **consistent approaches** to formative assessment, checking for understanding, feedback and responsive teaching through the	Evidence from the EEF Teaching and Learning Toolkit demonstrates that effective feedback and formative assessment can have a significant positive impact on pupil progress. Disadvantaged pupils particularly benefit when misconceptions are identified quickly and teaching is adapted in response. This remains a central	1, 2

implementation of the **Super Seven** framework.	component of the school's teaching and learning strategy.	
Provide leadership release time and professional development opportunities for **subject leaders** to monitor implementation, evaluate impact and **support curriculum improvement**.	Sustained school improvement relies upon strong leadership and effective implementation. Subject leaders play a vital role in maintaining curriculum quality, supporting colleagues and ensuring that improvements in teaching and learning are embedded consistently across the school. This contributes directly to improved outcomes for disadvantaged pupils.	1, 2
Invest in high-quality curriculum resources, texts, vocabulary-rich learning materials and assessment tools to support the delivery of an **ambitious curriculum** for all pupils.	Access to high-quality curriculum resources supports knowledge acquisition, vocabulary development and curriculum engagement. Well-chosen texts and resources provide important opportunities for disadvantaged pupils to develop language, background knowledge and cultural capital.	2, 4
Develop staff expertise in relational practice, behaviour for learning, emotional regulation and inclusive classroom culture to ensure classrooms remain calm, purposeful and conducive to learning.	The EEF highlights the importance of positive relationships, clear routines and a supportive learning environment in securing strong outcomes for disadvantaged pupils. School pastoral information demonstrates that some disadvantaged pupils require additional support with emotional regulation and engagement. A consistent whole-school approach supports improved attendance, participation and readiness to learn.	1, 3, 4

Targeted academic support

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted speech, language and communication interventions for identified pupils, including those with SEND and those attending the ERF. Interventions will be delivered through a **combination** of specialist programmes, therapist recommendations, targeted group work and **classroom reinforcement**.	The EEF's *Teaching and Learning Toolkit* identifies oral language interventions as having a high impact on pupil outcomes. Strong communication skills underpin success across the curriculum and are particularly important for disadvantaged pupils who may have reduced language exposure and vocabulary development. School assessment and professional observations identify speech, language and communication as a significant barrier for a number of disadvantaged pupils.	2
Deliver **evidence-informed** early language interventions for pupils identified as requiring additional support in the Early Years and Key Stage 1.	Early intervention is more effective than later remediation. The EEF's Preparing for Literacy guidance highlights the importance of developing oral language and communication skills from the earliest stages of education. Strengthening these skills supports future reading and writing attainment.	2
Provide **structured phonics interventions** for pupils who have not yet secured age-related phonics knowledge and skills.	The EEF identifies phonics as one of the most effective approaches for improving early reading outcomes. Targeted phonics support can be particularly beneficial for disadvantaged pupils who require additional opportunities to secure decoding skills and reading fluency.	2
Implement t**argeted reading interventions**, including reading fluency, comprehension and individual reading support for pupils identified through assessment and progress monitoring.	The EEF's *Improving Literacy in Key Stage 2* guidance highlights the importance of reading fluency and comprehension in supporting wider academic achievement. Targeted intervention can help pupils catch up quickly and access the wider curriculum more effectively.	2

Deliver **targeted writing support** for disadvantaged pupils requiring additional assistance with transcription, composition, vocabulary development and sentence construction.	Evidence suggests that structured teaching approaches, regular feedback and opportunities for purposeful writing can improve outcomes in writing. School assessment information identifies writing attainment as an area where some disadvantaged pupils require additional support to achieve in line with their peers.	2
Provide **targeted mathematics interventions** for disadvantaged pupils who require additional support to develop number fluency, mathematical reasoning and problem-solving skills.	The EEF's *Improving Mathematics in Key Stages 2 and 3* guidance highlights the importance of securing foundational mathematical understanding. Targeted support can help pupils address misconceptions and develop confidence in mathematics.	2
Use precision teaching, pre-teaching and overlearning approaches for pupils requiring **highly personalised** academic support.	Evidence supports the use of frequent retrieval practice, rehearsal and carefully structured learning sequences to support long-term retention and mastery. These approaches are particularly effective for pupils who require learning to be broken down into small achievable steps.	1, 2
Provide additional small-group or one-to-one tuition for disadvantaged pupils **identified** as being **at risk** of falling behind or not achieving expected standards.	Small-group tuition is identified by the EEF as a high-impact approach when carefully targeted and linked directly to classroom learning. Tuition can provide pupils with opportunities to revisit misconceptions, practise key skills and improve confidence.	2
Implement **robust assessment** and progress	The DfE's pupil premium guidance highlights the importance of using assessment information to	1, 2

review systems to identify barriers quickly and evaluate the impact of interventions. Intervention programmes will be **regularly reviewed** to ensure pupils receive the **right support** at the **right time.**	identify need and evaluate impact. Regular review ensures resources are directed where they will have the greatest impact on pupil outcomes.	

Wider strategies

Budgeted cost: £24,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a graduated approach to improving attendance, including early identification, targeted family support, attendance monitoring, pastoral intervention and multi-agency working where appropriate.	The Department for Education identifies good attendance as a key factor in improving educational outcomes. Disadvantaged pupils are more likely to experience attendance difficulties and persistent absence. School attendance data identifies attendance as a continuing barrier for some disadvantaged pupils. Early intervention and strong home-school relationships are effective in preventing attendance concerns from becoming entrenched.	3
Provide **personalised support** for pupils experiencing **emotionally based school non-attendance** (EBSNA), including graduated reintegration plans, family support, therapeutic approaches and **collaboration** with external agencies.	Nationally, increasing numbers of pupils experience attendance difficulties linked to anxiety and emotional wellbeing. School data identifies EBSNA as an emerging barrier for a small number of disadvantaged pupils. Individualised support can help pupils successfully re-engage with education and reduce persistent absence.	3, 4

Maintain and develop **pastoral provision**, including nurture approaches, emotional literacy support and targeted wellbeing interventions for vulnerable pupils.	The EEF's *Social and Emotional Learning* evidence suggests that approaches which develop self-awareness, emotional regulation, resilience and social skills can have a positive impact on both wellbeing and academic outcomes. School pastoral records indicate that some disadvantaged pupils require additional support to engage successfully with learning and school life.	4
Provide **timely access** to targeted emotional wellbeing support, including ELSA provision and bespoke interventions for identified pupils.	Emotional wellbeing is closely linked to attendance, engagement and readiness to learn. Early support can prevent difficulties escalating and improve pupils' confidence, self-esteem and engagement with school. School monitoring identifies wellbeing and emotional regulation as barriers for some disadvantaged pupils.	3, 4
Develop pupils' **emotional regulation**, independence and resilience through structured classroom approaches, therapeutic strategies and opportunities to **practise self-regulation** across the school day.	The EEF highlights the importance of social and emotional learning in improving pupil outcomes. Consistent approaches to emotional regulation support pupils to remain engaged with learning, build positive relationships and develop independence.	4
Provide financial support to ensure disadvantaged pupils can **access educational visits**, residential experiences, enrichment opportunities and extra-curricular activities.	Access to enrichment opportunities contributes to pupils' cultural capital, confidence, aspirations and sense of belonging. School knowledge, parental feedback and pupil voice suggest that financial barriers can prevent some disadvantaged pupils from accessing wider experiences available to their peers. The DfE recognises the importance of wider strategies that remove barriers to participation.	4
Subsidise access to **clubs**, music tuition and wider curriculum opportunities to ensure disadvantaged	Participation in extracurricular activities has been associated with improved attendance, engagement and wellbeing. These experiences provide opportunities for	4

pupils **participate fully** in school life.	pupils to develop confidence, social skills and interests beyond the academic curriculum.	
Strengthen engagement with families through regular communication, parent workshops, individual support meetings and signposting to external services where required.	Positive parental engagement has been shown to support attendance, behaviour and academic outcomes. The EEF identifies parental engagement as an important element in supporting disadvantaged pupils. Strong home-school partnerships enable earlier identification of barriers and more effective support.	3, 4
Ensure disadvantaged pupils have **equitable access** to **resources**, equipment, curriculum materials and wider opportunities that support **full participation** in school life.	The DfE pupil premium guidance highlights the importance of addressing practical barriers that may prevent disadvantaged pupils from participating fully in education. Removing these barriers helps ensure all pupils can access the same high aspirations and opportunities.	4
Continue to **embed the OPAL** (Outdoor Play and Learning) programme to **improve pupils' engagement**, wellbeing, social development and access to high-quality play experiences. The school will ensure disadvantaged pupils **can fully participate** in OPAL opportunities and benefit from increased opportunities for physical activity, risk-taking, creativity, cooperation and problem-solving.	Research demonstrates that high-quality play contributes positively to wellbeing, social development, physical health and readiness to learn. Through pupil voice, pastoral monitoring and daily observations, the school has identified the importance of play in developing resilience, communication, relationships and emotional regulation. OPAL supports the school's commitment to inclusion, belonging and equitable access to enriching experiences for all pupils.	4

Introduce and develop **Forest School provision** to promote wellbeing, confidence, independence, communication and resilience. **Priority access** will be provided where appropriate to disadvantaged pupils who would benefit from additional opportunities to develop self-regulation, emotional wellbeing and connection with the wider environment.	Evidence suggests that outdoor learning can positively impact pupils' self-esteem, resilience, engagement and social interaction. Forest School approaches provide opportunities for experiential learning, supported risk-taking, problem-solving and teamwork. These experiences can be particularly beneficial for pupils requiring additional support with emotional regulation, confidence and engagement with learning.	3, 4

Total budgeted cost: £ 123,999

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Final Review of pp plan 24-26

A new plan will be started in the academic year in 26-27 due to the changes in leadership (new head teacher, new deputy head) and new school structure (introduction of ERF). These changes took place in the 25-26 academic year so a year was needed to assess the impact of ERF provision and new leadership on the direction and needs of the school. Another key member of staff, which much of the previous strategy was based around (Inclusion TA) has also left the school.

The previous plan focused on language skills and vocabulary gaps; social and emotional needs and emotional regulation; closing attainment gaps in core subjects and improving attendance.

Language Skills and Vocabulary Gaps

As part of our lesson structure, there is a focus on new vocabulary and ensuring children have the opportunity to explore this vocabulary and use it in their writing. EYFS staff received training on high-quality interactions (the SHREC approach) and how this can improve children's vocabulary and verbal communication.

Phonics interventions for KS1 were completed three times a week, using QLA to target children and their specific gaps. This led to a phonics outcome of 67% for pp children.

Phonics interventions were also delivered for KS2 children who had not passed the phonics check in year 2. This helped them to become more confident in their reading ability and started to close the gap with their peers.

Speechlink and NELI screening was completed for all children on their entry into Reception and interventions took place 3 x a week for those children identified as eligible for the programme. All children made progress and left the programme significantly higher than their starting points.

Social and Emotional Needs and Emotional Regulation

A daily lunchtime group was delivered to children who found the lunchtime environment harder to negotiate. The focus on social skills enabled them to interact more positively with their peers and supported their regulation strategies in lesson times.

Referrals were accepted for Bridge the Gap, Compass, CAMHS, Lighthouse, HAF and the Freedom Foundation. These agencies worked alongside school to support pupils in

receipt of pupil premium. This led to a decrease in suspensions and an increase in attendance as families were supported in overcoming barriers affecting attendance.

The school ELSA completed sessions throughout the year with a variety of pupils, showing positive progress in their emotional well-being and emotional literacy as the sessions progressed. Another TA was trained in Drawing and Talking which started in summer 2.

Training was completed for a Forest School practitioner, with the focus on sessions being delivered to pupil premium children.

Closing Attainment Gaps in Core Subjects

Statutory Assessments 25/26	Whole Cohort	Non-PP pupils	PP pupils	% difference from 24/25
KS2 RWM Combined	51%	57%	41%	-9%
KS2 RWM Combined (Greater Depth)	2%	0%	6%	+6%
MTC	14%	17%	8%	+8%
Phonics	76%	78%	67%	-27%
EYFS GLD	78%	78%	75%	+42%

Improving Attendance

While pupil premium children were not at the national expectation for attendance, they had significantly closed the gap when compared with non-pp children (93.5% vs 94.9%).

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**

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
0
The impact of that spending on service pupil premium eligible pupils
0

Further information (optional)

Evidence Base

This strategy is informed by:

- Education Endowment Foundation (EEF) Guide to the Pupil Premium
- EEF Teaching and Learning Toolkit
- EEF Effective Professional Development Guidance Report
- EEF Special Educational Needs in Mainstream Schools
- EEF Improving Literacy in Key Stage 1
- EEF Improving Literacy in Key Stage 2
- EEF Improving Mathematics in Key Stages 2 and 3
- Department for Education: Using Pupil Premium Guidance for School Leaders
- SEF 26-27 Borrow Wood
- SIP 26-27 Borrow Wood
- BWPS 'Super Seven'
- Internal assessment, attendance and pupil wellbeing information.